



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Llanfyllin High School
Llanfyllin
Powys**

SY22 5BJ

Date of inspection: February 2016

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

Llanfyllin High School is an 11-18 mixed, naturally bilingual school maintained by Powys local authority. There is shared use of the campus by the sports centre and primary school. Pupil numbers have declined by about 17% since the last inspection. There are currently 824 pupils on roll with 141 in the sixth form, compared with 1,001 at the time of the last inspection in April 2009 when there were 195 students in the sixth form.

The school is situated in the small rural town of Llanfyllin in the north of the county and serves a large catchment area. About half of the pupils come from rural areas surrounding Llanfyllin. About a fifth of the pupils attend the school from across the English border in Shropshire.

About 82% of the pupils come from homes where the predominant language spoken is English, and 18% come from Welsh-speaking homes. About 18% of the pupils speak Welsh as a first language or to an equivalent standard within the school. One pupil receives support teaching in English as an additional language.

Pupils of all abilities are received by the school. The proportion of pupils with a statement of special educational needs is 1.3% and a further 23% have been identified as needing some support. These figures are lower than the national averages. Nearly 6% of pupils in the school are eligible for free school meals compared to the national average of 17.4%.

The headteacher and deputy headteacher were appointed to their posts in September 2015. The senior leadership team includes the headteacher, a deputy headteacher, one assistant headteacher who is also the school's business manager and three very newly appointed associate senior leaders.

The individual school budget per pupil for Llanfyllin High School in 2015-2016 is £3,951 per pupil. The maximum per pupil in the secondary schools in Powys is £4,565 and the minimum is £3,778. Llanfyllin High School is ninth out of the 11 secondary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance at Llanfyllin High School is adequate because:

- Performance at key stage 4 in the capped points score has remained above the family average over the last four years
- The proportion of pupils who gain five A*-A grades at GCSE has consistently been above the family average
- In the majority of lessons, many pupils make appropriate progress
- Many pupils use their reading skills well to retrieve information
- Pupil attendance rates have improved steadily and are generally in line with modelled outcomes
- Nearly all pupils feel safe in the school
- Many pupils engage enthusiastically in all activities and work well in groups
- Most pupils behave well in lessons and around the school
- Most pupils demonstrate empathy and concern for others

However:

- Performance in many indicators at key stage 4 declined in 2015
- Performance in the level 2 threshold including English or Welsh and mathematics is consistently lower than similar schools.
- Pupils with additional learning needs make less progress than expected
- Pupils have made less progress than expected from key stage 2 to key stage 4 over the last three years
- In a minority of lessons, many pupils are too reliant on the teacher and have limited strategies for independent learning
- Constraints on available options limit the provision for a very few pupils
- There is too much inconsistency in the quality of learning experiences for pupils
- The school has not made enough progress in developing its provision for skills
- The quality of teaching and assessment varies too much

Prospects for improvement

The prospects for improvement are adequate because:

- During a short period of time, the new senior leadership has worked well to gain the trust and support of staff, pupils and parents
- The school has a clear vision that places pupils at the centre of all aspects of school work
- A revised structure of line management provides clear lines of accountability

- Governors have a clear understanding of their role
- The whole-school self-evaluation report is mainly realistic and evaluative
- Middle leaders have begun to analyse data suitably

However:

- Progress in meeting local and national priorities has been too slow
- Self-evaluation does not focus enough on the progress pupils make in lessons and standard of work they produce
- The quality of self-evaluation, improvement planning and monitoring of progress by middle leaders is too inconsistent
- Leaders are not held to account well enough for improving standards and the quality of teaching
- The school has not made enough progress in response to recommendations from the last inspection

Recommendations

R1 Improve standards at key stage 4

R2 Improve the co-ordination and provision for literacy and numeracy across the curriculum

R3 Improve timetabling arrangements to ensure that the quality of learning experiences is consistent for all pupils

R4 Improve standards of teaching and assessment

R5 Improve the quality and consistency of self-evaluation, improvement planning and monitoring of progress

R6 Increase accountability for leaders at all levels for improving standards and the quality of teaching

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, performance in most indicators has fluctuated over the last four years. In 2015, performance in many indicators was lower than in 2012.

Performance in the level 2 threshold, including English or Welsh and mathematics has shown little improvement over the last three years and places the school consistently in the lower 50% of similar schools based on eligibility for free school meals.

The percentage of pupils who gain five A* or A grades at GCSE has consistently been above the family average. However, it has declined gradually over the last four years.

Performance in the capped points score has fluctuated but has remained above the family average over the last four years. Although performance in 2015 declined, the school remains in the upper 50% of similar schools based on eligibility for free school meals and in line with modelled outcomes. In 2015, performance in the level 2 threshold declined and places the school back in the lower 50% of similar schools having placed it in the upper 50% in 2014.

