



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 Gyfun Emlyn
Newcastle Emlyn
Carmarthenshire
SA38 9LN**

Date of inspection: May 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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Context

Ysgol Gyfun Emlyn is an English-medium 11 to 18 comprehensive school situated in the town of Newcastle Emlyn and maintained by Carmarthenshire local authority.

Currently, the school has 639 learners, including 114 in the sixth form. During the current academic year, the school has received an additional 29 pupils and 24 pupils have left during the course of the year, which is a continuing trend.

The current proportion of pupils eligible for free school meals is 17.4%, which is similar to the national average.

The school receives pupils from the full range of ability. Three per cent of pupils are from a mixed ethnic background and seven pupils receive support to learn English as an additional language. Five per cent of pupils have a statement of special educational needs, which is above the national average of 2.6%.

Parents have the option of sending their children to a designated Welsh-medium secondary school, Ysgol Dyffryn Teifi in Llandysul, Ceredigion. Twelve per cent of pupils speak Welsh at home. However, school data indicates that 31% of pupils are considered to be fluent in Welsh. The majority of pupils will have been taught primarily through the medium of Welsh in the partner primary schools and assessed in Welsh first language at the end of key stage 2. Fourteen per cent of Ysgol Emlyn's pupils are taught Welsh first language at key stage 3 and key stage 4. At key stage 3, design and technology, history, music, physical education, religious education and art are taught through the medium of Welsh to one form out of four in each year group.

The headteacher has been in post since 1997. There have been changes to the senior management team since September 2011 and strategic roles and responsibilities have been reallocated. The school has one deputy headteacher and two assistant headteachers.

The individual school budget for Ysgol Gyfun Emlyn in 2011-2012 is £4,224 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £7,322 and the minimum is £4,096. Ysgol Gyfun Emlyn is 10th out of the 14 secondary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's current performance include:

- a positive learning environment in lessons, where pupils apply themselves well to learning and persevere;
- almost all pupils feeling safe in school;
- an improvement in attendance, which now compares favourably with that of similar schools; and
- a curriculum that meets the need of learners and employers well, with a good range of extra-curricular activities that are well attended.

However, current performance is judged to be unsatisfactory because:

- although there has been some improvement in the last three years, the school's performance at key stage 3 and key stage 4 is generally well below expectations, especially when compared to the performance of similar schools;
- too many pupils do not make enough progress in literacy and do not use their literacy skills well enough to support their learning;
- in a majority of classes, teaching does not take account of the needs of pupils of different abilities well enough; and
- the school does not have procedures and an appropriate policy for safeguarding.

Prospects for improvement

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

- there is a lack of a clear and shared strategic approach to achieving the necessary improvements;
- leaders do not have an accurate picture of how well the school is performing;
- development plans do not identify robust actions to secure the necessary improvements, especially in relation to the quality of teaching and the development of literacy skills;
- middle managers have not had enough of an impact on raising standards and they are not held to account well enough by senior leaders;
- governors are not sufficiently involved in self-evaluation and strategic planning; and
- the school has not made enough progress in addressing the recommendations of the previous inspection.

Recommendations

The staff and governors of Ysgol Emlyn need to:

- R1 set a clear strategic direction for improvement that is shared with key stakeholders;
- R2 raise standards and improve performance at key stage 3 and key stage 4, with a focus on improving the literacy skills of pupils at all ability levels;
- R3 ensure better progression in pupils' achievements in Welsh;
- R4 improve the quality of teaching and assessment;
- R5 improve the rigour and accuracy of self-evaluation to ensure that development plans identify robust actions and priorities for improving outcomes for pupils;
- R6 strengthen the role and accountability of middle managers, with a clear focus on raising standards;
- R7 ensure that policies and procedures for safeguarding fully meet requirements;
and
- R8 work with the local authority to address the deficit budget.

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

The school's performance has improved in a minority of indicators, but performance generally remains significantly lower than that of similar schools and significantly lower than expectations at key stage 3 and key stage 4.

At key stage 3, performance is generally lower than the Wales averages and those of the family of schools in English, Welsh first language, mathematics and science. There are significant differences in the performance of boys and girls at the higher levels. Pupils' progress from the previous key stage is less than expected.

At key stage 4, the percentage of pupils achieving the level 1 threshold compares favourably with the Wales and family averages. However, the percentage of pupils gaining the level 2 threshold and the level 2 threshold including English or Welsh first language and mathematics continues to be significantly lower than expectation. The achievements of boys are generally significantly lower than those of girls. Pupils' progress from key stage 2 is less than expected.

Performance in the sixth form has improved and now compares favourably with the national averages.

