



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Syr Hugh Owen
Bethel Road
Caernarfon
Gwynedd
LL55 1HW**

Date of inspection: March 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Syr Hugh Owen is a naturally bilingual 11-18 school, which is maintained by Gwynedd local authority. There are 836 pupils on roll, including 176 in the sixth form. This figure has fallen a little since 2008, when the school was last inspected, and there were 890 pupils on roll. Fifteen point seven per cent (15.7%) of pupils are eligible for free school meals, which is lower than the national average of 17.4%. Pupils come from the town of Caernarfon and the area that covers Llandwrog and Port Dinorwic. About 21% of pupils live in 20% of the most disadvantaged areas in Wales. Ninety per cent of pupils speak Welsh with their families and 92% are fluent in the language. Most pupils come from a white, British background.

The school admits pupils from the whole ability range. The percentage of pupils who have additional learning needs is about 14.5%, which is lower than the national average, namely 25%. The percentage of pupils who have a statement of special educational needs is a little lower than the national average, namely 2.5%.

The headteacher began in the post in September 2014. The senior leadership team includes the headteacher, the deputy headteacher and four assistant headteachers.

The individual school budget per pupil for Ysgol Syr Hugh Owen in 2015-2016 is £4,603. The maximum per pupil in secondary schools in Gwynedd is £5,775 and the minimum is £4,144. Ysgol Syr Hugh Owen is in 11th place of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The school's current performance is adequate because:

- The school's performance in almost all of the key indicators in key stage 4 has improved considerably during the last four years
- In 2015, performance in all the key indicators in key stage 4 compares favourably with that of similar schools
- Many pupils have effective oral communication skills in Welsh and English
- In the majority of lessons, pupils make valuable progress in their skills and subject knowledge
- Most pupils behave well in lessons and show respect for their peers, teachers and visitors
- In the majority of cases, teachers plan their lessons carefully in order to provide an appropriate challenge and ensure consistent progress in pupils' skills and subject knowledge

However:

- In three of the last four years, performance in the level 2 indicator including Welsh or English and mathematics has been lower than in other similar schools
- Results in English in key stage 4 are consistently lower than in other similar schools
- In a minority of lessons, pupils do not make enough progress in their subject knowledge or in their skills
- In a minority of lessons, teachers' expectations of what pupils are able to achieve are not high enough

Prospects for improvement

Prospects for improvement are good because:

- The headteacher is a dynamic and inspiring leader who communicates eloquently with the whole school community
- The leadership team's responsibilities are clear and they co-operate effectively to giving the school a robust direction
- There is a spirit of strong co-operation among leaders at all levels, although there is inconsistency in terms of the rigour of middle managers in self-evaluation and planning for improvement
- Governors are very knowledgeable about the school's performance and are committed to its success
- The school has thorough quality assurance processes that draw on a wide range

of direct evidence

- The school's improvement plans are extremely detailed and have been set out logically

Recommendations

R1 Improve outcomes in English in key stage 4

R2 Improve pupils' writing skills, especially in English

R3 Strengthen and ensure consistency in the quality of teaching across the school by sharing best practice

R4 Ensure that all middle managers evaluate their areas of responsibility and plan for improvement thoroughly

What happens next?

The school will produce a plan of action that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last four years, the school's performance in nearly every one of the main indicators in key stage 4 has improved considerably. In 2015, performance in these indicators compared favourably with that in other similar schools in terms of eligibility for free school meals.

In three of the last four years, performance in the level 2 indicator including Welsh or English and mathematics has been lower than the modelled outcomes. However, in 2015, the school's performance in this indicator was higher than the modelled outcomes for the first time ever. Although the results for GCSE English, grades A*-C have improved, they continue to be lower than the mean for other similar schools. Over the last four years, the school's performance in the indicators that include a wide range of qualifications has improved annually and compares favourably with that of other similar schools in the last three years. The percentage of pupils who achieve five or more GCSE grades A*-A has varied. In 2015, this is higher than the average for the family for the first time since 2010.