The proportion of pupils achieving three grades A*-C at A-level or equivalent and the average wider points has declined significantly in 2015. This performance is well below the family and national averages. In 2015, the proportion of pupils achieving three A*-A grades or equivalent has declined to its lowest point in four years and is below the family and national averages. Over the last two years, performance in the level 3 threshold has declined and is below the family average.

Over the last three years, pupils have made less than expected progress from key stage 2 to key stage 4. Pupils with additional learning needs in particular make less progress than expected.

At key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. However, the performance in 2015 is below modelled outcomes and places the school in the lower 50% of schools based on eligibility for free school meals.

At key stage 3, girls perform better than boys in all core subjects. Boys' performance in these subjects is lower than for boys in the family. At key stage 4, boys' performance in the level 2 threshold including English or Welsh and mathematics has improved over three years. In general, boys perform better than boys in similar schools. However, girls' performance has declined in 2015 and their performance is lower than the average for girls in the family in most indicators.

In 2015, at key stage 4, performance of pupils eligible for free school meals has improved in a few indicators. However, performance in many indicators has declined and this group consistently performs less well than the average for those in the family of schools.

At the end of Year 11, every pupil continues to be in education, employment or training. No pupils, over the last five years, have left the school without a recognised qualification.

During the last four years, in key stage 3, performance in Welsh second language at level 5 or above has generally improved. In the last two years, performance has placed the school in either the top 25% or upper 50% of similar schools based on eligibility for free school meals. At key stage 4, many pupils are entered for a qualification in Welsh, and overall a majority of pupils in the school achieve a level 2 qualification.

In the majority of lessons, most pupils recall prior knowledge well and are able to apply this to new situations. Many pupils in these lessons make progress appropriate to their age and ability. They engage enthusiastically in all activities and work well in groups and pairs. In these lessons, the majority of pupils respond well to questioning and give detailed and extended answers. They can identify key facts from a range of sources and use this well to infer meaning to draw conclusions.

In a few lessons, many pupils are very interested in their own learning and ask probing questions. In these lessons, they develop their thinking skills well during more challenging practical activities. The majority of pupils evaluate their work effectively.

In a minority of lessons, pupils make less progress than they are capable of, in particular the more able pupils. Many pupils rely too heavily on the teacher and have limited strategies for independent learning. In these lessons, a minority of pupils are not fully engaged in their learning. A few pupils do not take enough pride in their work. In addition, a few pupils lack the confidence to read aloud and answer questions. As a result, their reading and speaking skills are underdeveloped.

Across the curriculum, many pupils use their reading skills well to retrieve information. They analyse text accurately through skimming and scanning. When given the opportunity, the majority of pupils write successfully for a range of audiences and purposes in around a half of subjects. They are confident in using subject specific terms in the correct context. However, a minority of pupils do not write at length suitably. In general, the standard of spelling and punctuation of many of the less able pupils is weak.

Many pupils display sound numeracy skills and use these appropriately in a few subjects. For example, in science, pupils construct a variety of graphs accurately from the data that they collect. However, pupils practise only a narrow range of skills across a few subjects in tasks that lack appropriate challenge.

Wellbeing: Good

Nearly all pupils feel safe in the school and most feel that the school deals well with bullying. A majority of pupils attend beneficial extra-curricular activities, such as kayaking, wall climbing and mountain biking, that develop their attitude to keeping fit and healthy living well.

Pupil attendance rates have improved steadily and are generally in line with modelled outcomes. Attendance has placed the school in the upper 50% of similar schools based on eligibility for free school meals for the last three years. Persistent absence has fluctuated over the last three years, but in 2015 is lower than in the previous year and lower than the local authority and Wales averages.

Most pupils behave well in lessons and around the school. However, in a very few lessons a few pupils disrupt the learning of others. There have been no permanent exclusions in the last three years and fixed term exclusions are low. Nearly all pupils are punctual to lessons; most are well motivated and show a positive attitude towards their work. Most pupils show respect towards their teachers and peers.

Pupils' participation in making decisions, including through the school council, is developing appropriately. However, its impact on school life is limited. Pupils are beginning to influence aspects of teaching and learning through expressing their views in valuable departmental surveys.

Pupils in Year 10 complete a period of useful work experience that prepares them well for life after school. Most pupils acquire the necessary skills for the next stage in their education.

Most pupils demonstrate empathy and concern for others through their support for local and national charitable causes and many contribute well to community activities. For example, many pupils visit and perform in local residential homes for the elderly and regularly produce shows for the school and local community such as 'Cofiwch fi'.

