



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Bedwas High School
Newport Road
Bedwas
Caerphilly
CF83 8BJ**

Date of inspection: April 2013

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

Bedwas High School is an English-medium 11 to 18 mixed comprehensive school situated to the east of Caerphilly. The school serves the communities from the villages of Bedwas, Trethomas, Graig-y-Rhacca and Machen. The number of pupils has increased from 694 at the time of the last inspection to the current 752.

Around 26% of pupils are entitled to free school meals, which is higher than the national average of 17.4%, and 41% of pupils live in 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability and around 22% have a special educational need. This figure is higher than the national average of 18.6%. Around 3% of pupils have statements of special educational needs. This compares with 2.6% for Wales as a whole.

A very few pupils receive support to learn English as an additional language and a very few pupils come from minority-ethnic backgrounds. A very small number of the pupils speak Welsh as their first language.

The headteacher has been in post since September 2008. Following the retirement of the school's deputy headteacher, the school appointed an acting deputy headteacher in September 2012.

The individual school budget per pupil for Bedwas High School in 2012-2013 means that the budget is £3,771 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,797 and the minimum is £3,753. Bedwas High School is 13th out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

Good features of the school's work include:

- recent improvements in performance in key stage 4;
- the secure knowledge and understanding gained by pupils, who develop appropriate skills in the majority of lessons;
- pupils' wellbeing, including behaviour, attendance, and the development of social and life skills;
- effective teaching in the majority of lessons; and
- a very caring and inclusive ethos.

However, current performance is judged to be adequate because:

- standards at key stage 4 are not consistently high enough;
- too many pupils do not make enough progress between key stages;
- in lessons, a minority of pupils do not make as much progress as they should; and
- a minority of teaching is not planned well enough to sufficiently challenge pupils.

Prospects for improvement

The school's prospects for improvement are judged to be adequate because:

- leadership has been effective in making recent improvement in performance at key stage 4;
- clear priorities that focus on raising standards have been established across all areas; and
- the leadership and support for pupils wellbeing are good.

However:

- the impact of agreed action plans has not ensured enough improvement in teaching, learning and outcomes;
- leaders set targets that are too low to drive improvement;
- the majority of senior and middle leaders do not monitor rigorously enough; and
- governors do not hold the school to account enough for its performance.

Recommendations

- R1 Raise standards at key stage 4
- R2 Improve the quality of teaching
- R3 Improve the consistency and quality of marking
- R4 Increase the level of accountability between senior and middle leaders for pupils' performance
- R5 Improve the rigour and focus of self-evaluation activity
- R6 Develop the governing body's capacity to act effectively as a critical friend, particularly with the use of school performance data to challenge leaders

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, performance in qualifications that include English and mathematics is in line with modelled expectations. However, performance in many indicators over the last three years has generally been below that of similar schools. Performance in the core subjects improved noticeably last year, although performance in English and science remains below the family average. Overall, pupils make less than expected progress from previous key stages in the majority of indicators.

At key stage 3, performance in English, mathematics and science has improved, and performance is much higher than modelled expectations. However, for the last two years, performance in mathematics and science has placed the school in the lower half of similar schools based on free-school-meal entitlement.

Sixth-form students gain a wide range of qualifications and make appropriate progress in the majority of subjects.

At key stage 4, boys generally perform less well than girls, although the difference is less than the family and national averages. At key stage 3, the difference between boys' and girls' performance is less than that in similar schools, although it is slightly greater than the national difference. However, boys' performance in English is relatively weaker than in the mathematics and science. This is particularly the case at the higher levels and in reading.

At key stage 4, pupils entitled to free school meals perform relatively well in the indicators that include English and mathematics. Their attainment is higher than family and national figures. However, these pupils perform less well in indicators that include a wide range of qualifications. Pupils with special education needs generally progress in line with expectations.

Very few pupils leave the school without a qualification. This figure has reduced noticeably over the last three years. The proportion staying on in full-time education after 16 is below national figures. Very few pupils leave the school at 16 and are reported as being not in education, employment and training. This proportion is in line with local and national figures.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Most of these pupils make good progress in key stage 3.

In the majority of lessons, pupils gain secure knowledge and understanding, and develop appropriate skills. They progress through tasks and activities well and produce work of a good standard. They show a competent grasp of key subject concepts, and apply their understanding well to new and unfamiliar situations. Most pupils have a full and accurate recall of the content of their work. In a few lessons,

pupils make particularly good progress and have a very detailed understanding of the topics they are studying. They respond very well to challenging activities and are able to provide perceptive and analytical comments on their work and the work of others. They are able to effectively plan, design and refine work while also acting on advice to make further improvements. In a few lessons, pupils participate highly effectively in role play situations. They demonstrate high levels of understanding and empathy for people in demanding situations. In a minority of lessons, a few pupils do not make as much progress as they should. These pupils do not complete tasks to the standard that they could achieve and they often have a limited or incomplete understanding of their work.