Pupils entitled to receive free school meals achieve well at key stage 4, but performance has declined at key stage 3 and is well below family and Wales averages.

No fifteen-year-old pupils have left full-time education without a qualification in the last two years. All school leavers have gone on to further or higher education, employment or training in the last three years.

There are important areas for improvement in standards and the progress pupils make in a majority of lessons. Pupils of different ability levels, especially higher ability pupils, do not progress as well as they could in many lessons. Pupils with special educational needs generally make good progress.

In almost all lessons, most pupils listen well to their teachers. In a few lessons, pupils also listen and respond appropriately to each other's contributions. Many pupils show a willingness to make oral contributions, and respond maturely to teachers' questions. However, in a majority of lessons, pupils do not make enough progress in responding at length, and in exchanging and justifying their viewpoints to develop their thinking. In Welsh first language lessons and when learning in Welsh in other subjects, pupils do not make enough progress when speaking in class in the length and accuracy of their contributions.

When given the opportunity in lessons, pupils demonstrate the ability to read aloud short pieces of text meaningfully. However, at the end of key stage 3, achievement

in reading in English and in Welsh first language is well below that of pupils in similar schools. A majority of pupils do not make the expected progress in reading across key stage 3. Analyses of pupils' performance in standardised tests show that around a half of pupils at the beginning of Year 9 continue to have reading skills that are at a level that is significantly below expectations. This is a major cause for concern. In a minority of classes, pupils are able to gather and use information appropriately from a range of sources, but many more able pupils are not developing a range of more challenging reading skills.

In writing, pupils generally make steady progress in English in their ability to write at increasing length for different purposes. However, at the end of key stage 3, achievements in writing in English and in Welsh first language are significantly lower than in other similar schools. In a few of the other subjects, pupils use their writing skills appropriately to support their knowledge and understanding, and develop their ability to use subject terminology. However, overall, there is too much inconsistency in the progress pupils make in writing at greater length and with increasing accuracy. Pupils use re-drafting skills appropriately to improve their work in English, but do not regularly develop and improve the quality of their written work in other subjects.

In Welsh first and second language, there is a continuing trend of performance that is well below the national averages and that of similar schools at both key stage 3 and key stage 4. Pupils demonstrate positive attitudes to learning Welsh and are eager to succeed. However, the majority of pupils in key stage 3 do not build well enough on their previous achievements in Welsh.

Wellbeing: Good

The school has a strong sense of community. Nearly all pupils say that they feel safe in school. However, a few pupils do not feel confident that the school always helps to resolve bullying effectively.

Many pupils have positive attitudes to healthy eating and living. Pupils' levels of participation in sporting activities are generally high.

Most pupils behave well around the school and in lessons. A few pupils do not concentrate fully in lessons and cause some low-level disruption. No pupil has been permanently excluded from school in the last three years and the number of pupils excluded from school for a fixed term is low.

Pupils' attendance has improved by three percentage points over the last three years. In 2011, attendance was near to the top 25% when compared with that of similar schools. However, the attendance of pupils entitled to free school meals remains significantly lower than that of these pupils in similar schools.

The school council meets regularly and discusses a wide range of matters with maturity. It provides informative reports for the governing body and the teaching and learning committee on issues, and puts forward useful ideas. Most pupils are aware of how to make their views known to the school council, but are not sufficiently informed of the outcomes of discussions.

Pupils show respect for each other and for staff, and apply themselves well to learning. They respond maturely to opportunities to work together in pairs and small groups. They support local and national charities and high numbers participate in activities that prepare them well for community participation beyond school. Sixth form students are involved in supporting younger pupils in reading and volunteer to help out at school events such as open evenings and parents' evenings.

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

The curriculum meets the needs of pupils and employers well. The school provides 14 to 19 learners with a good range of options in collaboration with other providers. Regular curriculum enrichment days are a good feature of provision and participation in the Duke of Edinburgh award is high. The school offers a good range of extra-curricular opportunities in areas such as sport, engineering, music and drama.

The school provides pupils with appropriate opportunities to gain accreditation in essential skills. Most subject departments identify the relevant skills within their schemes of work. However, whole-school planning for progression in skills is not sufficiently developed. This is an important area for development in raising standards and improving the progress pupils make in lessons. There is too much variation in the opportunities pupils receive to use and improve their literacy skills across the curriculum. This is also in relation to helping pupils to improve spelling, punctuation and grammar. The recently compiled literacy action plan identifies a range of worthwhile proposals in relation to addressing issues in the current provision for literacy on a whole-school basis.