In general, the sixth form's performance is lower than in other similar schools. In Year 13, since 2012, the proportion of pupils who achieve three A*-C grades at A level has varied but has been lower than in other similar schools in the last three years. Over the same period, the proportion who achieve three A*-A grades has fallen and is lower than the average for other similar schools. Although the school's performance in the average points score compares favourably with that in similar schools, the proportion of pupils who achieve the level 3 indicator is consistently lower than the average in other schools.

At the end of key stage 4, all pupils gain one or more qualification and continue in education or training.

In key stage 3, the school's performance in the core subject indicator has varied over the last four years.

In key stage 4, boys perform consistently better than girls in the level 2 indicator, including Welsh or English and mathematics. Boys' performance in this indicator compares favourably with that of other boys in similar schools in the last three years. However, in two of the last three years, girls' performance is considerably lower than that of girls in other similar schools. In key stage 3, the performance of boys and girls has improved over the last four years and is higher than the mean for the family of schools in 2015.

In general, in key stage 4, the performance of pupils who are eligible for free school meals has been considerably lower than the performance of similar pupils in other schools. However, in 2015, the performance of this group of pupils is at least as good as that in other schools in every key indicator.

In general, pupils with special educational needs make very good progress against their targets.

In lessons, nearly all pupils show positive attitudes towards their learning. Many listen attentively to their teachers' instructions and co-operate productively in groups or pairs.

Many pupils have effective oral communication skills in Welsh and English. These pupils, especially boys, are keen to respond to questions and show a firm grasp of Welsh language syntax. Many pupils are able to justify their opinions logically. However, a very few of them are hesitant and lack confidence when contributing orally in English. Many pupils have a wide general vocabulary and a firm grasp of subject-specific terms. A few pupils are able to communicate their ideas eloquently and use a wide vocabulary in a sophisticated way.

In the majority of lessons, pupils make valuable progress in their skills and subject knowledge. Most pupils have sound reading skills and are able to glean appropriate information from a range of texts. The majority are able to apply their subject knowledge effectively to new situations when forming predictions or reaching conclusions. In a few lessons, pupils deepen their learning by making creative links between different subject areas. However, in a minority of lessons, pupils do not understand the purpose of activities as a result of a lack of clarity in teaching. In these lessons, they are passive and do not make enough progress in their subject understanding or in their skills.

Many pupils have sound writing skills in Welsh and English. They write extended pieces for an appropriate range of various audiences and purposes in most subjects. A few pupils' written work is of a very high quality and contains original and creative ideas. However, a minority of pupils produce work that is confused and lacking in structure. In addition, their writing, especially in English, includes many spelling and grammatical mistakes.

Pupils develop their numeracy skills appropriately across a suitable range of subjects. Many of them are able to add, subtract, multiply and divide accurately. Many of them are able to produce and interpret graphs and pie charts in order to present data appropriately. In addition, they are able to choose appropriate scales and add suitable lines of best fit to their graphs.

Wellbeing: Good

Nearly all pupils feel safe at school and many believe that the school deals effectively with any bullying. Most pupils learn how to live healthily and many of them take advantage of the physical exercise activities that are provided by the school. Individual pupils and school teams are extremely successful in a wide range of local and national sports competitions.

Most pupils behave well in lessons and demonstrate respect for their peers, teachers and visitors. Exclusion rates are very low. Attendance at the school has improved over the last three years and compares favourably with that in other similar schools. The number of pupils who are absent regularly has fallen. Although the attendance of pupils who are eligible for free school meals has also improved, it continues to be lower than the average for similar schools.

Pupils play a prominent part in contributing to decisions at the school. The school council is a very effective forum for pupils to express themselves. It has had a positive effect, for example on prices in the canteen, the number of staff on break time duty and provision of work rooms in which sixth form pupils can study.

