



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

**Blessed Edward Jones R.C. School
Cefndy Road
Rhyl
LL18 2EU**

Date of inspection: October 2012

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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Publication date: 04/12/2012

Context

Blessed Edward Jones Catholic High School is a voluntary aided, English medium co-educational comprehensive school for pupils between the ages of 11 and 16. The school is maintained by Denbighshire local authority. Currently there are 490 pupils on roll. About 36% of pupils are entitled to free school meals, and this is double the national average.

Currently the school has 120 pupils on the special educational needs register. Three per cent of pupils have a statement of special educational needs, compared with the national average of 2.7%. The school has seven looked after children. A high proportion of pupils (12%) have English as an additional language and the school has pupils from 15 different nationalities other than British.

The school's catchment area is essentially centred in and around Rhyl, and pupils also travel by bus from Gronant, Denbigh and Conwy. At present, 11 Primary schools send pupils to the school. About 53% of pupils live in the 20% of the most deprived areas of Wales.

The school has one main site, with the playing fields half a mile away.

Blessed Edward Jones Catholic High School was last inspected in September 2006 and judged to be in need of special measures. In June 2008, Estyn judged that the school had made good progress in relation to the recommendations identified in the 2006 report and was removed from the category of special measures.

The new headteacher took up his post in July 2011 and is making appropriate changes to the management structure. The current structure since September 2012 consists of one deputy headteacher and three staff, seconded to the senior leadership team, with responsibility for self-evaluation, school improvement and teaching and learning.

The individual school budget per pupil for Blessed Edward Jones Catholic High School in 2011-2012 means that the budget is £4,313 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £4,659 and the minimum is £3,831. Blessed Edward Jones Catholic High School is third out of the eight secondary schools in Denbighshire in terms of its school budget per pupil.

Summary

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|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

Good features in the school's current performance include:

- a trend of improvement at both key stage 3 and key stage 4 that is being well maintained;
- key stage 4 qualifications that include English and mathematics, which are significantly better than the average in similar schools, now places the school in the top quartile and significantly above modelled expectations;
- the development of pupils' literacy skills across the curriculum;
- a strong community ethos;
- lessons that well planned and teacher marking that provides pupils with a clear understanding of their progress; and
- very good pupil behaviour in lessons and around the school.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision, and high expectations for the school, which are well understood by all staff and pupils and are leading to higher standards;
- more challenging targets are now being set for raising standards;
- the restructuring of the senior leadership team ensures that there is strategic oversight of all key matters of the school's work to improve standards;
- governors support and challenge the school effectively;
- the school works well with a wide range of partners and agencies to enhance the curriculum; and
- the budget deficit is being effectively tackled and the school is on track to pay off the deficit.

Recommendations

- R1 improve standards in Welsh at both key stage 3 and key stage 4;
- R2 ensure that all pupils can contribute more effectively to the development of school policies, plans and initiatives;
- R3 develop the co-ordination of the personal and social education programme;
- R4 improve the procedures for tracking pupils' progress in literacy; and
- R5 consolidate the senior management structure so that it continues to meet the strategic needs of the school;

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, standards at key stage 3 and key stage 4 show steady improvement over the last three years. The provisional data for 2012 indicates that this progress is being maintained and an increasing number of pupils are achieving a range of relevant qualifications at key stage 4. The level 2 threshold including English and mathematics shows the school to be performing in the top 25% when compared to similar schools.

Performance at key stage 3 in the core subject indicator improved in 2012, although the school is still below average in relation to other similar schools. Performance in English and mathematics at level 5 and above has improved over the last four years. Also performance at level 6 and above rose in English in 2012, but dipped significantly in mathematics.

At key stage 4, performance up to 2011 in most indicators was improving and the school was in the top quarter of similar schools for the majority of indicators. The provisional data for 2012 shows that this progress is being well maintained. Outcomes in the qualifications that include English and mathematics in 2011, and provisionally for 2012 show that the school is performing well above the average in similar schools. Although performance in the level 1 threshold has remained consistent over the last four years, the 2011 and 2012 results place it just below average in relation to that of similar schools.

Pupils' make good progress from key stage 2 to key stage 4.

Over the last three years, at both key stage 3 and key stage 4, girls have performed better than the boys in most subjects. However, in 2012 girls' and boys' results were very similar in mathematics and science. At key stage 4, for the level 2 threshold, including English and mathematics, boys performed better than girls in 2011. Pupils who are entitled to free school meals are performing well. The overall gap between pupils who are entitled to free school meals and those who are not has decreased since 2010. Pupils with additional learning needs are performing in line with expectations.