Most pupils listen attentively and respond effectively to their teacher and peers, building on others' comments in group discussion. The majority of pupils speak clearly and confidently. A few pupils ask searching questions of their teachers and of each other. A minority of pupils lack fluency and confidence in their oral work and these pupils do not participate willingly in group or class discussions. The majority of pupils demonstrate sound reading skills and are able to extract information from a range of sources. Around half of pupils evaluate and analyse this information well, and are able to explain their ideas and reason clearly. The majority of pupils make appropriate notes, and select appropriate information to reach conclusions.

Around half of pupils produce extended pieces of written work of good quality and can write for a variety of purposes and audiences. In a few subjects, pupils produce work to a very high standard, and use creative language effectively for specific written tasks. The majority of pupils use a wide range of subject-specific vocabulary well to compare and evaluate their work competently. They are able to describe events and processes clearly. A minority of pupils do not write at length and produce work of variable quality. Furthermore, around half of pupils do not spell key words correctly and a minority make basic punctuation errors, such as incorrect use of capital letters.

At key stage 3, performance in Welsh second language has improved strongly since 2008. In 2012, outcomes at level five and above were higher than those of similar schools. At key stage 4, many pupils achieve a qualification in Welsh.

Wellbeing: Good

Most pupils feel safe and supported well in school. They consider that the school deals effectively with incidents of bullying. Pupils understand the importance of a healthy lifestyle and regular exercise and participate well in the opportunities provided by the school. Most pupils are involved suitably in decision-making through the school and year councils' meetings, and school and department surveys. In particular, pupils have influenced school policy on matters such as homework and uniform.

Attendance has been consistently good and compares favourably with levels in similar schools. Pupils are punctual to lessons. There have been no permanent exclusions during the last three years and the number of days lost through exclusion has reduced significantly.

Behaviour is very good throughout the school. Pupils are courteous and respectful to peers, teachers and visitors. In lessons, a majority of pupils are ready to learn and participate enthusiastically. They develop social and life skills well.

Most pupils are actively involved in school life and a few are engaged in worthwhile projects in the local community, such as charity work and supporting the elderly.

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

The key stage 3 curriculum builds well on pupils' primary experiences and in Year 7 and Year 8 includes extra provision to support pupils' literacy skills. In key stage 4, pupils have a wide range of academic and vocational options, although few pupils take vocational courses. The education of the most challenging key stage 4 pupils is met through alternative provision, but too many pupils are involved and they do not have enough opportunities to achieve appropriate qualifications. At post-16, the school benefits from its partnership working to provide a broad range of options. There are many extra-curricular opportunities, particularly in key stage 3, that are supported well.

The school has recently established a clear and well-coordinated strategy for literacy. So far, there has been a sharp and sustained focus on improving pupils' reading skills in key stage 3 through a comprehensive and well-organised programme, including that for pupils with particularly weak skills. This has already had a beneficial impact on standards in reading. Extensive data on reading is analysed and used to good effect. Further initiatives to improve high-order reading skills and writing skills are at an early stage of development and have yet to have an impact on standards.

Provision for Welsh second language is improving from a low base. There is increased time in key stage 4 and numbers entering level 2 qualifications are increasing, although they are still small for the full course. There is suitable provision for the Welsh dimension in subjects and through events such as the eisteddfod.

Provision for education for sustainable development and global citizenship is a significant strength of the school. It has become an integral part of the school's ethos and daily life, and the work is led by an enthusiastic and effective eco-group. Links with schools in other countries such as Kenya and the Ukraine contribute well to this work.

Teaching: Adequate

In nearly all lessons, relationships between teachers and pupils are very good and contribute successfully to a positive learning environment. Teachers display good subject knowledge and understanding.

In the majority of lessons, teachers set high expectations for pupils' work and behaviour. Well-planned lessons with imaginative activities build soundly on pupils'

previous learning. Teachers deliver activities with good pace and maintain high levels of challenge throughout lessons. They engage and motivate all pupils successfully. Tasks presented are of good quality, match pupils' abilities well and allow pupils to work independently or effectively in groups. Teachers use good questioning skills, which probe for understanding and develop pupils' reasoning skills. In addition, teachers give pupils beneficial time for thinking and discussion that develops fuller and more detailed responses. In a few lessons, teaching is particularly successful. In these lessons, teachers have very high expectations and develop pupils' literacy skills highly effectively through meaningful contexts.