Many pupils demonstrate high levels of motivation and the necessary interpersonal skills in order to take the next step in their lives.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school has redesigned its curriculum recently to provide wide, balanced and relevant learning experiences. The school has widened its curriculum by co-operating effectively with local schools and colleges in order to meet the needs and interests of all pupils. This has contributed to an increase in the percentage of pupils who gain qualifications in key stage 4 and the sixth form.

The school provides numerous opportunities to support pupils' experiences through a comprehensive extra-curricular programme that includes subject clubs, local and overseas trips, sports and fishing clubs, school shows, eisteddfodau, a harp choir and a wind band that has over 70 members.

The school provides valuable opportunities for pupils to develop their skills across the curriculum. There are beneficial opportunities for them to practise and develop their writing and reading skills across the subjects. There is appropriate provision for developing pupils' numeracy skills and there are extended opportunities to develop problem-solving skills in mathematics.

The school has co-operated productively with partner primary schools to refine schemes of work and ensure progress when transferring from Year 6 to Year 7.

Through a range of suitable interventions, the school provides effective additional support for pupils who have difficulties with reading and number. The school also provides beneficial opportunities for pupils to develop their skills and contribute to the wider community through the Welsh BaccaLaureate Qualification.

There are valuable opportunities available for pupils to develop their understanding of sustainable development and global citizenship, for example the effective green school club, activities on saving energy and water and a number of fundraising activities in aid of local charities. A valuable partnership has been established with a school in Zambia, pupils raise money annually and there is a popular trip to visit the school every two years.

Teaching: Adequate

In nearly all lessons, teachers provide a beneficial language model for pupils. They demonstrate sound subject knowledge and most foster a productive working relationship with pupils.

In the majority of cases, teachers plan their lessons carefully in order to provide an appropriate challenge and ensure consistent progress in pupils' skills and subject knowledge. In many lessons, teachers prepare or select high quality learning resources. In a minority of lessons, there are stimulating opportunities for pupils to use modern information technology equipment to complement their learning.

In the majority of lessons, teachers use interesting tasks to stimulate pupils' interest and curiosity. These teachers conduct lessons at a high tempo and walk around the classroom vigilantly to provide beneficial support for specific students. In many lessons, teaching assistants support pupils who have specific learning needs effectively. In the majority of lessons, teachers use open-ended questions effectively to test understanding and extend pupils' responses. These teachers conduct purposeful concluding sessions in order to confirm pupils' understanding.

In a few lessons, teachers have extremely high expectations of what pupils are able to achieve. In these lessons, teachers promote deep learning by encouraging pupils to make creative links between different aspects of their previous learning.

In a minority of lessons, teachers' expectations are not high enough. They plan lessons that provide insufficient challenge for pupils, especially for the most able. In these lessons, teachers do not share lesson objectives clearly. Although the activities keep pupils busy in these lessons, planning does not lead to an increase in their skills or understanding. Rather than using open-ended questions, teachers in these lessons present for extended periods. The effect of this is to make pupils too passive.

Nearly all teachers mark pupils' work regularly and carefully. Robust feedback is given to pupils and effective targets are set in many cases. However, in a few cases, targets for improvement are not specific enough to help pupils to make progress.

Teachers provide suitable opportunities for pupils to assess their own work and that of their peers in many lessons. In the majority of cases, teachers ensure that pupils have a clear understanding of the relevant success criteria. In addition, activities are planned carefully in order to deepen learning. However, in a minority of cases, tasks are not purposeful and, as a result, they do not stimulate progress.

Pupils' performance is tracked effectively and monitored regularly across the curriculum in order to identify any underachievement in a timely manner. This enables teachers to identify weaknesses and introduce appropriate steps in order to improve outcomes.

Reports to parents are useful and comprehensive. They give very valuable details of pupils' progress and achievement.