Very few pupils left the school without a qualification in 2011 and 2012. However, the percentage of pupils reported as not being in education, employment and training in 2011 was higher than both the local authority and Wales averages.

Pupils make good progress in most lessons and can demonstrate an increasing level of relevant subject skills, knowledge and understanding. Pupils work well as individuals, in pairs and in small groups to carry out the relevant learning activities.

Many pupils demonstrate appropriate writing skills for their ability and can include accurate technical terms, both in their written work and when discussing their work

with the teacher. Most pupils demonstrate good listening skills and respond well to teacher questions with a few pupils prepared to offer extended oral responses. Most pupils write confidently and a few pupils re-draft their work appropriately following the feedback from teachers. The majority of pupils spell and punctuate accurately, although a few pupils make frequent errors. Many pupils are confident readers and a few pupils can read out to the rest of the class in an articulate manner. The very few targeted pupils on intervention programmes make very good progress in developing their reading skills.

At key stage 3, the school has made good progress in the number of pupils achieving level 5 and above in Welsh second language. However, the results still show that the school is performing at a level lower than that of similar schools. In key stage 4, although all pupils take the course, only a minority of pupils was entered for the GCSE Welsh second language short-course examination in 2011 and only 3% achieved level 2. The school is currently in the process of raising the profile of the Welsh language, and in 2012, 42% were entered for Welsh second language. The results show that 14% of pupils achieved level 2. No pupils take the full course qualification.

Wellbeing: Good

Most pupils behave well in lessons and around the school, and work hard in lessons. They are polite and courteous and nearly all pupils show care and respect for others. Most pupils demonstrate that they are developing appropriate social and life skills through relevant learning experiences which often involves pupils working in the local community.

Nearly all pupils feel safe in the school and know whom to go to if they need support. Also many pupils feel that the school deals well with bullying. Many demonstrate a good understanding of healthy living and take part in a wide range of physical activities.

Attendance improved significantly in 2011-2012 and compares very well to that of similar schools. There have been no permanent exclusions during 2011-2012. This is a significant reduction from 2010-2011 and it is anticipated that the number of exclusions will continue to fall during 2012-2013. Also fixed-term exclusions are now relatively low when compared to the local authority and national averages.

Pupils provide their views about many whole-school issues through year and school councils. However, they have few opportunities to contribute to the development of school policies, plans and initiatives. There are two associate pupil governors and they regularly attend governing body meetings.

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

The curriculum has recently been reorganised so that it caters comprehensively for the different needs and aspirations of pupils in an innovative and imaginative way. The key stage 3 curriculum builds appropriately on pupils' experiences at key

stage 2. At key stage 4, the school offers a very wide range of general and vocational courses and a few of these courses are offered in partnership with a local college. The changes to the curriculum have had a significant impact on performance across a range of indicators, in particular the level 2 threshold, pupils' wellbeing and rates of attendance. There is suitable provision for many aspects of personal and social education, but the overall programme is not well co-ordinated.

As part of the 5x60 programme the school offers a very wide variety of activities, which are very well-attended and valued by both pupils and parents. Also, the Youth Inclusion Project provides extra-curricular opportunities for pupils who are at risk of becoming disaffected.

Provision to extend pupils' literacy skills is developing well and a range of intervention programmes are carefully planned. Opportunities to develop pupils' literacy skills are identified in schemes of work and lesson plans across the curriculum. In a few departments there is a clear focus on developing higher-order literacy skills.

Provision for Welsh second language is developing appropriately, although not enough progress has been made to improve standards in key stage 4. Pupils' understanding of the Welsh dimension is developed through a range of subjects and extra-curricular activities.

The school has run many successful events, such as food co-operatives and fair trade activities, to raise pupils' awareness of education for sustainable development. Global citizenship is promoted effectively in lessons, form periods and school assemblies.

Teaching: Good

Teachers have secure subject knowledge and high expectations of pupils' work and behaviour. They have very good working relationships with pupils and praise is used effectively to motivate, encourage and challenge all pupils. Well-focused adult support impacts positively on the quality of pupils' learning.

Teaching is good or better in many lessons. In these lessons teachers plan and prepare lessons thoughtfully with clearly communicated objectives and well-designed learning activities. To ensure good pace and challenge, teachers use a wide range of stimulating tasks and make good use of new digital technologies to enhance learning.

In the very few lessons where teaching is highly effective, learning activities are matched very closely to pupils' needs and focus explicitly on the development of pupils' skills. In these lessons skilful questioning is used well to challenge and probe pupils' understanding.