There are suitable opportunities for pupils in one form at key stage 3 to follow the Welsh first language course and to continue with Welsh-medium learning in other subjects. However, the school does not plan well enough to ensure continuity and progression in all pupils' Welsh language skills at transition from the feeder primary schools and in key stage 4. There is good practice in a minority of lessons in the use of incidental Welsh with pupils learning through the medium of English. At key stage 4, almost all pupils are taught Welsh and, in Welsh second language, all pupils are entered for the full GCSE course. These are strong features.

Many subjects plan appropriately for promoting the Welsh dimension in pupils' learning experiences, but this is an area for further development.

The school provides pupils with appropriate opportunities to learn about sustainable development and global citizenship. Provision has been mapped and is incorporated in subject schemes of work.

Teaching: Adequate

Most teachers manage behaviour effectively and have good relationships with pupils. They use their subject knowledge well and provide good language models for pupils. The majority of teachers plan their lessons appropriately to include a sequence of learning activities which helps pupils to work productively in lessons. In these

classes, lessons have clear learning objectives to meet the needs of pupils. However, in a minority of lessons, pupils do not progress as well as they could because of insufficient challenge, especially to pupils of higher ability. In a very few lessons, pupils spend too much time on undemanding tasks that add little to their knowledge, understanding and skills.

A majority of teachers mark work regularly and provide useful oral feedback to pupils during lessons. However, the quality of written feedback varies unduly between and within departments, and often does not provide pupils with a clear idea of how to improve their work. Only a minority of teachers encourage pupils to evaluate their own work and that of their peers.

A pupil progress tracking system has recently been developed to identify those who are underachieving and to monitor their progress. However, the system is not used consistently in providing pupils with a clear indication of their personal targets for improvement.

The school has appropriate arrangements for reporting to parents on a regular basis. Termly reports provide parents with helpful information on their children's progress.

Care, support and guidance: Unsatisfactory

The school has a well-organised pastoral system, which promotes pupils' health and wellbeing effectively. The curriculum, tutorial sessions and the assembly programme effectively promote pupils' social, moral, spiritual and cultural development. Speakers from a variety of organisations, such as the police and the fire service, help to raise pupils' awareness of personal safety issues.

The school gives pupils sound advice about option choices at key stage 4 and in the sixth form, and makes adjustments, where possible, to accommodate pupils' choices. The comprehensive personal, social and health education programme and work related education programme prepare pupils well for life and work outside school.

The school provides effective support pupils for pupils with special educational needs, including appropriately involving other agencies. These pupils have suitable opportunities to learn in mainstream classes. The school has prepared suitable materials to support individual pupils' development in reading. A few sixth formers act as reading 'buddies' and provide worthwhile additional opportunities for targeted younger pupils to improve their reading. Suitable withdrawal programmes provide pupils with the weakest literacy skills with appropriate support. However, the school is not doing enough to help other pupils that would benefit from additional support to improve their literacy skills.

The school does not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding are not fully developed.

The free access to buildings on the school site presents a potential risk to pupils' safety. The school has undertaken a risk assessment of hazards on the school site, but the actions taken to reduce the risk are not robust enough, particularly in relation to the ease of access to school buildings.

Learning environment: Good

The school is an inclusive community where staff know the pupils well and treat them with respect. Pupils feel valued. There are suitable procedures for dealing with instances of bad behaviour and discipline.

The accommodation is appropriate overall and well-maintained. It has recently been enhanced by a new suite of rooms for creative arts subjects. However, the toilet blocks in the old building are in an unacceptable condition and changing rooms for physical education are in need of refurbishment. Pupils with physical disabilities have equal access to all parts of the school buildings. Accommodation generally offers a pleasant learning environment.

Pupils have access to enough resources to support their learning.

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

Overall, leadership and management have not been effective enough in improving provision and raising standards.

The addition of new members to the senior management team has provided a better focus to the work of senior leaders. The team is beginning to address key priorities such as the use of performance data, establishing more systematic self-evaluation arrangements and improving standards of literacy. Generally roles and responsibilities at all levels are appropriately defined. However, the headteacher and senior leadership team have not been successful in communicating a vision about the future development of the school, raising aspirations, and fostering a common sense of purpose and direction. There is too much inconsistency in the way staff implement policies and initiatives.

There is too much inconsistency in the quality of strategic leadership provided by middle managers. In many cases, their work has not had enough impact on raising standards. Departmental meetings take place infrequently and do not generally involve addressing strategic matters that lead to agreed actions, such as improving the quality of teaching and learning.

