



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

**Ysgol Brynrefail
Llanrug
Caernarfon
Gwynedd
LL55 4AD**

Date of inspection: November 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English)

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 18/01/2013

Context

Ysgol Brynrefail is a naturally bilingual comprehensive school for pupils between 11 and 18 years of age, which is maintained by Gwynedd local authority. There are 790 pupils at the school, including 120 students in the sixth form.

The school is in the village of Llanrug, on the road between Caernarfon and Llanberis. The vast majority of pupils come from Llanrug and the surrounding rural area. The vast majority of pupils come from areas that are neither prosperous nor economically or socially disadvantaged. Eight point two per cent (8.2%) of pupils are entitled to free school meals. This figure is considerably lower than the national percentage of 17.4%. Nearly all pupils belong to the white ethnic group. No pupils are receiving support to learn English as an additional language.

The school admits pupils from the full ability range. Three per cent of pupils have a statement of special educational needs. This is a little lower than the national percentage. In addition, 14% of pupils are on 'school action' and 'school action plus' measures, which is a little lower than the national percentage.

Ninety-one per cent (91%) of pupils come from homes where Welsh is the main language. Ninety-nine per cent (99%) of pupils speak Welsh as a first language or to an equivalent standard. The school makes special arrangements for the few latecomers who have not received Welsh-medium education. Seventy per cent (70%) of the curriculum is delivered through the medium of Welsh and 30% through the medium of English.

A team of three leads the school. The current headteacher was appointed in 1998. One deputy headteacher joined the school in September 2011 and the other in January 2012.

The individual school budget per pupil for Ysgol Brynrefail in 2011-2012 means that the budget is £4,155 per pupil. The maximum per pupil in secondary schools in Gwynedd is £5,098 and the minimum is £3,942. Ysgol Brynrefail is in 13th place of the 14 secondary schools in Gwynedd 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 in the school's work include:

- progress in pupils' performance in key stage 3;
- good teaching in many lessons;
- an improvement in pupils' attendance, which now compares favourably with that of similar schools;
- comprehensive care, support and guidance;
- good behaviour by most pupils; and
- a wide curriculum in key stage 4 and the sixth form that meets pupils' requirements.

However, it is judged that performance is adequate on the whole because:

- performance in most indicators in key stage 4 is consistently lower than it is in similar schools;
- provision is too inconsistent to develop all pupils' skills; and
- there is too much variation in the quality of feedback for pupils.

Prospects for improvement

Prospects for improvement are judged as adequate because:

- recent changes to the membership of the senior leadership team have strengthened the challenge for middle managers;
- the school's leaders have a good understanding of strengths and areas for improvement;
- the school's self-evaluation procedures are comparatively new and have not permeated across the school;
- the senior leadership team has too many responsibilities;
- there is too much variation in the quality of middle management;
- leaders' use of data to track progress and monitor and evaluate performance has not been developed adequately;
- the school has reacted too slowly to national priorities, such as literacy and numeracy;
- the governing body does not act as a critical friend; and
- there has not been enough progress since the last inspection in important areas, such as ensuring consistency of assessment and challenging underperformance.

Recommendations

- R1 Raise standards in key stage 4;
- R2 develop the provision for reading and writing skills in Welsh and English, numeracy and information technology across the curriculum;
- R3 improve consistency in the quality of marking and feedback to parents;
- R4 strengthen the role of the governing body as a critical friend;
- R5 strengthen and ensure consistency of accountability of middle managers;
- R6 strengthen the link between self-evaluation and planning for improvement on a departmental level; and
- R7 ensure that pupil governors undertake their role fully.

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that this school needs significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 3, the proportion of pupils who achieve level 5 or higher in English or Welsh, mathematics and science in combination has increased considerably over the last four years. Since 2010, it has been higher than the average for the family of schools and since 2011 has placed the school in the top 25% of similar schools in terms of levels of free school meals. A similar pattern is seen in the individual core subjects. In English and Welsh, the proportion of pupils who achieve level 6 and higher is below the average for the family of schools. In science and mathematics, the average is higher than the average for the family.

Over the last four years, although performance in key stage 4 has improved, except in 2011 performance in most key indicators has been lower than the family average and has placed the school among the bottom 25% of similar schools in terms of levels of entitlement to free school meals.

Performance in those indicators that include English or Welsh and mathematics has varied but, in 2011 for the first time, it was higher than the average for the family of schools. Over the last four years, except in 2011, performance in this indicator has placed the school in the bottom 25% in terms of levels of entitlement to free school meals.