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

Learning experiences: Unsatisfactory

The school provides a relevant curriculum, which meets statutory requirements and generally meets the needs of its pupils. At key stage 4 and in the sixth form, there is a suitable selection of general and vocational courses on offer to pupils.

A worthwhile partnership with a few local providers enables the school to extend their provision a little. However, constraints on the combinations of subjects available mean that a very few pupils rely too much on self-study, albeit with support from non-teaching staff. Insufficient time is given to study the religious education short course in key stage 4. Pupils for whom all or parts of the curriculum have been disapplied have access to adequate alternative provision. Transition arrangements for the curriculum are appropriate and the school has introduced useful bridging tasks. However, the bridging tasks are used inconsistently, which limits their effectiveness.

There is a wide range of well-attended sporting and subject related activities, arranged by the school, such as the school band and the 'Lonely tree' drama club. These have a positive impact on pupils' achievement, wellbeing and attitudes to learning.

The school has undertaken useful audits to identify appropriate opportunities to develop pupils' literacy and numeracy skills across the curriculum, in line with the requirements of the Literacy and Numeracy Framework. However, subsequent planning has not had sufficient influence in ensuring a consistency of approach across subject areas and within departments. As a result, a minority of lessons do not provide enough relevant opportunities for pupils to develop their skills. In general, the school has made limited progress in developing its provision for skills. In particular it does not provide the correct level of challenge in numeracy and enough opportunities for extended writing.

Provision for Welsh is organised well and enables pupils to make sound progress. At key stage 4, most are entered for a level 2 qualification. However, a few pupils are entered early for Welsh second language and there is limited provision for these pupils to continue to develop their language skills in Year 11.

The very few pupils who have opted for the 'Trochi' programme, that immerses pupils in the Welsh language, have made sound progress. Welsh culture and traditions are developed well through a range of subjects and extra-curricular activities.

The school makes a successful contribution to developing pupils' awareness of sustainability and global citizenship. The enthusiastic and proactive Eco team have taken the lead in developing conservation and recycling projects, such as a composting scheme for the local allotments. It has also developed worthwhile links with a school in Uganda promoting pupils' understanding of different cultures well.

Teaching: Adequate

In most of the lessons, teachers have strong subject knowledge and positive working relationships with the pupils. This has a beneficial effect on the behaviour and motivation of pupils. Many teachers are competent language models and have appropriate expectations of their pupils.

In the majority of lessons, teachers plan their lessons well to include a range of activities that build effectively on pupils' previous learning. They set a suitable pace and monitor the progress of each pupil by questioning and probing their understanding effectively. In addition, teachers provide useful opportunities for pupils to reflect on the key aspects of their learning.

In a very few lessons, teachers provide extensive opportunities for pupils to make progress. They set high expectations, deliver a wide variety of challenging activities and offer highly effective oral feedback to move the learning forward.

Learning assistants provide beneficial support to individuals and groups of pupils in lessons.

In a minority of lessons, where the pace of learning is slow, activities do not provide sufficient challenge. In addition, teachers' instructions and explanations are too long. They do not provide enough opportunities for pupils to develop their skills independently. In these lessons, tasks are repetitive and do not cater for the needs of pupils of different abilities well enough. As a result, more able pupils are not challenged enough and pupils with specific learning needs are not supported effectively.

In a few lessons, teachers do not ensure that all pupils stay on task or listen attentively throughout the lesson. As a result, a few pupils disrupt the learning of others.

The homework set by teachers across the school does not always complement or develop the work and is often not challenging enough.

The school has developed a new marking policy that is beginning to have a beneficial effect on the quality of feedback to pupils.

Most teachers mark pupils' work regularly. A majority of teachers provide useful written feedback that informs pupils how well they are doing and how they can improve. Most teachers correct misspellings appropriately and this is acted upon by most pupils. In a minority of cases, teachers mark work and pupils redraft it effectively.

Many pupils know their targets and understand how to progress to the next stage of learning. Reports to parents contain useful information on pupils' progress and include appropriate targets for improvement.

The school has recently revised its tracking system and it is effective in monitoring the progress of groups of pupils and identifying variations in performance between different departments.

Care, support and guidance: Good

Provision for developing and supporting the health and wellbeing of pupils is strong. The school works productively with a range of outside agencies to provide effective, well co-ordinated provision. The school helps pupils to adopt healthy lifestyles and it has appropriate arrangements to promote healthy eating and drinking. The school nutrition action group makes a valuable contribution to this provision, for example discussing menus with the school canteen staff.

The personal and social education programme contributes suitably towards the spiritual, social, moral and cultural development of pupils. A wide range of valuable opportunities encourages participation and appreciation of the arts, sports and other cultural activities.

