



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 Syr Thomas Jones
Pentrefelin
Amlwch
Ynys Mon
LL68 9TH**

Date of inspection: April 2012

by

Mr Gwyn Thomas

for

**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 Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

Ysgol Syr Thomas Jones is a mixed bilingual community school for pupils between 11 and 18 years of age which is maintained by Anglesey Unitary Authority. The school is situated in the town of Amlwch, Anglesey. It serves the town and the rural catchment area within a radius of some 10 miles.

The school accepts pupils of all abilities.

There are 647 pupils on the school's roll with 113 in the sixth form. During the last inspection in April 2006, there were 878 pupils on roll with 116 in the sixth form.

The school has a full-time equivalent of 40.24 teaching staff.

In 2010-2012, 14.72 % of pupils were entitled to receive free school meals. This figure is lower than the national average of 17.4%.

There are 22.4% of pupils of statutory school age on the special educational needs register, this is higher than the national average of 20.2%. Of these, 4.8% of pupils hold statements for special educational needs and 17.6% need additional support.

Thirty-four per cent of the pupils come from Welsh speaking homes. Eighty-two per cent sit the Welsh first language examination at the end of key stage 4.

The headteacher was appointed to start in his post in September 2006. All members of the senior management team are new to their posts since the previous inspection.

The school aims to ensure an education of the highest possible standard for each pupil. It guides them to develop into responsible and mature individuals, so that they can be full and active members of a bilingual society.

In 2011-2012, the individual school budget per pupil for Ysgol Syr Thomas Jones is £4111 per pupil. The maximum per pupil in secondary schools in Anglesey is £4111 and the minimum is £3759. Ysgol Syr Thomas Jones has the highest school budget per pupil of the five secondary schools in Anglesey.

Summary

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

Current performance

The good features in the school's work include:

- the headteacher's leadership and the caring Welsh ethos he has succeeded in establishing;
- teachers' positive attitudes to embrace new ideas and develop them;
- the enthusiastic support and thorough understanding of the governing body; and
- the suitable curricular provision for all the learners.

It was judged that the present progress was sufficient because:

- in key stage 4, standards are satisfactory in three of the core subjects, namely English, mathematics and science, and the negative effect they have on the threshold 2 including Welsh or English and mathematics and the core subject indicator;
- although the school has good strategies for raising standards, as yet, the period of time has not been sufficient to ensure a positive effect on the above core subjects; and
- there is inconsistency in the standards of teaching in a few lessons.

Prospects for improvement

It was judged that the school's prospects for improvement are good because of the:

- headteachers' notable leadership and the good support from the senior management team;
- sound standards in many of the non-core subjects in key stage 3 and key stage 4;
- high standard of school self-evaluation and a rigorous improvement plan;
- good standard of teaching and its positive effect on standards in key stage 3;
- outstanding leadership for learners; and the
- effective way that the budget is managed.

Recommendations

In order to improve further, the staff and governors of Ysgol Syr Thomas Jones need to:

- R1 continue to raise standards in English, mathematics and science in key stage 4 in order to ensure good or very good standards in the threshold 2, including English or Welsh and mathematics and the core subject indicator;
- R2 raise standards in numeracy in key stage 4;
- R3 continue to try and improve attendance;
- R4 continue to share best practice in respect of the teaching and learning in order to raise standards, especially in English and science;
- R5 develop a more formal system to track the progress of the more able and talented pupils; and
- R6 work with the local authority to improve the school's heating system and its windows.

What happens next?

The school will draw up an action plan which will show how it will address the recommendations. Estyn will monitor the progress in addressing these recommendations.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Performance at key stage 3 has improved in nearly all indicators over a three-year period and is now close to the average of similar schools. Performance at the higher levels is not as strong. Performance in most non-core subjects is higher in 2011 than in 2009. Progress in 2011 from the previous key stage is good or very good in all indicators.

In key stage 4 over the last three years, performance in those indicators that include English or Welsh and mathematics has been variable and below or well below the average compared with that of similar schools on all occasions. Performance in the indicators which include a wide range of qualifications has been higher in 2011 compared with 2009. Overall, performance is below the average of similar schools and below the family averages. Results in English, mathematics and science have been below those of similar schools for three years. Results in Welsh first language have been mostly above and improved significantly in 2011.

When compared with their performance in the previous key stage, pupils' progress is below or well below the average in nearly all indicators.

Over the last three years, nearly all pupils left school with a qualification and a high proportion continued to full-time education after 16. About 2% of the pupils who left school at 16 are reported as being not in education, employment and training.

In the sixth form, students' performance overall is good to very good. Achievement in the Welsh Baccalaureate Qualification is very good.