Except for Welsh as a first language in key stage 3 and English and Welsh in key stage 4, there are no significant differences between the performance of boys and girls. In 2011, pupils who are entitled to free school meals performed very well across a range of indicators in comparison with those in similar schools. However, their performance was not as strong in 2010 and 2009. Over the last three years, the performance of sixth form pupils has varied, but in general it is lower than the county average and the average for Wales.

Over the last three years, no pupils have failed to gain a recognised qualification, and after Year 11 nearly all pupils stay in full time education, employment or training. This is better than the county and national averages.

Many pupils are making good progress in lessons; however, in a minority of lessons more able pupils are not achieving their full potential. In a few lessons, pupils make excellent progress and they are developing a detailed and comprehensive understanding of new texts and link this effectively with previous learning and wider contexts. Many pupils build on what has been learnt in previous lessons, and develop new knowledge and understanding appropriately. However, the development of pupils' skills is not consistent enough across the subjects.

Most pupils' listening skills are very good, they listen carefully to teachers' instructions and respect their peers when they answer questions or present information in front of the class. Many work enthusiastically in groups and pairs,

show obvious motivation when working and give and receive information and share ideas effectively. In a minority of lessons, pupils speak clearly, use polished language and are confident when presenting ideas to their peers. However, only a minority of pupils offer extended oral answers and pupils' English vocabulary is more limited than their Welsh vocabulary.

The majority of pupils read confidently in Welsh. They can select new information and quotations to support an opinion. They reach appropriate conclusions. However, they do not practise their reading sufficiently in a wide enough range of subjects across the curriculum. Pupils' reading skills are better in Welsh than in English. Pupils who receive additional support through Welsh and English reading schemes make appropriate progress.

The majority of pupils write for a range of different purposes and audiences, and a minority write at length in subjects across the curriculum. They write reports and newspaper articles, compare sources and express an opinion. The majority of pupils make good use of subject vocabulary. However, there are grammatical and spelling mistakes in the written work of a minority of pupils. Pupils do not write at length through the medium of English frequently enough across the curriculum. As a result, the quality of their written work in English is lower than work that is written in Welsh. Pupils redraft work in only a very few subjects. In general, although many teachers mark their work regularly, pupils do not respond to teachers' comments. The majority of pupils present their work neatly.

In a minority of subjects, pupils practise their number skills. However, they do not develop their skills or practise and develop number skills regularly across a wide enough range of subjects. The majority of pupils develop thinking skills appropriately across a range of subjects. However, most pupils' information technology skills have not been developed appropriately across a wide enough range of subjects.

Wellbeing: Good

Nearly all pupils feel safe at school and feel that the school deals well with any bullying. Many pupils take an enthusiastic part in a wide variety of activities to promote fitness, for example dance and rugby, and they have a good understanding of how to keep healthy. Most of them feel that the school teaches them effectively about life and eating healthily.

Over the last three years, pupils' attendance rates have been among the top 50% in comparison with those of similar schools in terms of levels of entitlement to free school meals. Most pupils arrive at lessons punctually and settle down quickly to work. However, a very few pupils arrive late because of problems with travelling through the narrow corridors in parts of the school.

The behaviour of most pupils, in lessons and on the school site, is very good. They show obvious motivation and work enthusiastically in lessons.

Recently, the role of the school council has developed appropriately and the council contributes effectively towards changes in school life that are beginning to have a positive influence on pupils' education, health and wellbeing. The school council has elected pupil governors; however, they have not attended meetings of the governing

body. The school's older pupils make enthusiastic contributions to the school community and to the wider community through the Welsh Bacalaureate Qualification programme.

Most pupils possess skills to prepare them for life beyond the school or the next stage of their learning.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school's curriculum satisfies all statutory requirements. A rich selection of courses is offered in key stage 4 and in the sixth form. This has ensured wider and more suitable experiences for individual learners. The school delivers the Welsh Bacalaureate Qualification on a basic, intermediate and advanced level for all Year 10 and sixth form pupils. The school offers a range of extra-curricular opportunities and experiences in a number of areas.

Suitable opportunities for developing communication, numeracy, information technology and thinking skills have been identified in the schemes of work of most departments according to the relevance of the subject. However, this planning is not reflected fully in all lessons or in pupils' work. Planning for literacy skills is more developed than that for numeracy and information and communication technology. Planning for literacy skills in English has not been developed to the same degree as that in Welsh. Pupils who have a lower reading age than their chronological age are supported beyond the classroom and morning reading clubs. The school's intervention programmes are appropriate for supporting pupils who have reading difficulties in Welsh and English.