In a few lessons, a lack of pace or suitably differentiated tasks means that a few pupils do not make sufficient progress.

Teachers' marking of pupils' work is regular and up-to-date and contributes well to improving the standards that pupils achieve. Most teachers provide pupils with a clear indication of the strengths and weaknesses in subject-specific terms, and set out clear targets for improvement. A few teachers make very effective use of success criteria to encourage pupils to reflect on, and improve the standard of their work. However, there are too few opportunities for pupils to evaluate their own work and that of their peers.

Teachers use an effective whole school assessment cycle to establish challenging targets, monitor and record pupils' progress and behaviour, and intervene promptly to address underachievement. However, the tracking of pupil progress in literacy is underdeveloped across subjects.

Pupils are well informed about their current and expected levels of achievement.

Arrangements for reporting to parents are very good and many parents feel well-informed about their child's progress. Half-termly reports provide useful summaries of progress, attendance rates and behaviour, and end of year reports include helpful comments with clear and precise targets for improvement. Pupils contribute sensibly to the reports identifying their achievements and, supported by their form tutors, set themselves appropriate targets for improvement.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing. Its curriculum and ethos promote pupils' social, moral, spiritual and cultural development well.

The management of behaviour, through a structured and well-understood system of rewards and staged sanctions, has been particularly successful in reducing exclusions and improving behaviour. Responses to inappropriate behaviour involve a number of tailored follow-up activities. There has been similar success in the arrangements for improving attendance that is based on a rigorous approach to recording attendance and to following up absences.

The school works well with a wide range of agencies to support effectively more vulnerable learners. The regular multi-agency meetings are well attended, focus securely on individuals and lead to well-matched action and support. The school provides pupils with helpful information and guidance when making choices. Pupils new to the school, including those who have English as an additional language, settle in well.

Pupils with additional learning needs are supported effectively through well-managed and co-ordinated provision. There are comprehensive arrangements to identify pupils' needs and they are provided with a suitable range of support activities that are well matched to their particular requirements. Action plans for individual pupils are specific and clearly set out the support required, although their use in classes is not monitored closely enough. Teaching and learning support assistants provide effectively for a range of needs through in-class support and withdrawal work. Parents are well informed about the provision and progress of their children and are suitably consulted where necessary.

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

Learning environment: Good

The school is an inclusive community with a clear emphasis on recognising, respecting and celebrating diversity both within the school and the wider society. A positive Catholic ethos is evident to visitors as soon as they enter the school building. This ethos is clearly impacting on pupils' attitudes and values. The mission statement is well integrated into all of the school's policies and procedures and these respect the rights of all pupils. Also, the school is a safe and welcoming environment where individuality and faith is valued and respected. Pupils demonstrate the school's values both in lessons and when moving around the school. There is a clear mutual respect between staff, pupils and visitors to the school.

The accommodation is well maintained and cared for and is sufficient for the number of pupils on roll. The school's buildings and ground are secure. There are enough resources to support teaching and learning, and there has been a significant investment in improving information and communication technology provision. Classroom and corridor walls are used effectively to show examples of pupil work and to provide relevant knowledge and information. Although physical education facilities are unsatisfactory, the school has made great efforts to overcome this by regularly transporting pupils to local sports' centres. There are not enough toilets for the number of pupils on roll.

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

Over the last four years, there has been a great deal of instability at headship level. Despite this uncertainty, the school has maintained and improved many aspects of its work, especially the standards achieved by pupils. The new headteacher has brought a significant improvement to many aspects of the school, in a relatively short period of time, and has re-gained the trust and confidence of parents and the community in the school. He provides effective leadership, and has established a well-understood vision for the school, based on clear expectations about what the school should achieve in both its ethos and performance. Standards have continued to improve and the headteacher has tackled the many shortcomings in the school's management and provision.

There are many new procedures and systems which have been implemented quickly and effectively. Over the last year, the main areas that have seen marked improvements are in behaviour, attendance, financial planning and control, and provision for additional learning needs.

The headteacher has taken on the lead role in making these improvements. The senior management structure has not been fit for purpose, and is currently being re-structured so that it better meets the strategic needs of the school. Three middle leaders have been successfully co-opted on to the senior leadership team on a temporary basis. They are clear about their roles and responsibilities, and are

contributing to an increase in the capacity of the senior team. Roles and responsibilities are generally clear and distributed evenly, although some tasks are still not carried out in a way that leads to the desired outcomes.