In key stage 3 and key stage 4 the difference in the performance of boys and girls is generally smaller than the gap in the Wales and family averages. In key stage 3, boys generally perform better than girls in mathematics. In key stage 4, boys outperformed girls in some of the indicators that include English or Welsh first language and mathematics.

Over a three-year period, pupils entitled to free school meals in key stage 3 and key stage 4 do not perform as well as those not entitled to free school meals. In key stage 3, pupils entitled to free school meals perform better than similar pupils when compared with the national averages. Performance is improving compared with the family averages. In key stage 4, the performance of free-school-meals pupils in comparison with similar pupils is nearly always below the family averages in all indicators.

Pupils with additional learning needs perform better in key stage 3 than in key stage 4. More able pupils perform well.

Overall, the achievement and progress of most pupils in most lessons observed is good. Pupils apply previous learning well and use this to develop their knowledge and understanding.

Most pupils listen very well to their teachers and to each other. Standards in reading are generally good and many pupils have made good progress in their reading skills. They read confidently and with expression to each other in pairs. Many pupils use subject-specific terminology very well in many classes.

Many pupils write short paragraphs of good quality and take pride in the presentation of their work. More able pupils write extensively and well. The quality of presentation in exercise books is mostly good in key stage 3 and key stage 4. However, in the minority of books seen, there are spelling, punctuation and grammatical errors. Pupils who receive additional support for reading and writing make good progress.

Pupils in both key stages use their communication technology skills well for research and to improve their presentation.

Most pupils in key stage 3 and key stage 4 have reached good standards in most of the essential skills. However, numeracy is stronger in key stage 3 than in key stage 4. In the sixth form, most students achieve very good standards in the skills of communication, working with others and improving own learning.

Results in Welsh first language have been good and relatively consistent over the last three years in key stage 3. They have been mainly above those of similar schools. In key stage 4, a very high proportion of pupils are entered for the full Welsh first language GCSE. Pupils' achievement in this course at grades A* to C is good and is above the average of similar schools. Pupils' bilingual skills in the classroom and around the school are good or better.

Wellbeing: Good

Most pupils feel safe in school and receive very good personal support. Many feel that the school deals effectively with the few incidents of bullying. Many understand the importance of healthy living with large numbers participating in exercise through a wide range of extra-curricular activities during and after school.

Behaviour around the school and in the classroom is good. Most pupils are considerate and courteous. Over the last three years, one pupil has been permanently excluded and fixed-term exclusions are very few.

Attendance rates are improving annually and are very close to the expected level of attendance. The rate for 2011 is close to the national average. However, these rates are well below the average for similar schools and below the family average. Nearly all pupils are punctual to lessons.

A strong feature of the school is that most learners are involved in community activities and events. Many participate successfully in projects and raise substantial sums of money for charities on an annual basis. They gain very valuable levels of experience and confidence. Learners are consulted on a wide range of activities, including the compilation of option choices. They make a good contribution to several aspects of school life through the activities of the school council, eco-committee and school nutrition action group.

The development of pupils' social and life skills is good. Most demonstrate good problem solving skills and they work well together. They show great care and

concern towards their peers. Pupils' preparation for life and work outside school has been good.

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

The school provides a broad and balanced curriculum which fully meets statutory requirements, as well as the needs of all its pupils. The key stage 3 curriculum ensures continuity and progression from key stage 2. The weekly skills' lesson in Year 7 makes a valuable contribution to raising standards.

The school offers a comprehensive range of courses in key stage 4 and the sixth form. All pupils have the opportunity to gain qualifications. The school has responded well to the Learning Pathways (14-19) initiative. A productive and successful partnership exists with other secondary schools on Anglesey, Coleg Menai and other local providers.

These arrangements widen provision and assist in the rationalisation of courses. The school exceeds the requirements of the Learning and Skills' (Wales) Measure. Pupils and students follow the Welsh Baccalaureate Qualification which provides appropriate routes to further qualifications.

There is a wide range of extra-curricular activities which contributes to the development of pupils' skills. The school supports community projects well, most notably through the outstanding contribution of Clwb y Pethe (this is a club that links with partner primary schools very successfully to promote cultural activities).

The school's provision to develop learners' skills is comprehensive overall. Opportunities for all learners to improve their literacy skills are well developed. The provision of key skills in the sixth form is very good. However, provision for numeracy in key stage 4 is adequate.

Strategies to extend the more able and talented pupils are developing.

Welsh language provision across the school is very good. Nearly all pupils are entered for the Welsh first language course in key stage 4. Continuity and progression across the key stages is very good. The Welsh dimension reinforces the positive attitude displayed by the school towards promoting the Welsh language, culture and heritage.