In a minority of lessons, pupils make less progress. Teachers do not set high enough expectations or challenge pupils sufficiently. Furthermore, teachers' planning is not effective and this results in activities that lack clear objectives and purpose. In these lessons, opportunities for pupils to evaluate their learning are limited and teachers do most of the talking and reasoning. As a result, pupils lack involvement and do not always stay focussed. Planning to develop pupils' higher-order literacy skills is weak. In a few departments the use of worksheets or work booklets significantly limits the development of writing skills and a deeper understanding of subject content.

Marking is up-to-date and regular, and many teachers follow common approaches within departments. A majority of teachers provide useful comments on pupils' work that gives pupils an understanding of how they are progressing. A minority provide clear and specific guidance on strengths, weaknesses and targets for improvement. Overall, the quality of marking is too inconsistent, both within and between departments. In particular, only a few pupils respond to the marking by completing missing work or correcting errors.

There are suitable systems to monitor pupils' progress and the information is used appropriately by subject departments to address underperformance. The system for key stage 3 has been further refined this year, but information that is collected for the key stage 4 system is not collected frequently enough. Follow-up action in key stage 4 through mentoring activities has resulted in improvements for a targeted group of pupils.

Parents find reports to be informative, especially the summary reports provided three times a year. Annual reports contain an indication of strengths and weaknesses, but they vary in format and quality, and targets for improvement are not specific enough to the subject being studied.

Care, support and guidance: Good

The school provides a very caring and supportive environment that has a positive impact on most aspects of pupils' wellbeing and personal development. A wide range of learning experiences promotes pupils' moral, social and cultural development well. Assemblies and registration time provide beneficial opportunities for reflection and help promote pupils' spiritual development effectively.

The school works very effectively with many external agencies and specialist services to meet the specific needs of individual pupils. A wide variety of agencies,

catering for pupils' individual needs, work together effectively to support vulnerable pupils. Learning coaches and mentoring programmes support pupils' wellbeing successfully. The school provides useful information for pupils and parents regarding transition, options and career paths.

The school has appropriate provision for pupils with additional learning needs. In particular, the inclusive arrangements and high level of sensitive and caring support provided by the additional learning needs team help pupils to integrate effectively into school life. Individual educational plans identify appropriate learning targets. Specialist teachers and support assistants offer beneficial targeted support for individuals and groups of pupils. The school has appropriate systems to ensure that parents of pupils with additional learning needs are well informed about their child's education.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a very caring and inclusive ethos based on mutual respect that reflects the school motto of 'caring and achieving'. All pupils have equal access to the school curriculum and opportunities to succeed in all aspects of school life.

The school provides an orderly and welcoming environment. Accommodation is of a good standard, and the school buildings and grounds are safe and very well maintained and decorated. Displays in classrooms and around the school are very attractive, well presented and informative. They celebrate pupils' achievement, stimulate their interest and enhance learning.

Learning resources are good and meet pupils' needs well. There are a number of information and communication technology suites throughout the school and most departments have access to their own computers. The school uses information technology appropriately to enhance pupils' learning.

The sporting facilities have improved since the last inspection and are now of suitable quality.

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

The headteacher has recently reorganised the senior leadership team and put into place new arrangements that have strengthened the team. The distribution of roles and time allocated to undertake these new roles are appropriate. Members of the senior leadership team support the headteacher well and together they share a common vision for the development of the school, which takes suitable account of national and local priorities. Regular meetings and documents communicate this vision appropriately to all staff. Clear priorities that focus on raising standards for improvement have been established across all areas.

Early positive outcomes from the reorganisation include the development of the school's effective provision for literacy in Year 7 and Year 8, a higher whole-school attendance rate and high levels of good behaviour.

The senior leadership team has a clear understanding of where further progress needs to be made. While there are systems and structures to achieve this, they are not robust enough. Currently, the extent to which middle leaders fulfil their roles is not fully developed.

Each senior leader has relevant line-management responsibilities for an appropriate number of departments. Suitable meetings between senior and middle leaders take place each half term and focus on classroom practice and pupils' performance. Although there has been an improvement in a minority of subjects, the impact of the agreed actions has not brought about enough improvement in teaching and learning. Line managers and the majority of middle leaders do not monitor the quality of lessons and book reviews rigorously enough.

Many middle leaders have a sound awareness of the strengths and areas that require improvement in their departments. They use data well to compare performance against national averages but the comparison with similar schools is not comprehensive and robust.