Care, support and guidance: Good

The school has beneficial arrangements for promoting and supporting pupils' health and wellbeing. The school provides a comprehensive personal and social education programme which is central to the purposeful plans for pupils' spiritual, moral, social and cultural development. Pastoral arrangements are a strength at the school and

contribute to good behaviour and improvements in attendance. The Inclusion Centre provides valuable support for vulnerable pupils. There is a beneficial mentoring programme that helps to raise pupils' expectations. The school encourages pupils to appreciate cultural activities through a wide variety of extra-curricular activities. This element is an evident strength at the school.

The school co-operates successfully with a wide range of external agencies for the benefit of pupils. Useful advice and guidance are provided as pupils choose their options for key stage 4 and the sixth form. The way in which the school provides information and communicates with pupils and their parents is a particular strength.

The school ensures that pupils who have additional learning needs are included fully in school life. Provision for these pupils has a positive effect on their achievement and wellbeing. Good use is made of individual education plans by the majority of teachers, and pupils and their parents are included fully in planning and reviewing them.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school is an inclusive and intrinsically Welsh community. The school promotes tolerant attitudes successfully to ensure that pupils and staff feel free from harassment. The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs. All pupils have full access to the curriculum and to all the school's extra-curricular activities.

The school has a wide range of high quality resources to promote learning. The school has invested extensively in modern information and communication technology resources in order to enrich learning experiences. The buildings and classrooms provide a stimulating learning environment. The buildings and grounds are well maintained and the toilets are clean.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher is a dynamic and inspiring leader who communicates eloquently with the whole school community. He is supported skilfully by the deputy headteacher and the remainder of the leadership team. The leadership team's responsibilities are clear and they co-operate effectively to give the school a robust direction. They have an ambitious vision, which stimulates strong co-operation. This is fostered by almost every member of staff and permeates through the school's work. A strong spirit of co-operation and a willingness to change in order to improve is obvious among leaders at all levels.

In a comparatively short period, the new senior leadership team has prioritised carefully and set challenging targets in order to ensure improvement. As a result, strategic leadership has succeeded in raising standards in each of the key indicators

in key stage 4. In addition, firm leadership has led to other improvements. These include good quality marking by many teachers and self-evaluation reports and plans for improvement of a high standard by many leaders.

Middle managers' roles have developed considerably over the last two years. Leaders have received valuable training and support on management and leadership skills. As a result, many subject leaders now deal with performance data confidently. They lead their departments successfully and place consistent emphasis on the school's priorities. Progress leaders work efficiently to improve attendance and support vulnerable pupils, and develop their role in tracking academic progress.

The school's lines of accountability are clear. There is a purposeful calendar of quality assurance activities and monitoring systems in order to hold leaders to account effectively. In addition, there are robust arrangements for responding to the findings of these activities. Line managers conduct a sensible series of regular meetings with middle managers. There is a common pattern and agenda to these meetings and a clear progression from one meeting to the other. On the whole, departmental meetings focus appropriately on pupils' progress and the school's priorities. However, the quality of minutes of these meetings is inconsistent.

The school has a suitable performance management system and policy. Most of the targets are quantitative and link appropriately to the school's priorities for improvement. There is a beneficial programme of support for departments or members of staff who are underperforming.

Governors are very knowledgeable about the school's performance and are committed to its success. They are active in their roles and take part in valuable activities such as scrutinising books and seeking pupils' views. They discuss matters such as standards and funding confidently and in detail. They provide a strong challenge to senior leaders and, increasingly, to middle leaders.

Improving quality: Good

The school's incisive and coherent processes for improving quality have contributed to raising pupils' standards of attainment in all key performance indicators in key stage 4.

The school has thorough quality assurance processes that draw on a wide range of direct evidence. The school's self-evaluation report is a comprehensive and honest document. The strength of this report is the school's deep understanding of its strengths and the areas that need improvement.

The senior management team uses a range of performance data skilfully to monitor the school's performance in order to set clear targets in order to ensure improvement.