Provision for education for sustainable development and global citizenship is developing well. The school acts sustainably with pupils being encouraged to minimise waste and save energy. The school has a long established partnership with a school in Zambia. The school is working towards the silver award as an eco-school and has been instrumental in ensuring the planting of 11,000 trees locally known as "Coed y Felin".

Teaching: Good

The quality of teaching is good or better in many lessons. In the few outstanding lessons observed, teachers have very high expectations, engage pupils fully, use a

range of highly imaginative activities and ensure that teaching has a positive impact on learning. Where teaching is good, teachers respond well to the variety of preferred learning styles of pupils and use their subject knowledge effectively to inform planning. They use a good range of teaching strategies and resources. Teachers make effective use of interactive whiteboards across all key stages. Careful targeting of bilingual learning resources is used very well to help pupils whose grasp of Welsh is not fully developed. Pace and challenge within lessons are good. Relationships between pupils and teachers are a positive aspect of the school. In a very few lessons, teaching fails to engage and stimulate pupils.

The quality of marking is good on the whole. Within some subject areas it is excellent where books are marked regularly with informative comments. Oral feedback to pupils is of a high standard. Pupils identify their success criteria exceptionally well and are very good at evaluating their own and other pupils' performance.

Pupils' progress and wellbeing are tracked effectively. There is an accessible and very responsive tracking system which ensures prompt identification of under achievement. Pupils review their progress well. They are regularly involved in setting their learning targets.

Reports to parents and carers are good. All comments and targets for improvements are subject specific and provide clear information. The interim reports provide a valuable opportunity for parental and pupils' responses.

Care, support and guidance: Excellent

The school makes very good provision for the promotion of pupils' health and welfare.

The personal and social education programme provides a wide range of activities that enhance learning experiences well. Specialist and school based staff provide a very effective mentoring system.

There is a wide range of good quality guidance offered when making option choices for future learning. These contribute greatly towards supporting pupils' learning and ensure that nearly all leave school with suitable qualifications.

The quality of personal support offered by learning coaches is a notable feature of the provision of Learning Pathways 14-19 education.

Pupils' social, moral, spiritual and cultural development is promoted very effectively across the school.

The school has an appropriate policy and has procedures for safeguarding.

The arrangements to meet the needs of pupils with additional learning needs are outstanding. These are enhanced by a wide range of supportive activities which are planned very well.

Individual education plans are presented very well. They are specific and reviewed regularly by staff and pupils.

The co-ordinator of additional learning needs provides high quality advice on how to adapt tasks and strategies. Pupils' progress and the quality of provision are monitored on a regular basis. This ensures that standards are evaluated and recorded regularly. Teaching assistants provide valuable support in lessons.

Learning environment: Good

The school exhibits a caring and inclusive ethos where staff and pupils show mutual respect. There is a clear emphasis on recognising diversity and equality. School accommodation is good and the buildings and grounds are well maintained. However, the school's heating system is inefficient and there are windows that need replacing.

Arrangements for pupils with physical disabilities are very good and the school meets its legal obligations fully.

The school provides a bright, caring and welcoming environment for all learners. Good displays in corridors and especially in classrooms promote learning and celebrate success.

There is good provision for sports in school and in the off-site leisure centre.

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

The vision and strategic direction provided by the headteacher are excellent. His deputy headteacher provides exemplary support and together they have brought about significant improvements since the last inspection. They have been very successful in developing the bilingual ethos of the school.

The headteacher has established exceptionally clear lines of communication and has high and consistent expectations of members of staff at all levels. This is well supported by strong links between senior and middle managers. He has been exceptionally effective in ensuring that all members of staff are committed to working as a team to move the school forward. They understand their roles and responsibilities very clearly and have high expectations of themselves and their learners.

Systems for gathering the views of pupils' parents and carers and other interested parties are well established. The school magazine, "Y Leinws Bach" is an impressive vehicle for celebrating success and communicating the ethos of the school to the community.

Members of the governing body and especially the chair of governors are well informed about the performance of the school. This understanding is based on accurate analysis of examination data and involvement in whole school and departmental reviews. The governing body carries out its role very effectively and is a good critical friend.

The school meets current Welsh Government and local priorities, such as collaborative working to deliver Learning Pathways 14-19 and transition from partner primary schools.

Improving quality: Good

The headteacher and his deputy have introduced a comprehensive and well documented self-evaluation programme. The self-evaluation document provides an accurate and balanced analysis of strengths and areas for improvement. The process of self-evaluation and review is now well established in the school's routines and has been instrumental in driving many of the recent improvements.