Line-management arrangements have not ensured suitable accountability and have not been effective in identifying and tackling underperformance. Performance management targets are not sufficiently challenging and are not linked enough to improving pupil outcomes.

The governing body is developing its role suitably as a critical friend. It is increasingly well informed as a result of improved access to a wide range of performance data. A few members of the governing body are also establishing beneficial links with subject departments. As a result, governors are offering more robust challenge about the school's performance. However, the governing body has not been sufficiently involved in producing the school's self-evaluation and strategic planning. It has not ensured that legal requirements relating to safeguarding have been met.

The school has addressed national and local priorities in working extensively with other providers both within and beyond Carmarthenshire to provide a wider range of learning pathways for 14 to 19 learners. However, it has not been effective enough in improving standards, particularly of literacy and reducing the gap between the performance of girls and boys. Not enough has been achieved in ensuring continuity and progression in the provision for Welsh in terms of building on pupils' previous experiences.

Improving quality: Unsatisfactory

Self-evaluation and improvement planning arrangements have been strengthened in recent years. They have become more systematic and a regular feature of school life. However, the school does not identify areas for development accurately and improvement plans have not had enough impact on raising standards.

There are suitable procedures for obtaining the views of a wide range of stakeholders, including pupils and parents, about the school's work. Senior managers carry out annual departmental reviews that include regular lesson observations and scrutiny of pupils' work. However, lesson observations are often not robust enough and do not identify clearly weaknesses in the quality of teaching and learning.

The school's self-evaluation report is succinct and covers all aspects of the school's work. It is generally evaluative and identifies strengths as well as areas for improvement. Departmental self-evaluation reports follow a consistent pattern and generally provide a useful summary of strengths and areas for development. However, neither the whole-school report nor departmental reports consider the quality of provision and leadership robustly in the light of the standards pupils achieve.

In most cases, objectives are appropriately aligned in improvement plans to the areas for development identified through self-evaluation. However, leaders and managers have not prioritised those aspects they wish to improve clearly enough. Generally, plans do not include well-defined actions with specific targets and measurable success criteria. Most plans do not indicate suitable milestones and timescales to help in evaluating progress in implementing proposals and their impact.

The use of peer observation by teachers is increasing although it is not widespread. All staff are involved in initiatives that aim to address areas for development and members of the school's staff have visited other schools in its family to benefit from instances of good practice. Strategies to promote best practice, particularly to improve pupils' literacy skills, have not had a widespread or significant impact on the quality of teaching and learning.

The school has not made enough progress in addressing the recommendations of the last inspection report. This is especially in the key areas of raising standards, provision for literacy and self-evaluation.

Partnership working: Adequate

The school has established partnerships that enhance provision in a number of areas. Through collaborative working with a secondary school and college in a neighbouring authority, the school is able to offer an appropriately broad range of options for pupils at key stage 4 and the sixth form. It has identified governance and quality assurance within the partnership as aspects for improvement and has begun to implement procedures to address these issues. However, these arrangements have not led to an improvement in standards in key stage 4.

The school works closely with its four partner primary schools in Carmarthenshire to facilitate a smooth transition for pupils. This work includes the transfer of relevant information and the moderation of teacher assessment in the core subjects. However, planning for curricular continuity across subjects is less well developed.

Around half of the school's pupils come from primary schools in neighbouring authorities, and these pupils do not benefit from the full range of transition activities. For example, the school does not receive enough information about pupils' previous achievements in Welsh to plan effectively for continuity and progression.

Parents' meetings, held annually for each year group, provide suitable opportunities for parents to discuss their children's progress. However, the school does not consistently make suitable arrangements to inform and consult with parents about new developments and particular aspects of its work.

The school works well with various local employers to provide a range of work-related experiences for pupils. It has also established productive links with a number of providers of initial teacher training. Its partnership with the Confucius Centre at the University of Trinity St David's enhances the delivery of the Welsh Baccalaureate Qualification.

Resource management: Unsatisfactory

The school is appropriately staffed to deliver the curriculum, with only a very few lessons being taught by teachers who are not subject specialists. The school ensures that staff have access to suitable training to meet their professional development needs. After-school Welsh classes have been provided for staff wishing to become more confident in their use of Welsh and a representative group of the school's staff has been set up to improve the Welsh ethos of the school.

The school has set a deficit budget in each of the last two years and anticipates a substantial deficit in the budget for 2012-2013. It has identified a number of areas in which savings might be made, but no formal plan has yet been produced to address this issue. Some strategies currently in place, such as collaborative provision for 14-19 learners, are helpful in reducing costs. However, small sixth-form classes in a number of subjects are less cost-effective.