The school has effective systems in place to tackle absenteeism. These have been successful in improving attendance levels for the last three years. The school has a comprehensive behaviour management policy. However, a few teachers do not apply this well enough to deal with the few instances of low level disruption in class. The school has suitable arrangements in place to deal with the very few instances of bullying.

Valuable advice and guidance is given by the school, which enables most pupils in Year 9 and Year 11 to make well-informed choices about their future.

The school employs a wide range of strategies to support vulnerable pupils. It works closely and effectively with an extensive range of outside agencies and provides support and guidance from staff within the school.

Support and guidance for pupils with additional learning needs are well structured to meet individual pupils' needs. The annual review process meets statutory requirements. Individual educational plans identify learning targets well. The school provides valuable and effective support for those pupils entering the school with low levels of functional literacy and numeracy. Learning support staff provide good support for these pupils. However, this provision has not ensured that pupils with additional learning needs make the expected progress by the end of key stage 4.

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

Learning environment: Good

Llanfyllin High School is an inclusive happy school with a caring, supportive ethos and a strong sense of community. It promotes respect for diversity and creates a family atmosphere successfully. The school provides an engaging learning environment where all pupils have equal access to the curriculum and a wide range of extra-curricular activities.

The school makes effective use of its buildings and grounds, which include worthwhile sports facilities and a theatre. It celebrates and displays pupils' work well. The attractive displays contribute to developing pupils' awareness of standards and celebrate successes well. The school has worthwhile information and communication technology resources for pupils and staff to use. The toilet facilities and changing rooms are appropriate. The school buildings are generally well maintained and security at the open and expansive site is appropriately managed.

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

Leadership: Adequate

Over the last 18 months, the leadership of the school has undergone significant change with the appointment of a new headteacher and deputy headteacher. During a short period of time, the new leadership team has worked well to gain the trust and support of staff, pupils and parents. Senior leaders work well as a team. Since his appointment, the headteacher has shared a clear vision for the school based on 'excellent learning for all', placing pupils at the centre of all aspects of the school's work.

Since September 2015, the school has made a number of useful changes to its daily routines and policies. These include the introduction of a revised school calendar, to capture key activities and support communication with staff and parents. The school has clear lines of accountability and the headteacher has introduced a revised

structure of line management meetings to improve communication between senior and middle leaders. Generally, these meetings focus on a majority of the important matters for middle leaders, such as examination outcomes, self-evaluation and improvement planning. However, during these meetings there is not enough discussion about the outcomes from the scrutiny of pupils' work, lesson observations and feedback from internal tracking. On the school's revised calendar, there are no formal meetings for middle leaders. As a result, there are not enough opportunities for senior leaders to reinforce aspects of whole-school policy.

At middle leadership level, roles and responsibilities are clearly defined. However, at senior leadership level, the team is small and the headteacher has too many day-to-day responsibilities and significant line management responsibilities. This impacts on his workload and limits the time he has to focus on aspects of strategic planning. The school has recently introduced three associate leader posts to increase capacity but it is too early to see their impact on provision and standards.

The school has recently revised its performance management arrangements to align more closely with its strategic priorities. The process is sound but there is inconsistency in the quality of the objectives, and this limits the impact and robustness of the process.

Governors have a clear understanding of their role and are supportive of the headteacher and leadership team. They have a good understanding of many of the issues that affect the school and most of the key areas for improvement. They play a suitable role in setting the strategic direction of the school. Link governors provide beneficial support to middle leaders. Regular meetings with middle leaders enable them to gather information about the school to inform their work.

Despite improvements in attendance and performance in a few areas at key stage 4, leadership has not been effective enough in improving provision and standards. Progress in meeting local and national priorities, in particular the implementation of the Literacy and Numeracy Framework, has been too slow.

Improving quality: Unsatisfactory

The headteacher and senior leadership team have made recent changes to strengthen the culture of self-evaluation and improvement planning across the school.

The school has a clear calendar of quality assurance activities and data capture points. However, the outcomes of these activities are not always communicated effectively to teachers.

The school's self-evaluation report is a useful document. In many areas, the report accurately identifies the school's strengths and areas for improvement. However, judgements in a few areas are over generous. Leaders draw on a range of appropriate first hand evidence when evaluating the work of the school, including lesson observations and book scrutiny. The school is increasingly seeking the views of pupils and parents. However, the self-evaluation report does not focus enough on the progress that pupils make in lessons and the standard of work they produce.

Heads of department have begun to analyse performance data suitably and most now have a sound understanding of pupil performance in their area. However, there is lack of consistency in the quality of these self-evaluation reports. A majority are too descriptive and a minority do not make use of first hand evidence to evaluate the work of their department in areas such as teaching. The evaluations completed by pastoral leaders are less well developed. Only a minority evaluate the impact of their work on the standards of pupils in their key stage.