There is a comprehensive programme of detailed lesson observations, in addition to thorough arrangements for scrutinising pupils' work. This ensures that findings have an appropriate influence on the content of the report and lead to specific and relevant improvement targets. Lesson observations focus clearly on pupils' standards and

achievement. As a result, the senior leadership team has an accurate picture of the aspects that need to be emulated or improved in teaching. The quality of many of the departmental self-evaluation reports is high, with a few excellent examples. However, a few of them are not thorough enough.

The school has successful systems in order to collect the views of pupils and parents on the school's work. On the basis of discussions with pupils, there have been beneficial changes to the school's curriculum, mentoring sessions and building. A particularly good feature at the school is the headteacher's method of responding to parents' questionnaires by informing them of the steps that will be taken to respond to their concerns. This is a particularly good practice of clear and transparent communication.

The school's improvement plan is extremely detailed and is set out logically. There is a close link between self-evaluation activities and the priorities in whole-school and departmental action plans. The school action plan includes appropriate areas for improvement with clear success criteria. There are clear actions and steps in order to fulfil the ambitious aims within it. Responsibilities have been identified for monitoring the success of various aspects of the plan. Although the plan identifies the cost in terms of human resources and time, it does not identify the financial cost of specific actions in enough detail.

The quality of improvement plans in many departments is comprehensive and detailed with quantitative and challenging targets. Many departmental plans pay detailed attention to weaknesses that have been highlighted after analysing data from examination papers. However, in a few departmental improvement plans, strategies are not specific or rigorous enough to fulfil the aims within them.

Partnership working: Good

The school co-operates effectively with a wide range of partners in order to expand pupils' educational experiences. The partnership with colleges ensures a wide and suitable choice of subjects for pupils in key stage 4. This has helped all pupils to leave school with an appropriate qualification. In the post-16 sector, partnerships with colleges and the Arfon Môn consortium ensure that there is a wide choice whilst ensuring that the courses are sustainable. There are robust arrangements in place to ensure the quality of courses that are provided by the cluster.

The relationship between the school and parents is developing well and the school co-operates successfully with specific groups of them to deepen their involvement in their children's education. The effect of this can be seen in the recent improvements in standards and the increasing number of pupils from less privileged backgrounds who return to the sixth form. The school is progressive in reporting back to parents on the way in which leaders are addressing specific concerns.

There are beneficial arrangements for transferring from primary schools to the secondary school, which ensure that pupils settle in easily at the school. In addition, the school has co-operated productively with its partner primary school to develop a language marking policy.

Valuable partnerships have been established with the community in the field of sports, and football and rugby officers co-operate closely with local clubs.

There is a strong partnership between the school and the local university, and Year 9 pupils visit it in order to raise their aspirations. Sixth form pupils attend revision sessions there, and there is also purposeful co-operation with the college in terms of training student teachers.

Valuable partnership work with the police, the welfare officer and other agencies has contributed to a reduction in the number of regular absences.

Resource management: Adequate

The school manages resources efficiently. The headteacher, the deputy headteacher and the governors' finance committee have a firm grasp of the school's financial situation. They plan and monitor expenditure carefully in order to ensure that all expenditure is linked to the school's priorities.

Although the school has been through a period of reducing the number of staff, standards of attainment have improved. The school is staffed appropriately and levels of staff absences are very low. The few members of staff who teach beyond their specialist subject receive suitable support to ensure that they have the essential understanding to teach the subject. Support staff are used beneficially to maintain the curriculum and support pupils.

The Pupil Deprivation Grant is spent productively in order to provide a wide range of additional support for specific pupils and their families. In 2015, this led to considerable progress in the outcomes for pupils who are eligible for free school meals.