Taking into account the unsatisfactory standards, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

At key stage 3, there has been a clear trend of improvement over the last three years in the percentage of pupils gaining the expected level (level 5) in the core subject indicator. However, performance remains significantly lower than the family average and expectations. Performance in English, Welsh first language and science in recent years has placed the school in the lowest 25% when compared with other schools with similar levels of pupils entitled to free school meals. Performance at level 6 or above in the core subjects is generally lower than the Wales averages and those of the family of similar schools. Pupils' progress from the previous key stage is less than expected.

At key stage 4, performance in the core subject indicator is below the Wales figure, and especially that of the family. Performance in the level 1 threshold has improved and now compares favourably with the Wales and family averages, as does the capped points score. However, the level 2 threshold and the level 2 threshold including English or Welsh first language and mathematics have been significantly lower than Wales and family averages over the last four years. In 2011, the level 2 threshold including English or Welsh first language and mathematics was lower than expectations and the lowest in family. In English, performance at level 1 and at level 2 has been significantly lower than the family averages over the last four years. Performance at level 1 in mathematics has improved and is similar to the family average, but at level 2 has been lower than the Wales average and especially the family average in three of the last five years. In science, performance at level 2 is similar to the Wales average but significantly lower than that of the family.

When compared to that of schools with similar levels of free school meals, performance has fluctuated over past five years in many indicators, but has been in the lower 50% in the level 2 threshold, in English and in Welsh first language in the last three years. Taking into account their achievements at 11 years of age, not enough pupils make the expected progress by the end of key stage 4.

No fifteen-year-old learners have left the school with no qualifications in the last two years. All school leavers have gone on to further or higher education, employment or training in the last three years.

In the sixth form, there has been an upward trend, and performance now compares favourably with the Wales averages.

At key stage 3, there is no significant gap between the proportions of boys and girls attaining the expected level. However, at level 6, boys perform significantly higher than girls in science and in mathematics. In Welsh first language, girls perform nearly 40 percentage point better than boys. At key stage 4, the performance of girls is significantly higher than that of boys in the core subject indicator, level 2 threshold, level 2 threshold including English or Welsh first language and mathematics, and in English, mathematics and science.

At key stage 3, the gap between the performance of pupils entitled to free school meals and those not entitled has increased over the last three years. The performance of these pupils as a group is now well below the family and Wales averages. At key stage 4, the performance of pupils entitled to free school meals has improved and compares favourably with the family and Wales averages.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Estyn received responses from 215 pupils selected at random from across the age range.

The percentages of positive responses are similar to or higher than the average for secondary schools.

Almost all pupils agree that they:

- feel safe in school; and
- are encouraged to do things for themselves and to take on responsibility.

Most pupils say that:

- the school deals well with any bullying and they have someone to talk to if they are worried;
- staff treat all pupils fairly and with respect, and help them to understand and respect people from other backgrounds;
- there are plenty of opportunities at school for them to get regular exercise;
- they are doing well at school;
- teachers help them to learn and make progress, and help them when they have problems; and
- the school helps them to be ready for their next school, college or to start their working life.

Many pupils agree that:

- the school teaches them how to keep healthy and homework helps them to understand and improve their work in school;
- pupils behave well and they can get their work done (a majority of pupils in key stage 4 say this);
- they have enough books and equipment, including computers, to do their work;
- the school listens to their views and makes changes they suggest (a minority of pupils in key stage 4 say this); and
- they were given good advice when choosing their courses for key stage 4 and the sixth form.

Parents' questionnaires

Estyn received 49 responses to the parents' questionnaire.

In around a third of the questions included in the questionnaire, the proportion of positive responses by parents was significantly lower than the average for secondary schools in Wales.

Most parents say they are satisfied with the school and that their children like school and are making good progress. Most also say that teaching is good. Many parents say that staff treat children fairly and with respect and that pupils behave well in school. Most parents say their children feel safe in school and that the school encourages their children to be healthy. Many parents say that their children receive appropriate support for any individual needs and that they are kept well informed about their children's progress. Most parents feel comfortable in approaching the school with questions, suggestions or a problem. The majority of parents say that they understand the school's procedures for dealing with complaints. Many say that there is a good range of activities including trips, and that the school prepares their children well for moving to the next school or college, or work. Many parents say that the school is well run.

Appendix 3

The inspection team

Iolo Dafydd HMI	Reporting Inspector
John Thomas HMI	Team Inspector
Penny Lewis HMI	Team Inspector
Kevin Adams	Team Inspector
Julie Price	Lay Inspector
Catrin Taylor	Peer Inspector
Hugh Thomas	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.