The school development plan links well with the self-evaluation report. It focuses appropriately on national priorities, for example developing pupils' reading skills, as well as school priorities. The plan identifies clear actions, staff responsibilities, timescales and resources. However, success criteria are not specific enough.

Middle leaders produce appropriate area improvement plans, writing targets related to the school's 'Five Bridges', which are: inspirational teaching; engaging curriculum; leadership; partnerships; and personalised learning. Departments identify suitable actions to show how they will respond to these priorities, but goals relating to improvements in outcomes do not have measurable targets. Half of the middle leaders have monitored progress towards the agreed targets in their areas of responsibility.

These evaluation and improvement activities have begun to impact on the consistency in quality of marking, but have not had sufficient impact in ensuring consistently high quality teaching or outcomes for pupils, particularly at key stage 4.

Overall, the school has not made enough progress in response to the recommendations from the last inspection.

Partnership working: Good

This school works well with a range of partner secondary schools. This gives pupils access to a wide range of courses, in particular vocational courses post 16, through the 'Trisgol' programme, a partnership with other secondary schools. Pupils' progress on these courses is monitored well and the schools work effectively together to assure the quality of this provision.

The school has established strong partnerships with external agencies that are effective in improving pupils' wellbeing. Links with employers in the area enable the school to provide pupils with a range of valid work-related learning experiences.

The school engages strongly with the local community and pupils contribute valuably to community and charitable activities.

Pastoral partnerships with partner primary schools are strong and help pupils to make the transition from primary school to secondary school successfully.

The school engages well with parents. It uses a range of media such as newsletters, text messages and the website to communicate effectively. Most parents are comfortable about approaching the school and take an active interest in their children's education.

Resource management: Adequate

Over the last 12 months, there has been an improvement in the availability and variety of professional development activities for staff. This includes a stronger focus on supporting middle leaders to develop their leadership skills and providing useful opportunities for leaders to visit other schools to see aspects of best practice. During the last few months, the school has established nine teaching and learning groups that focus on key areas that require improvement, such as provision for literacy and numeracy, teaching and learning and assessment and feedback. Although staff are enthusiastic about the opportunities that these forums may bring, in many instances it is too early to see their impact.

During the last 12 months, the school has faced a challenging period with unplanned teacher absence in a number of curriculum areas. Generally, staff have a suitable range of expertise to deliver the whole-school curriculum although a minority of teachers teach three or more subjects with a few teaching four or more subject areas. These teachers have not received suitable support or training for teaching each subject. This has led to inconsistency in the quality of learning experiences for pupils. Learning assistants provide worthwhile support, particularly for those pupils with additional learning needs.

The headteacher, business manager and finance committee monitor the school's budget appropriately. Sixth form provision is cost-effective and the school reviews the number of classes annually to make sure that smaller class sizes in the sixth form do not impact negatively on provision at key stage 3 and key stage 4. This year the school has suitable plans to use pupil deprivation grant funding. Funding has been used well to improve the attendance of pupils eligible for free school meals.

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

Appendix 1

6664001 - Llanfyllin High School

| | |
|--|--------------|
| Number of pupils on roll | 851 |
| Pupils eligible for free school meals (FSM) - 3 year average | 5.2 |
| FSM band | 1 (FSM<=10%) |

Key stage 3

| | School | | | | Family average (2015) | Wales average (2015) |
|---|--------|-------|------|-------|-----------------------|----------------------|
| | 2012 | 2013 | 2014 | 2015 | | |
| Number of pupils in Year 9 cohort | 139 | 126 | 141 | 126 | | |
| Achieving the core subject indicator (CSI) (%) | 83.5 | 88.1 | 88.7 | 90.5 | 90.8 | 83.9 |
| Benchmark quartile | 3 | 2 | 4 | 3 | | |
| English | | | | | | |
| Number of pupils in cohort | 139 | 126 | 141 | 126 | | |
| Achieving level 5+ (%) | 89.9 | 91.3 | 92.9 | 91.3 | 92.5 | 87.9 |
| Benchmark Quartile | 2 | 2 | 3 | 4 | | |
| Achieving level 6+ (%) | 51.1 | 61.1 | 56.7 | 60.3 | 61.4 | 52.6 |
| Benchmark Quartile | 3 | 2 | 4 | 4 | | |
| Welsh first language | | | | | | |
| Number of pupils in cohort | 18 | 21 | 25 | 19 | | |
| Achieving level 5+ (%) | 88.9 | 100.0 | 96.0 | 100.0 | 94.0 | 90.9 |
| Benchmark Quartile | 1 | 1 | 1 | 1 | | |
| Achieving level 6+ (%) | 55.6 | 47.6 | 56.0 | 47.4 | 60.3 | 56.1 |
| Benchmark Quartile | 1 | 2 | 2 | 3 | | |
| Mathematics | | | | | | |
| Number of pupils in cohort | 139 | 126 | 141 | 126 | | |
| Achieving level 5+ (%) | 87.8 | 92.1 | 91.5 | 92.9 | 93.6 | 88.7 |
| Benchmark Quartile | 3 | 2 | 3 | 4 | | |
| Achieving level 6+ (%) | 64.7 | 70.6 | 71.6 | 72.2 | 67.4 | 59.5 |
| Benchmark Quartile | 2 | 2 | 2 | 2 | | |
| Science | | | | | | |
| Number of pupils in cohort | 139 | 126 | 141 | 126 | | |
| Achieving level 5+ (%) | 96.4 | 94.4 | 98.6 | 98.4 | 96.1 | 91.8 |
| Benchmark Quartile | 1 | 2 | 1 | 1 | | |
| Achieving level 6+ (%) | 63.3 | 69.8 | 70.2 | 69.8 | 65.3 | 58.5 |
| Benchmark Quartile | 2 | 1 | 2 | 3 | | |