Senior and middle managers use a good range of first-hand evidence, including lesson observations and analysis of examination performance to identify the school's strengths and areas for development. Consequently, they have an accurate understanding of how well the school is performing. They use this information in a successful way to plan and secure improvement.

The performance management process identifies whole-school priorities together with personal development and the raising of standards. This has impacted positively on raising standards in key stage 3.

The school development plan makes good use of the outcomes of self-evaluation to plan for the future. The headteacher has established a regular cycle of evaluation and review. Plans identify clear priorities and targets for improvement. They allocate resources, time-scales and designated responsibilities very efficiently for the monitoring and review of the explicit success criteria. Departmental and school development plans are suitably linked.

The school has made good progress in addressing most of the key issues from the last inspection. However, further work remains to be done in raising standards in the core subjects of English, mathematics and science in key stage 4. There is a beneficial culture of collaboration between teachers both within the school and with other providers and a worthwhile professional learning community is developing.

Partnership working: Good

The school has established strategic partnerships with governors, parents, employers and a range of external agencies very effectively. These contribute successfully towards enhancing pupils' wellbeing and extending valuable opportunities and experiences.

Through very good links with external agencies, the school pays sensitive attention to pupils' personal issues. The opportunities for pupils to receive expert counselling and advice contribute to raising standards in their health and wellbeing.

Joint planning with partners within the Learning Pathways 14-19 provides a wide range of subject choices and work experience placements. Partnerships with the community and local businesses and shared resources with other schools and colleges has extended curricular provision and learning opportunities.

Quality assurance procedures within the Learning Pathways 14-19 consortium are very effective in ensuring consistency of standards.

Partnerships with other schools and providers contribute effectively towards supporting staff development.

Resource management: Adequate

The school manages its resources well. There are good levels of efficiency and cost effectiveness, despite the extra costs associated with the school being a listed building. Spending is clearly planned and monitored very well by the headteacher and finance officer. The headteacher and governing body are managing the financial implications of a falling school roll very well. They have ensured that sufficient funding is available to meet the needs of departments and whole-school priorities.

There are enough suitably qualified members of staff who are deployed efficiently. The school provides good support for members of staff who are teaching outside their areas of expertise. Teaching assistants and non-teaching staff are deployed effectively to support learning.

In view of the outcomes achieved by learners, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In key stage 3 over the last three years, performance in English, mathematics, science and the core subject indicator has improved annually. Performance in Welsh first language has fluctuated marginally. The greatest improvement has been in the core subject indicator and mathematics. In 2011, mathematics was in the top quarter, science and the core subject indicator were in the top half and English and Welsh first language were close to the average when compared with similar schools in terms of the free-school-meals benchmark. This was an improvement on performance in 2009 when only Welsh first language was in the top half when compared with similar schools.

In 2011, performance in mathematics and science at level 5 or above placed the school above the family averages.

Performance at level 6 and above in mathematics was rising over a three-year period. Performance in English, Welsh first language and science was variable. During this period, only Welsh first language was in the top quarter at level 7 in 2011 compared with similar schools in terms of the free-school-meals benchmark and above the family average.

Performance at level 5 and above in most non-core subjects was better in 2011 compared with 2009. In 2011, performance in many non-core subjects placed the school in the top half when compared with similar schools in terms of the free-school-meals benchmark.

In 2011, pupils had made significant progress in the core subject indicator and had performed better than expected in comparison with similar schools. Very good progress was also evident in Welsh first language and mathematics based on pupils' attainment at the end of key stage 2. Progress in English and science was good. Over the last three year, progress from key stage 2 has improved considerably and is now good or very good in all indicators.

In key stage 3 over a three-year period, girls outperformed boys on most occasions. However, boys performed better than girls in mathematics at levels 5 and 6 in 2009 and 2011. Boys performed better than boys in the family and nationally in Welsh first language and mathematics at L5 and above. Boys performed better than boys nationally in the core subject indicator.

At key stage 4, performance in the level 2 threshold including English or Welsh first language and mathematics and the core subject indicator has varied over the last three years. In 2011, performance in both indicators was below that of 2009. In comparison with similar schools, they were in the bottom half or quarter and below the family averages over the three-year period.

The school's performance in the level 1 and level 2 thresholds was higher in 2011 compared with 2009. The threshold level 2 had improved appreciably. There was a slight improvement in the capped points score. In 2011, the level 1 threshold was in the top half while the capped points score and level 2 threshold were in the bottom half of performance levels for similar schools in terms of the free-school-meals benchmark. Performance in these indicators was below the family averages.