Progress managers deal and resolve pupils' wellbeing effectively. However, they do not have enough impact on improving the standards that pupils achieve.

Performance management is organised well and used consistently at all levels throughout the school. Individual targets are linked to school priorities and individual training needs are met appropriately through an effective in-service training programme. In a minority of instances, the outcomes from performance management targets are not specific enough and mainly relate to the completion of actions.

The governing body is very supportive of the school and has a sound understanding of the majority of strengths and areas for improvement. The headteacher informs governors appropriately about performance. However, the governors are not confident in interpreting performance data and, as a result, they do not hold the school to account enough for its performance.

Improving quality: Adequate

The process of self-evaluation is well established in the school and is a regular part of school life. The school has developed a clear calendar of events to carry out this work. The school makes extensive efforts to draw evidence from first-hand sources. Pupils are given appropriate opportunities to share their views on their experience of school life. All staff are encouraged to take part in evaluation of the school's provision and standards. Parents are widely consulted and the local authority makes an appropriate contribution to the school's own assessment of progress.

However, the school's most recent self-evaluation is over generous in its judgement of pupil outcomes and in places is not critical enough. As a result, this limits the

school's ability to challenge middle leaders and classroom teachers to plan for sustained improvement and be accountable for the quality of their work.

The school and departmental improvement plans draw on the findings of self-evaluation in an appropriate way. In general, plans identify a range of sound strategies. This has resulted in improvements in the provision to support literacy and those pupils who are at risk of exclusion and raised standards of pupils' wellbeing and their ability to read. However, senior leaders set targets for subjects that are often too low to secure improvement and many plans lack a sharp focus on improving teaching, learning and outcomes.

Since the last inspection, the school has made good progress in improving levels of attendance and in the accommodation for science and physical education. While relevant steps have been made to share best practice in teaching and learning, the school's judgements on the effectiveness of these steps are not accurate enough. The school has not improved standards consistently in many indicators, particularly at key stage 4.

The school is developing well as a learning community. Teachers work well in groups within the school and with other schools to develop new approaches to teaching and learning. They are beginning to share good practice in literacy across the school.

Partnership working: Good

The school has developed strong working relationships with a wide range of partners that make a successful contribution to provision and standards. These links are effective in promoting pupils' wellbeing and enhancing their learning experiences.

Well-established partnerships with two secondary schools in Caerphilly and the local college are strong. These links extend the range of courses available to pupils, particularly in the sixth form. There are suitable quality-assurance procedures to monitor provision and outcomes.

Partnerships with primary schools are well developed. Pupils make a successful transition from Year 6 to Year 7. The school provides a wide range of activities and information that help pupils settle in to their new school successfully. Recent curriculum links with partner primary schools provide beneficial support to pupils' literacy skills, particularly in reading and handwriting.

Links with the community are particularly strong. Significant sums of money are raised for charity. The school creates a number of opportunities that enable pupils and senior citizens to take part in a range of activities such as playing chess, surfing the internet and eating occasional meals together. Links with external agencies and local businesses make extensive contributions to the provision for pupils' personal and social development, and experience of the world of work.

There are consistently good links with parents. They are well informed about the school's work and their children's wellbeing and progress.

Resource management: Adequate

The school is appropriately staffed to meet the requirements of the curriculum. Members of staff who teach outside their main subject areas are supported well. All support and administrative members of staff make worthwhile contributions to the life of the school.

Comprehensive budget monitoring processes ensure that spending matches the school's financial planning. The process for allocating resources is transparent and ensures that all areas receive their due allocation.

The school has been successful in maintaining an appropriate budget surplus and has suitable plans for its use. The school uses its School Effectiveness and Pupil Deprivation grants to good effect.

Sixth-form provision is cost effective.

Despite the skilful management of resources, the school provides adequate value for money because standards are judged to be adequate.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last five years. During this time, it has been above the family average, although the gap has narrowed recently. When compared with similar schools based on the proportion of pupils entitled to free school meals, performance placed the school in the top half for two out of the last three years. Furthermore, when compared with modelled expectations, the core subject indicator is well above expectations. In English, performance at level 5 and above has improved over the last five years, and has been consistently above the family average. It has placed the school in the top half of similar schools based on the proportion of pupils entitled to free school meals. At level 6 and above, performance has improved over the last three years and it is now above the family average. Performance in mathematics has improved over the last five years and has generally been in line with family average. However, it has placed the school in the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. At level 6 or above, performance in mathematics has generally been below the family average, although it was above the family average in 2012. Performance in science has also improved over the last three years, and it is now above the family average for the first time in four years. However, performance in science places the school in the bottom half of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has improved over the last three years, but it is still below the family average. Pupils' progress from the previous key stage for 2012 is significantly below expectations for the core subject indicator, mathematics and science, and is below expectations in English.