Appropriate work is underway to further improve the middle management structure. Middle managers are clear about their roles and responsibilities. Many of the subject leaders have a detailed understanding of the standards and the quality of teaching in their departments and provide a strong lead for their area of responsibility. Pastoral leaders work well, particularly in relation to improving the wellbeing of pupils.

Governors are well informed about the strengths and weaknesses of the school, through the provision of regular and frank information. They supplement this understanding through frequent visits, including the observation of teaching and learning. They have a secure and detailed knowledge of the school's performance and, as the critical friend, provide a suitable challenge to help the school improve.

The school pays suitable attention to national priorities, including Learning Pathways 14-19 and to reducing the impact of deprivation.

Improving quality: Good

The school's recently revised self-evaluation process is now more systematic and rigorous and is leading to improvements in standards. The headteacher, working closely with the senior leadership team, has introduced a clear self-evaluation process that is linked to improvement planning. The leadership team knows the school well and clearly understand its strengths and areas that need improvement. This knowledge is regularly communicated to all staff who respond appropriately to any changes that are made. Self-evaluation arrangements, and the priorities in the school development plan, are now becoming well embedded into the targets set across all departments. Planning for improvement effectively builds on school data, departmental reports and local authority reviews, and focuses on outcomes for learners.

Performance management has recently been re-implemented in the school and is beginning to be used to plan for relevant staff development opportunities. An appraisal programme for support staff, as well as structured plans for the professional development of teaching staff, are identified as part of the school's development planning. Lesson observation records have been used to inform planning and a systematic and regular cycle of lesson observations has begun.

Middle managers have begun to use data much more effectively to judge departmental performance and to set targets for improvement. Most development plans are constructive and allocate resources and responsibilities appropriately.

Opportunities for listening to learners are beginning to be deployed effectively by the leadership team and middle managers. Learner voice is beginning to be embedded into the life of the school and the school council is starting to be used more effectively to inform development planning.

The school is developing into a strong learning community. Groups of teachers work well together to review provision and plan for improvement. There are growing links with other schools and community partners and this is having a positive impact on enhancing the curriculum.

In the last 12 months, the school has made very good progress in addressing the recommendations from the last inspection.

Partnership working: Good

The school has well-developed partnerships with a wide range of agencies. These are used well to extend the range of opportunities and to support the wellbeing of vulnerable learners.

There are strong and well-established links with the local community, particularly the local Catholic church and community. There is good communication with parents and they are supportive of the school.

Transition arrangements with partner primary schools and post-16 providers are well organised and ensure pupils settle well into their new surroundings. There are some curricular links with partner primaries, but they are generally limited in scale. Links with other providers have broadened the range of options available to pupils at key stage 4, but procedures to monitor and evaluate the quality of courses taught outside the school are under-developed.

Resource management: Good

Governors ensure that staffing and financial resources are deployed effectively to achieve the school's priorities for improvement. Very good progress is being made to reduce the budget deficit and achieve a prudent surplus. Governors have prioritised the permanent appointment of the leadership team and it is working effectively with the team to achieve the school's agreed objectives. There is a good relationship with local authority officers to ensure appropriate plans and budget controls are in place.

There is an appropriate number of teaching and support staff, who are deployed effectively to provide good learning experiences for pupils across the curriculum. Departments are well resourced and manage their budgets effectively.

As a result of improving standards, the school provides good value for money.

Appendix 1

Commentary on performance data

Performance at key stage 3 in the core subject indicator has improved over the last four years. However, the 2011 results and the 2012 results still place the school's performance slightly below the family average and in the lower half of performance levels of similar schools based on the proportion of pupils entitled to free school meals. Performance in English at level 5 and above and at level 6 and above has improved over the last three years. However, for level 5 and above, the school is still in the lower half in comparison with similar schools and is performing below the family average. For level 6 and above, the school's performance is on a par with the family average. Performance in mathematics at level 5 and above has also improved significantly over three years and the school is above the family average and in the upper half when compared with the performance levels of similar schools. Performance in mathematics in 2012 shows a significant dip in the percentage of pupils gaining level 6 and above, placing it well below the family average. Science performance has shown a significant improvement over four years at level 5 and above, and level 6 and above, placing it in the top quartile when compared to the relative performance levels of similar schools. Performance in science is also well above the family average.

At key stage 3, performance in reading has improved over the last four years, although there was a slight dip in 2011. However the school is still performing slightly below the family average. A similar profile exists for writing, although performance is above the family average.