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6664001 - Llanfyllin High School

Number of pupils on roll 851
Pupils eligible for free school meals (FSM) - 3 year average 5.2
FSM band 1 (FSM<=10%)

Key stage 4

| | School | | | | Family average (2015) | Wales average (2015) |
|--|--------|-------|-------|-------|-----------------------|----------------------|
| | 2012 | 2013 | 2014 | 2015 | | |
| Number of pupils aged 15 | 152 | 167 | 135 | 130 | | |
| Percentage of 15-year-old pupils who: | | | | | | |
| Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics | 71.7 | 62.9 | 67.4 | 66.2 | 67.3 | 57.9 |
| Benchmark quartile | 2 | 3 | 3 | 3 | | |
| Achieved the level 2 threshold | 92.1 | 85.0 | 92.6 | 88.5 | 87.1 | 84.1 |
| Benchmark quartile | 1 | 3 | 2 | 3 | | |
| Achieved the level 1 threshold | 99.3 | 97.0 | 100.0 | 100.0 | 98.2 | 94.4 |
| Benchmark quartile | 1 | 4 | 1 | 1 | | |
| Achieved the core subject indicator (CSI) | 69.7 | 60.5 | 66.7 | 63.8 | 64.3 | 54.8 |
| Benchmark quartile | 2 | 4 | 3 | 3 | | |
| Average capped wider points score per pupil | 380.2 | 365.1 | 382.5 | 370.8 | 361.4 | 343.5 |
| Benchmark quartile | 1 | 2 | 1 | 2 | | |
| Average capped wider points score plus per pupil | 376.8 | 363.4 | 377.8 | 368.6 | 358.5 | 338.7 |
| Benchmark quartile | . | . | . | . | | |
| Achieved five or more GCSE grades A*-A | 35.5 | 32.3 | 33.3 | 27.7 | 21.7 | 16.6 |
| Benchmark quartile | . | . | . | . | | |
| Achieved A*-C in English | 78.3 | 70.7 | 71.9 | 75.4 | 75.0 | 68.6 |
| Benchmark quartile | 2 | 4 | 4 | 3 | | |
| Achieved A*-C in mathematics | 78.3 | 71.9 | 80.0 | 74.6 | 72.4 | 64.4 |
| Benchmark quartile | 1 | 3 | 1 | 2 | | |
| Achieved A*-C in science | 78.9 | 74.9 | 83.0 | 90.0 | 85.6 | 84.0 |
| Benchmark quartile | 3 | 3 | 3 | 3 | | |
| Number of pupils aged 15 who entered Welsh First Language: | 19 | 30 | 18 | 21 | | |
| Of those who entered Welsh First Language: | | | | | | |
| Achieved A*-C in Welsh | 89.5 | 80.0 | 72.2 | 76.2 | 81.7 | 75.2 |
| Benchmark quartile | 1 | 1 | 3 | 2 | | |

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6664001 - Llanfyllin High School

Number of pupils on roll 851
 Pupils eligible for free school meals (FSM) - 3 year average 5.2
 FSM band 1 (FSM<=10%)