A prominent place is given to the Cwricwlwm Cymreig across the curriculum, which is in line with the ethos and culture of the school and the community. There is a wide and rich range of opportunities to undertake various extra-curricular activities through the medium of Welsh.

A minority of subjects across the curriculum, such as science, design and technology and geography, develop sustainable and global citizenship elements effectively. There are few international links. A few sixth form pupils have been working with two local primary schools on environmental projects. A 'Fair Trade' day is held annually for all Year 9 pupils, which develops pupils' awareness of issues regarding the international economy effectively. The new eco-committee is beginning to develop an appropriate role.

Teaching: Adequate

Many teachers plan carefully and link the work effectively with previous experiences. Nearly all teachers model language effectively and the majority reinforce subject terms regularly. Teachers have sound subject knowledge. Class management is robust, there is an industrious atmosphere in the classroom and there is a good relationship between staff and pupils. In many lessons, there are clear aims and objectives and appropriate tasks that stimulate pupils. In a few lessons, teachers make imaginative and creative use of resources in order to maintain pupils' interest

and motivation. In these lessons, tasks challenge pupils, especially more able pupils, and questioning is skilful and extends pupils' knowledge and understanding effectively. However, in a minority of lessons, teaching is not effective enough to ensure that pupils, especially more able pupils, make sufficient progress. The pace of the lesson is too slow and tasks do not challenge pupils sufficiently. In addition, questioning is too closed and there are not enough opportunities for pupils to offer extended oral answers.

Since September, a new assessment policy has been introduced to ensure consistency in procedures for assessing and tracking progress. The majority of teachers give constructive oral feedback during lessons and mark written work regularly. However, these changes are very recent and in a minority of cases teachers' comments are too superficial to support pupils to improve the standard of their work. In a minority of departments there are very good examples of pupils self-assessing and assessing the work of their peers. However, there is inconsistency in the frequency and effect of these strategies on pupils' progress. During this term, a new tracking system has been introduced. As a result, staff have convenient access to relevant information on pupils' progress. The use made by class tutors, heads of year and subject leaders of this information to identify underachievement has developed appropriately during this period. There are appropriate interim reports and arrangements for reporting back to parents comply with statutory requirements. However, there is too much variation in the quality of comments to parents and in the majority of cases comments do not give clear enough guidance to parents and pupils on what needs to be done in order to improve.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing effectively. A wide and comprehensive personal and social education programme is provided. The school works closely with local agencies in order to promote the work of the pastoral team. In this way, it is ensured that Ysgol Brynrefail has a team of various experts in order to meet the requirements and needs of its pupils. This team's work is co-ordinated carefully. This has a positive influence on standards of behaviour.

Since September 2012, an inclusion unit has been established on the school's site. The unit provides useful support for pupils who have difficulty in coping with mainstream education or who have profound emotional problems. Pupils who are new to the school have valuable opportunities to integrate and settle in to school life. Many teachers make effective use of individual learning plans when planning lessons. As a result, pupils who have additional learning needs make good progress.

Religious education and morning registration sessions contribute effectively to pupils' spiritual, moral, social and cultural development. The school has an effective team of teaching assistants in order to support pupils who have additional learning needs in the classroom and in small groups.

Nearly all pupils receive good, relevant information and advice as they choose courses for key stage 4 and the sixth form. The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Learning environment: Adequate

There is a homely, pleasant and inclusive atmosphere at Ysgol Brynrefail. An emphasis is placed on treating all pupils as individuals by respecting their backgrounds and beliefs. The importance of self-respect and respect for others is emphasised consistently and this influences the civilised and responsible way in which many pupils behave in and outside the classroom.

The school provides appropriate resources for pupils and the activities that are offered. However, the computers are old and slow. There is a stimulating learning environment with a number of colourful displays of pupils' work. There are good quality resources in the physical education department.

The toilets are cold and some areas are dreary. Although the corridors are very narrow, pupils move around the site carefully. The refectory is small for the number of pupils, but the school has effective arrangements for coping with this.

The school's buildings and grounds are maintained well.

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

Leadership: Adequate

The school's leaders have prepared plans and policies that focus appropriately on meeting pupils' needs. Leaders have begun to make more consistent use of performance data during the last year. As a result, leaders' understanding of strengths and areas to be improved in the school has improved.