During 2009-2011, performance in level 2 English, Welsh first language and mathematics had been variable while performance in science had fallen. With the exception of Welsh first language, performance in three of the core subjects was always in the bottom half or quarter when compared with similar schools in terms of the free-school-meal benchmarks and below the family averages.

In 2011, based on attainment at the end of key stage 3, progress was well below the average and below the expected progress in the level 2 threshold including English or Welsh first language and mathematics. It was well below the average in the core subject indicator. Progress was below the average in the level 2 threshold, the capped points score and the wider points score. Progress in the level 1 threshold was above the average. Overall, progress from key stage 3 to key stage 4 was below the average in nearly all indicators when compared with similar schools in terms of the free-school-meal benchmarks. Progress in comparison with the family of schools was the lowest in nearly all indicators. Over a three year period, pupils' progress from key stage 3 has been below or well below the average in nearly all indicators.

In key stage 4 over a three-year period, girls performed better than boys on most occasions. However, in 2010, boys performed better than girls particularly in the threshold level 2 indicator including English or Welsh first language and mathematics, the core subject indicator and levels 1 and 2 in science and mathematics. Boys did not perform as well as boys nationally or in the family on most occasions.

Over a three year period, pupils entitled to free school meals in key stage 3 do not perform as well as those not entitled to free school meals. However, the gap between the two groups in the core subject indicator was smaller than the national gap and is being reduced annually. Pupils entitled to free school meals perform better than similar pupils when compared with the national averages. There is an improving position in relation to family averages. More able and talented pupils perform well. Pupils with additional learning needs perform well in mathematics and science in key stage 3. They perform mainly as expected in key stage 4.

In key stage 4, the performance of free-school-meals pupils is consistently below the performance of those not entitled to free school meals in nearly all indicators. In 2010, the gap between the two groups is smaller than those nationally in all indicators. The performance of free-school-meals pupils in comparison with similar pupils is nearly always below the family averages in all indicators. However, free school meals pupils perform better than similar pupils when compared with the national averages in the threshold level 1 indicator over a three-year period.

Over the last three years, nearly all pupils left school with a recognised qualification at the end of Year 11. Most pupils continued their full-time education in school, further education or in work-based training. About 2% of the Year 11 pupils who left school are reported as being not in education, employment or training.

Over a three-year period, sixth-form students perform soundly in the level 3 threshold which is around the national averages. They perform very well in the wider points score which is well above the national averages during this period. Students' performance in the Welsh Baccalaureate Qualification and at grades A* to C at Advanced level is very good.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Estyn received 105 responses to the parent questionnaires. Many gave positive responses to all the questions. Overall, these responses were close to the positive responses received from parents of learners in other secondary schools.

Most parents are satisfied with the school and feel that their children were helped to settle in to a new school where they are happy and safe. Most parents say their children are making good progress and that they are kept informed of their child's progress. Members of staff expect pupils to do their best at all times and provide additional support when needed. Pupils are encouraged to be healthy and take regular exercise.

Many parents say the school is run well. Teaching is good and pupils behave well.

Many parents are of the opinion that pupils are treated fairly. Parents are able to approach the school on any issue and the school's procedures for dealing with complaints are clear. Their children are developed to become more mature and take on responsibility. Parents believe that there is a good range of extra-curricular activities available.

Many state that good advice is given to their children in readiness to move to their next school, college or work and that homework is appropriate.

Responses to learner questionnaires

Estyn received responses from 104 pupils. There were no major differences between the views of the boys and girls. Most learners gave positive responses to all questions. Overall, these responses were more positive in most instances than the responses received from learners in other secondary schools.

All learners state they feel safe in the school and that there are numerous opportunities to get regular exercise.

Most have enough resources and are doing well. Teachers support pupils to learn and make progress. There is always someone to talk to if there are concerns. Most are encouraged to do things for themselves and be responsible for their own actions. They are also helped to understand and respect others.

Most learners are satisfied by the way they are prepared for life after school. Many received good advice when choosing courses in key stage 4 and in the sixth form.

Many learners know how to keep healthy. Many believe the school listens to their views and that the school deals well with bullying. They are respected and treated fairly. Many state that homework helps them to understand and improve their work.

Many learners are of the opinion that behaviour in class is good and that they can get on with their work in class. However, a minority of pupils in key stage 4 believe that their work is affected by the behaviour of a few pupils.

Appendix 3

The inspection team

Gwyn Thomas	Reporting Inspector
Bethan Whittall	Team Inspector
Glyn Griffiths	Team Inspector
David Hughes	Team Inspector
Gwynoro Jones	Lay Inspector
Bethan Bale	Peer Inspector
Aaron Bayley	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.