At key stage 4 in 2012 performance in the level 2 threshold, including English and mathematics, was above the family average and placed the school in the top quarter in comparison with similar schools. Although there has been a fluctuating trend over four years, the provisional data for 2012 shows that progress has been maintained and the school is performing well above modelled expectations. The core subject indicator also shows a similar pattern of improvement from 2008 to 2012. The percentage of pupils achieving the core subject indicator placed the school in the top quarter in 2012 and this progress has also been maintained. Performance in the capped points score was below the family average in 2011 and in the lower half when compared to the relative performance levels of similar schools. The provisional data for 2012 shows that the school has made significant gains in the capped points score. The percentage of pupils achieving the level 1 threshold has remained consistent over three years although the school has dropped from the top quarter in 2009 to the lower half in 2012.

English performance at level 1 has remained fairly consistent over the last four years and has been on a par with the family average. The provisional data for 2012 shows an improvement of five percentage points for level 1 in English. At level 2 in English, the school made a significant improvement, and the provisional data for 2012 show that this improvement is continuing. The 2012 results places the school in the top quarter when compared to similar schools. Performance at level 1 in mathematics has remained fairly consistent over the last four years. In 2011, the results were slightly below the family average. However, the provisional data for 2012 show that

the percentage of pupils gaining level 1 in mathematics has gone up. For level 2 in mathematics, the school made significant gains in 2011, moving up to the top quartile and well above the family average. However there has been a slight dip in 2012, moving the school down to the second quarter. In 2011 the school performed slightly above the family average for science at level 1. At level 2 in science the school made significant gains in 2011, moving up to the top quarter, but in 2012, dropped down to the second quarter when compared to similar schools.

Only one pupil left the school without a qualification in 2012. A few pupils who left the school in 2011 are reported as being not in education, employment and training. This proportion is similar to the local authority and Wales averages.

Over the last three years, at key stage 3, the girls have performed significantly better than the boys. However, in 2012, girls and boys results were very similar in mathematics and science, although girls performed much better than boys in English. At key stage 4, results in the level 2 threshold, including English and mathematics, show that the boys perform better than the girls, although over the previous three years girls' results have been better than boys.

At key stage 3, the performance gap between pupils who are entitled to free school meals and those that are not has decreased over the last two years. At key stage 4, for the level 2 threshold, including English and mathematics, pupils who are entitled to free school meals are doing better than the family and all Wales average. However, for level 2 threshold, pupils entitled to free school meals are performing significantly below the family and all-Wales averages. At level 1 threshold, pupils entitled to free school meal are performing in line with the family and all-Wales averages.

Pupils with special educational needs are performing in line with expectations.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 113 pupils, selected at random from across the age range. The responses of the pupils were broadly similar to those of pupils from other secondary schools.

Nearly all pupils state that they feel safe in school and many say that they have someone to turn to if they have any concerns. Also, many believe that the school deals well with bullying. However, this proportion is lower than the average from other secondary schools.

Most pupils consider that they are doing well. They say that staff help them to learn and make progress, and also encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that homework helps them to understand and improve their work. Many pupils in key stage 4 received good advice when choosing their courses and report that the school helps them to get

ready for further education, training or employment. Many pupils state that there are plenty of opportunities to get regular exercise and that the school teaches them to be healthy.

Most pupils confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds. Many pupils feel that the school takes account of their views. A majority state that pupils behave well and that they can get on with their work.

Responses to parent questionnaires

Estyn received 313 responses to the parent questionnaire. Many parents gave a positive response to the questions and their views are broadly similar to the parents of pupils in other secondary schools.

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. Most also say that their children are encouraged to be healthy. Many consider that the school offers a good range of activities and most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Most parents believe that their children are making good progress and nearly all consider staff expectations to be good. Also, most indicate that teaching is good. Most parents feel that their children receive appropriate additional support where necessary, and that staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and many state that it 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. Many say that homework reinforces learning and that pupils behave well.

Appendix 3

The inspection team

| | |
|-----------------------|---------------------|
| Ray Owen | Reporting Inspector |
| Nigel Vaughan | Team Inspector |
| Sue Morgan | Team Inspector |
| Robert Davies | Team Inspector |
| Justine Elaine Barlow | Lay Inspector |
| Philip Manghan | Peer Inspector |
| Georgina Cohen | School Nominee |

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | |
|------|-----|------|------|-----|-----|------|-------|
| Year | FPR | FPY1 | FPY2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 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 four key stages cover the following year groups:

| | |
|------------------|------------------------------|
| Foundation Phase | 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. |