The headteacher is the only one of the three members of the management team who was in post when the school was last inspected in 2006. The two deputy headteachers who were appointed recently have made a considerable contribution towards improving the quality of leadership and planning for improvement.

Job descriptions are clear. The management structure is well known, but it is not completely effective as it does not meet the school's current needs. The management team is a small team of three and they have a considerable number of responsibilities across the school in addition to responsibility as line managers to a large number of colleagues. The whole-school role of middle managers has not been developed to its full potential.

Each member of the management team acts as a liaison manager to a number of middle leaders. In fulfilling this role, during the last year, senior leaders have begun to challenge some heads of department on standards in their department, giving an appropriate focus to those departments where the most significant underachievement was seen.

The quality and consistency of the work of middle leaders has improved during the last year as more robust management systems have been introduced. Firm leadership is seen in the majority of departments. In a minority of departments, leadership is not effective enough, especially in terms of challenging staff and addressing underperformance.

A programme of regular meetings enables leaders on all levels to share information and contribute to the school's strategic direction. However, there is too much inconsistency in the order and content of meetings and in the use of records and action points in order to ensure appropriate action following meetings.

The school has a suitable performance management system that is implemented consistently, with an appropriate link between targets for individual teachers, priorities in development plans and the arrangements for teachers' professional development. However, inconsistency in the quality of targets limits the effectiveness of the process.

The governing body is supportive of the headteacher and the school. Governors are now aware of the main areas for improvement at the school. Their meetings include a discussion of relevant issues, but governors have not challenged the school sufficiently, particularly in terms of standards of attainment. There is no appropriate structure of committees in order to enable governors to take a full and active part in the process of managing the school. In addition, the school has not yet arranged for representatives of the school council to contribute to the work of the governing body.

The school pays suitable attention to a range of national priorities, such as learning pathways 14-19 and inclusion. The school has paid attention recently to developing all pupils' skills across the curriculum.

Improving quality: Adequate

The school has appropriate self-evaluation procedures in place on a whole-school level and within departments. During the last year, the nature and focus of evaluation activities have strengthened but there is inconsistency in the way in which a minority of middle leaders operate.

There is an obvious and appropriate link between the school's self-evaluation procedures and planning for improvement. This year, for the first time, a whole-school self-evaluation report has been introduced, which includes a thorough review of all aspects of the life of Ysgol Brynrefail. It identifies strengths and areas to be improved appropriately. Appropriate consideration has been given to the viewpoints of staff, pupils, parents and governors, but this practice has not been developed sufficiently.

The standard of self-evaluation and planning for improvement in the departments has developed appropriately recently. They have used a common template, but a minority of departments continue to be too dependent on the support of senior leaders and external advisors. Middle managers make use of a range of suitable monitoring activities. They are familiarising themselves with the system but they have not mastered it fully. Evaluations include an appraisal of standards. Middle leaders' understanding of how to use performance data to monitor progress and plan for improvement continues to develop appropriately. However, this element of their role has not been embedded in the work of middle managers. A minority of departments make effective use of the findings from pupils' questionnaires in order to improve learning and teaching.

The school development plan refers suitably to the school's priorities, and has challenging targets and appropriate milestones. However, this is a recent development. The quality of planning for improvement on a departmental level varies too much. In the majority of departments, there is appropriate use of measurable targets in order to measure progress.

The school has not responded fully to the recommendations of the last inspection.

A coherent professional development programme has been established recently, arising from an evaluation of the needs of staff and the school. This has strengthened the provision and planning for continuous professional development. There is an appropriate link between these activities and staff performance management targets. However, internal professional networking has not been developed fully. There is not enough sharing of good practice with other teachers at the school or beyond.

Partnership working: Good

The school plays a robust role in partnerships with other providers to expand the curriculum in key stage 4 and the sixth form.

There are beneficial partnerships and links with parents. The school's website is an effective hub for informing parents and other partners about the life of the school. There are valuable partnerships with the primary schools that feed the school. As a result, Year 7 pupils settle in quickly to school life and there is progression in key stage 3 in the core subjects.

Very good pastoral partnerships ensure that pupils who leave school without qualifications or who are excluded permanently are rare exceptions.

The school co-operates effectively with a number of groups and social movements that provide various learning experiences for pupils, such as work experience and an opportunity for pupils who are following the Welsh Baccalaureate Qualification to participate in the community.

Resource management: Adequate

The school has enough teachers to teach the curriculum appropriately. It also has enough support staff to support teachers' work effectively.