The school has a rich programme of in-service training. It includes specific training on aspects of leadership that have led to improvements in the work of middle and senior leaders. In addition, whole-school training on marking and assessment has had a very positive effect on the quality of feedback for pupils. All teachers are part of a suitable professional working group, either within the school or with other schools. These have had a positive effect on aspects of provision and standards, for example the quality of extended writing. However, the school's training programme has not had enough of an effect on a minority of teachers' quality of teaching.

On the basis of current performance, the school provides adequate value for money.

Appendix 1

6614039 - Ysgol Syr Hugh Owen

Number of pupils on roll	862
Pupils eligible for free school meals (FSM) - 3 year average	15.7
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	152	164	122	147		
Achieving the core subject indicator (CSI) (%)	81.6	78.7	86.1	91.8	88.6	83.9
Benchmark quartile	1	2	1	1		
English						
Number of pupils in cohort	152	164	122	147		
Achieving level 5+ (%)	81.6	87.2	89.3	91.2	91.5	87.9
Benchmark Quartile	3	2	2	2		
Achieving level 6+ (%)	34.2	50.6	50.0	45.6	55.8	52.6
Benchmark Quartile	4	1	2	3		
Welsh first language						
Number of pupils in cohort	151	160	122	143		
Achieving level 5+ (%)	84.8	85.6	88.5	94.4	92.3	90.9
Benchmark Quartile	3	3	3	2		
Achieving level 6+ (%)	39.7	41.9	46.7	60.1	59.4	56.1
Benchmark Quartile	3	3	3	2		
Mathematics						
Number of pupils in cohort	152	164	122	147		
Achieving level 5+ (%)	83.6	84.1	91.8	95.2	91.7	88.7
Benchmark Quartile	3	3	1	1		
Achieving level 6+ (%)	53.3	48.8	60.7	66.7	58.0	59.5
Benchmark Quartile	3	3	2	1		
Science						
Number of pupils in cohort	152	164	122	147		
Achieving level 5+ (%)	87.5	87.2	91.8	97.3	95.8	91.8
Benchmark Quartile	3	3	3	1		
Achieving level 6+ (%)	48.7	42.1	47.5	67.3	58.6	58.5
Benchmark Quartile	2	3	4	1		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6614039 - Ysgol Syr Hugh Owen

Number of pupils on roll	862
Pupils eligible for free school meals (FSM) - 3 year average	15.7
FSM band	3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	124	146	148	163		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	25.8	49.3	48.6	65.0	61.9	57.9
Benchmark quartile	4	3	4	1		
Achieved the level 2 threshold	58.9	76.0	91.2	96.3	91.8	84.1
Benchmark quartile	4	3	2	1		
Achieved the level 1 threshold	87.1	98.6	100.0	100.0	99.1	94.4
Benchmark quartile	4	2	1	1		
Achieved the core subject indicator (CSI)	25.8	48.6	48.6	64.4	59.8	54.8
Benchmark quartile	4	2	4	1		
Average capped wider points score per pupil	303.0	343.3	361.8	374.6	362.6	343.5
Benchmark quartile	4	3	2	1		
Average capped wider points score plus per pupil	298.3	336.7	352.2	365.8	356.8	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	13.7	15.1	12.2	17.2	15.1	16.6
Benchmark quartile		
Achieved A*-C in English	51.6	51.4	56.8	64.4	68.3	68.6
Benchmark quartile	4	4	4	4		
Achieved A*-C in mathematics	26.6	50.7	52.7	67.5	66.2	64.4
Benchmark quartile	4	4	4	2		
Achieved A*-C in science	64.5	82.9	91.9	95.1	95.2	84.0
Benchmark quartile	4	2	2	2		
Number of pupils aged 15 who entered Welsh First Language:	108	133	138	150		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	63.9	59.4	67.4	83.3	73.6	75.2
Benchmark quartile	3	4	3	1		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6614039 - Ysgol Syr Hugh Owen