At key stage 4, following a decline from 2008, performance in the level 2 threshold including English or Welsh and mathematics rose in 2012, but remains lower than it was in 2008. Over this period, performance fell below the family average, although it rose slightly above it in 2012. For the last three years, performance in this measure has placed the school in the lower half when compared with similar schools in terms of free-school-meal benchmarks. Performance is broadly in line with modelled expectations. The core subject indicator displays a similar pattern. Performance in the level 2 threshold rose in 2012, but it is below the family average and has been in the bottom quarter for the last two years when compared with that of similar schools in terms of free-school-meal benchmarks. Performance in the capped points score is below the average for similar schools. Performance in the level 1 threshold has generally remained low over the last four years and in 2012 it was below the family average. Performance in both English and mathematics at level 2 has declined over the last five years, although they both improved in 2012. However, performance in both these measures has placed the school in the bottom half of similar schools in terms of free-school-meal benchmarks for the last 3 years. Pupils' progress from key stage 2 is weak in most indicators. Pupils' progress from key stage 3 is good in the core subject indicator, but is poor in the level 2 threshold and the level 1 threshold.

A very few pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is below national figures. A few pupils have left school

at 16 and are reported as being not in education, employment and training. This proportion is in line with local and national figures.

In the sixth form, students perform above the Wales average for the level 3 threshold. However, for the wider points score, students perform below the Welsh average. The majority of students make progress in line with expectation.

At key stage 3, girls do better than boys in the core subject indicator, although the gap is less than family and national figures. There is a similar pattern at key stage 4 in all headline indicators. This does not mean that the girls are doing particularly well as their performance in a minority of indicators, notably English, is below the family average. In the sixth form, both boys and girls achieve well at the level 3 threshold and in 2012 there was no gap between them. Pupils eligible to free school meals, in both key stage 3 and key stage 4, achieve better in the indicators that include English and mathematics than the indicators that include a wide range of qualifications. Pupils with special educational needs achieve as expected.

In Welsh second language at key stage 3, performance has improved strongly since 2008. In 2012, outcomes at level five and above were above the family average, and placed the school in the top quarter when compared to similar schools based on free-school-meal entitlement. At key stage 4, many pupils achieve a qualification in Welsh.

Appendix 2

Stakeholder satisfaction report

Responses to pupil questionnaires

Estyn received responses from 163 pupils, selected at random from across the age range. Pupils gave positive or very positive responses to many questions, and the majority of their responses were more positive than those from pupils in other secondary schools.

Most pupils state that they feel safe in school and indicate that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying.

Most pupils consider that they are doing well and that staff help them to learn and make progress and encourage them to take on responsibility. Most believe that they have enough books and equipment. A majority say that homework helps them to understand and improve their work, although this is a lower proportion than that found in other secondary schools. A majority of pupils in key stage 4 say that they received good advice when choosing their courses. At key stage 5, most students say that they received good advice when choosing their courses. Most feel well prepared for further education or employment. Most pupils state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Many pupils confirm that members of the staff treat them fairly and with respect. Most pupils say that the school helps them to understand and respect people from other backgrounds.

A majority of pupils feel that the school takes account of their views. A majority of pupils state that pupils behave well and that they can get on with their work.

Responses to parent questionnaires

Estyn received 140 responses to the parent questionnaire.

Most parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Many indicate that their children are encouraged to be healthy and to take regular exercise. Many consider that there is a good range of activities in the school, although this is a lower proportion than that found in other secondary schools. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Nearly all parents believe that their children are making good progress and that teaching is good. Most believe that staff have high expectations of their children. Most parents feel that their children receive appropriate additional support where

necessary and that many staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and many indicate that school prepares their children well for moving on to the next school or college and work.

Most parents feel well informed about their children's progress and say that homework reinforces learning. Many parents believe that pupils behave well in school, although this is a lower proportion than that found in other secondary schools. Most parents state that they understand the school's procedures for dealing with complaints.

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Nigel Vaughan	Team Inspector
Gwyn Thomas	Team Inspector
Peter Harris	Team Inspector
Rhiannon Boardman	Lay Inspector
Susan Gwyer-Roberts	Peer Inspector
Mr T Stancombe	School Nominee

Copies of the report

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

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

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 schools with similar proportions of pupils entitled to 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 a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to 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.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to 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.