The headteacher and the administrative officer give full consideration to a range of relevant information when preparing plans. These plans are appropriately detailed and an opportunity is given for the governing body to discuss them before deciding on them.

The school has an appropriate policy for delegating responsibility for expenditure. Expenditure is monitored regularly and very effectively. Auditors' most recent reports praise the school's procedures. An appropriate formula is used as a basis for allocating funding to departments.

There has been underexpenditure in each of the last five years, but each time this was within acceptable limits.

Despite this positive picture, because of the adequate standards achieved by pupils, it is judged that the school offers adequate value for money.

Appendix 1

Commentary on performance data

In key stage 3, over the last four years, the proportion of pupils attaining the core subject indicator has increased considerably. Since 2010, performance has been higher than the average for the family and since 2011 has placed the school among the top 25% in comparison with similar schools nationally in terms of levels of free school meals.

Over the last two years, performance in Welsh in key stage 3 has been consistently higher than the family average and placed the school in the top 25% in comparison with other schools in terms of levels of free school meals. In 2012, for the first time, performance in English has placed the school in the top 25% in comparison with similar schools. In 2012, performance at level 6 or higher was better than the family average in science and mathematics but lower than the family average in Welsh and English. In 2011, pupils' progress from the previous key stage was very good but pupils' progress during previous years has been considerably lower than expected.

In key stage 4, since 2009, the outcomes of the level 2 threshold and the level 2 threshold including Welsh or English and mathematics have improved but, apart from in 2011, performance continues to place the school among the bottom 25% in comparison with similar schools in terms of levels of entitlement to free school meals. Except in 2011, performance in these indicators has been lower than the average for the family of schools. Since 2009, the outcomes for the core subject indicator have improved but, except in 2011, they have been lower than the average for the family of schools. In 2011, performance in this indicator placed the school among the upper 50% of similar schools, but in 2012 the school was among the lower 50%. Since 2009, the outcomes for the level 1 threshold have improved but continue to place the school lower than the family average and among the bottom 25% in comparison with similar schools in terms of levels of entitlement to free school meals. Since 2010, the capped average points score has increased, but the school's performance continues to be lower than the family average and in 2012 it placed the school among the bottom 25% in comparison with similar schools.

Since 2009, results in English, mathematics and science have improved, but the 2012 performance in these subjects individually continued to place the school among the lower 50% of similar schools. Performance in Welsh has remained comparatively consistent. Except in 2010, performance in Welsh has placed the school among the upper 50% of similar schools.

In the sixth form, the school's performance in the level 3 threshold and the wider average points score has varied but in general, performance in these indicators is lower than the average for the county and for the authority.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Two hundred and sixty-seven pupils, chosen at random across the school, responded to the questionnaire.

This sample represents a quarter of all the school's pupils. In general, pupils' response is more positive than that of pupils in other secondary schools.

Nearly all pupils feel safe at the school. Many feel that the school deals well with any bullying and most indicate that they have someone to talk to if they are anxious. Most pupils feel that the school teaches them how to keep healthy and that there are enough opportunities at the school to take regular physical exercise. Most pupils feel that there is enough equipment at the school. Nearly all pupils feel that they are doing well and indicate that teachers help them to learn and make progress. Many feel that homework that is set builds well on what they are learning. Many pupils feel that other pupils behave well.

Many feel that staff treat all pupils fairly and show respect for them and that the school listens to their opinion. Most pupils indicate that the school encourages them to take responsibility. Most state that the school helps them to be ready for the next school, college, or for work life. Many pupils in key stage 4 and the sixth form feel that they have received good advice when choosing courses.

Responses to parent questionnaires

Estyn received 174 questionnaires from parents and most of them are satisfied or very satisfied with the school in general.

Most parents say that their children like the school and feel safe there. Most indicate that pupils' behaviour is good, that their children are developing to become more mature and to shoulder responsibilities and many indicate that pupils are respected and treated fairly. Nearly all feel that teaching is good and that their children are making good progress at school. Many parents feel that they receive good information on their child's progress and most indicate that the school prepares them well for moving on to the next school or college or to work. Many parents feel that there is a good variety of activities, including trips or visits. Most parents are of the opinion that the school is well run.

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Ray Owen	Team Inspector
Kevin Adams	Team Inspector
Gareth Wyn Roberts	Team Inspector
Dylan Jones	Lay Inspector
Dylan Elfyn Jones	Peer Inspector
Ellen Williams	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. If it is available, the data report can be seen on our website alongside this report.

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. FPYear 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.