Number of pupils on roll 862
Pupils eligible for free school meals (FSM) - 3 year average 15.7
FSM band 3 (15%<FSM<=20%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	27	29	26	24		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	0.0	27.6	3.8	41.7	41.8	31.6
Achieved the level 2 threshold	25.9	51.7	69.2	83.3	79.4	69.4
Achieved the level 1 threshold	74.1	96.6	100.0	100.0	97.6	89.4
Achieved the core subject indicator (CSI)	0.0	24.1	3.8	41.7	40.0	29.3
Average capped wider points score per pupil	227.5	298.4	318.7	352.2	336.0	303.7
Average capped wider points score plus per pupil	222.3	288.2	300.2	341.5	328.9	296.4
Achieved five or more GCSE grades A*-A	0.0	3.4	0.0	0.0	4.1	4.3
Achieved A*-C in English	11.1	20.7	7.7	45.8	50.0	45.1
Achieved A*-C in mathematics	3.7	31.0	3.8	41.7	47.1	39.2
Achieved A*-C in science	25.9	62.1	73.1	79.2	90.6	74.4
Number of pupils aged 15 who entered Welsh First Language:	20	21	20	17		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	30.0	33.3	20.0	88.2	56.3	51.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	59	75	42	65		
Average wider points score per pupil	913.6	901.0	861.5	862.5	883.0	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	57	73	41	63		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	96.5	95.9	90.2	95.2	99.0	97.0
Achieved 3 A*-A at A level or equivalent	14.0	5.5	2.4	3.2	4.8	7.9
Achieved 3 A*-C at A level or equivalent	68.4	61.6	65.9	69.8	75.3	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	207	124 60%	77 37%	6 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	207	72 35%	108 52%	22 11%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	207	92 44%	97 47%	16 8%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	205	67 33%	110 54%	24 12%	4 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	206	100 49%	85 41%	20 10%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	206	69 33%	131 64%	6 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	205	99 48%	98 48%	8 4%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	206	70 34%	101 49%	31 15%	4 2%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	207	80 39%	94 45%	26 13%	7 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	205	44 21%	118 58%	42 20%	1 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	207	78 38%	91 44%	31 15%	7 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	204		77 38%	102 50%	18 9%	7 3%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	205		95 46%	99 48%	9 4%	2 1%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	205		97 47%	91 44%	15 7%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background	207		106 51%	87 42%	12 6%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	207		96 46%	99 48%	9 4%	3 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	71		25 35%	35 49%	8 11%	3 4%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	65		22 34%	27 42%	12 18%	4 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	211	67 32%	118 56%	22 10%	4 2%	4	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	214	78 36%	117 55%	16 7%	3 1%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	207	86 42%	108 52%	9 4%	4 2%	8	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	209	69 33%	116 56%	20 10%	4 2%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	186	25 13%	106 57%	42 23%	13 7%	28	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	195	44 23%	123 63%	24 12%	4 2%	20	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	204	81 40%	110 54%	12 6%	1 0%	11	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	195	50 26%	103 53%	37 19%	5 3%	19	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	187	56 30%	91 49%	31 17%	9 5%	26	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	202	68 34%	114 56%	19 9%	1 0%	13	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	206	80 39%	119 58%	7 3%	0 0%	9	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	162	46 28%	87 54%	24 15%	5 3%	48	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	212	51 24%	97 46%	53 25%	11 5%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	209	72 34%	107 51%	26 12%	4 2%	6	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	204	55 27%	114 56%	31 15%	4 2%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	194	52 27%	114 59%	25 13%	3 2%	20	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	150	28 19%	90 60%	25 17%	7 5%	60	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	198	53 27%	97 49%	43 22%	5 3%	16	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	195	66 34%	104 53%	21 11%	4 2%	19	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Lowri Jones	Team Inspector
Hywel Jones	Team Inspector
Owen Jenkins	Lay Inspector
Rhian Griffiths	Peer Inspector
Gari Jones	Peer Inspector
Rhian Parry Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.