Key stage 4 - performance of pupils eligible for free school meals

| | School | | | | Family Average (2015) | Wales Average (2015) |
|---|--------|-------|------|-------|-----------------------|----------------------|
| | 2012 | 2013 | 2014 | 2015 | | |
| Number of pupils aged 15 eligible for free school meals | 11 | 8 | * | 5 | | |
| Percentage of 15-year-old pupils eligible for free school meals who: | | | | | | |
| Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics | 36.4 | 25.0 | * | 20.0 | 31.3 | 31.6 |
| Achieved the level 2 threshold | 72.7 | 50.0 | * | 40.0 | 63.8 | 69.4 |
| Achieved the level 1 threshold | 100.0 | 87.5 | * | 100.0 | 95.0 | 89.4 |
| Achieved the core subject indicator (CSI) | 36.4 | 25.0 | * | 20.0 | 30.0 | 29.3 |
| Average capped wider points score per pupil | 340.7 | 301.6 | * | 267.1 | 312.5 | 303.7 |
| Average capped wider points score plus per pupil | 333.1 | 299.9 | * | 267.1 | 307.0 | 296.4 |
| Achieved five or more GCSE grades A*-A | 18.2 | 0.0 | * | 0.0 | 2.5 | 4.3 |
| Achieved A*-C in English | 54.5 | 62.5 | * | 40.0 | 45.0 | 45.1 |
| Achieved A*-C in mathematics | 36.4 | 25.0 | * | 40.0 | 38.8 | 39.2 |
| Achieved A*-C in science | 45.5 | 62.5 | * | 80.0 | 78.8 | 74.4 |
| Number of pupils aged 15 who entered Welsh First Language: | . | . | . | . | | |
| Of those who entered Welsh First Language: | | | | | | |
| Achieved A*-C in Welsh | . | . | . | . | 48.5 | 51.5 |

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

6664001 - Llanfyllin High School

Number of pupils on roll in sixth form

179

Key stage 5

| | School | | | | Family average (2015) | Wales average (2015) |
|---|--------|--------|------|-------|-----------------------|----------------------|
| | 2012 | 2013 | 2014 | 2015 | | |
| Number of pupils aged 17 | 85 | 80 | . | 95 | | |
| Average wider points score per pupil | 806.1 | 1059.5 | . | 738.2 | 909.7 | 799.7 |
| Number of pupils aged 17 entering a volume equivalent to 2 A levels: | 83 | 79 | . | 92 | | |
| Of those who entered a volume equivalent to 2 A levels: | | | | | | |
| Achieved the level 3 threshold | 100.0 | 100.0 | . | 97.8 | 98.4 | 97.0 |
| Achieved 3 A*-A at A level or equivalent | 12.0 | 10.1 | . | 4.3 | 6.7 | 7.9 |
| Achieved 3 A*-C at A level or equivalent | 63.9 | 89.9 | . | 52.2 | 79.3 | 68.1 |

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| I feel safe in my school | 209 | 123 59% | 84 40% | 2 1% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 44% | 52% | 4% | 1% | |
| The school deals well with any bullying | 208 | 81 39% | 113 54% | 13 6% | 1 0% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 26% | 57% | 14% | 3% | |
| I have someone to talk to if I am worried | 209 | 94 45% | 108 52% | 6 3% | 1 0% | Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni. |
| | | 38% | 52% | 8% | 1% | |
| The school teaches me how to keep healthy | 208 | 55 26% | 117 56% | 30 14% | 6 3% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 23% | 56% | 18% | 3% | |
| There are plenty of opportunities at school for me to get regular exercise | 208 | 92 44% | 94 45% | 16 8% | 6 3% | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 45% | 45% | 9% | 2% | |
| I am doing well at school | 209 | 55 26% | 144 69% | 10 5% | 0 0% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | 32% | 61% | 5% | 1% | |
| The teachers help me to learn and make progress and they help me when I have problems | 207 | 89 43% | 105 51% | 10 5% | 3 1% | Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau. |
| | | 38% | 55% | 6% | 1% | |
| My homework helps me to understand and improve my work in school | 208 | 34 16% | 114 55% | 45 22% | 15 7% | Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol. |
| | | 20% | 54% | 21% | 5% | |
| I have enough books and equipment, including computers, to do my work | 204 | 110 54% | 87 43% | 6 3% | 1 0% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | 45% | 46% | 7% | 1% | |
| Pupils behave well and I can get my work done | 208 | 23 11% | 131 63% | 46 22% | 8 4% | Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | 10% | 56% | 27% | 6% | |
| Staff treat all pupils fairly and with respect | 208 | 68 33% | 104 50% | 31 15% | 5 2% | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt. |
| | | 29% | 50% | 17% | 5% | |

| | | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | |
|---|-----|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| The school listens to our views and makes changes we suggest | 206 | | 39 19% | 119 58% | 45 22% | 3 1% | Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu. |
| | | | 17% | 53% | 25% | 5% | |
| I am encouraged to do things for myself and to take on responsibility | 207 | | 84 41% | 115 56% | 8 4% | 0 0% | Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb. |
| | | | 35% | 59% | 5% | 1% | |
| The school helps me to be ready for my next school, college or to start my working life | 204 | | 73 36% | 109 53% | 19 9% | 3 1% | Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith. |
| | | | 36% | 54% | 9% | 1% | |
| The staff respect me and my background | 208 | | 94 45% | 102 49% | 10 5% | 2 1% | Mae'r staff yn fy mharchu i a'm cefndir. |
| | | | 37% | 53% | 7% | 2% | |
| The school helps me to understand and respect people from other backgrounds | 202 | | 78 39% | 111 55% | 12 6% | 1 0% | Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill. |
| | | | 36% | 56% | 7% | 1% | |
| Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4 | 82 | | 29 35% | 36 44% | 14 17% | 3 4% | Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4. |
| | | | 28% | 51% | 16% | 5% | |
| Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form | 52 | | 26 50% | 19 37% | 4 8% | 3 6% | Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth. |
| | | | 27% | 50% | 16% | 7% | |

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 128 | 62 48% | 53 41% | 7 5% | 6 5% | 3 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 43% | 50% | 5% | 1% | | |
| My child likes this school. | 130 | 83 64% | 38 29% | 7 5% | 2 2% | 1 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 47% | 48% | 4% | 1% | | |
| My child was helped to settle in well when he or she started at the school. | 128 | 97 76% | 25 20% | 5 4% | 1 1% | 2 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 51% | 45% | 4% | 1% | | |
| My child is making good progress at school. | 128 | 57 45% | 53 41% | 14 11% | 4 3% | 3 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 46% | 49% | 5% | 1% | | |
| Pupils behave well in school. | 119 | 34 29% | 66 55% | 15 13% | 4 3% | 12 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 25% | 60% | 12% | 3% | | |
| Teaching is good. | 120 | 47 39% | 57 48% | 15 12% | 1 1% | 10 | Mae'r addysgu yn dda. |
| | | 35% | 59% | 5% | 1% | | |
| Staff expect my child to work hard and do his or her best. | 125 | 60 48% | 54 43% | 9 7% | 2 2% | 4 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 51% | 46% | 2% | 1% | | |
| The homework that is given builds well on what my child learns in school. | 123 | 35 28% | 63 51% | 17 14% | 8 7% | 7 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 32% | 56% | 9% | 2% | | |
| Staff treat all children fairly and with respect. | 122 | 55 45% | 56 46% | 6 5% | 5 4% | 9 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 36% | 52% | 10% | 3% | | |
| My child is encouraged to be healthy and to take regular exercise. | 128 | 47 37% | 68 53% | 10 8% | 3 2% | 3 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 35% | 56% | 8% | 1% | | |
| My child is safe at school. | 123 | 72 59% | 46 37% | 2 2% | 3 2% | 8 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 43% | 53% | 3% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 115 | 45 39% | 55 48% | 11 10% | 4 3% | 13 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 37% | 52% | 8% | 2% | | |
| I am kept well informed about my child's progress. | 125 | 50 40% | 51 41% | 19 15% | 5 4% | 5 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 35% | 51% | 12% | 3% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 128 | 79 62% | 41 32% | 5 4% | 3 2% | 3 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 43% | 48% | 7% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 118 | 39 33% | 58 49% | 19 16% | 2 2% | 11 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 31% | 56% | 11% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 123 | 59 48% | 52 42% | 10 8% | 2 2% | 6 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 38% | 55% | 6% | 1% | | |
| My child is well prepared for moving on to the next school or college or work. | 101 | 41 41% | 43 43% | 14 14% | 3 3% | 28 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 32% | 55% | 11% | 2% | | |
| There is a good range of activities including trips or visits. | 126 | 48 38% | 59 47% | 16 13% | 3 2% | 3 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 37% | 51% | 10% | 2% | | |
| The school is well run. | 117 | 58 50% | 48 41% | 7 6% | 4 3% | 11 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 42% | 50% | 5% | 2% | | |

Appendix 3

The inspection team

| | |
|------------------|---------------------|
| Vaughan Williams | Reporting Inspector |
| Michelle Gosney | Team Inspector |
| Hywel Jones | Team Inspector |
| Bethan Whittall | Team Inspector |
| Catherine Evans | Team Inspector |
| Michaela Leyshon | Lay Inspector |
| Susan Jones | Peer Inspector |
| Llyr Thomas | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|------|-------|
| Year | N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The Foundation Phase and key stages cover the following year groups:

| | |
|------------------|---------------------------------------|
| Foundation Phase | Nursery, Reception, Year 1 and Year 2 |
| Key stage 2 | Year 3 to Year 6 |
| Key stage 3 | Year 7 to Year 9 |
| Key stage 4 | Year 10 and Year 11 |

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other schools with similar proportions of pupils: eligible for 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 the equivalent of five GCSEs at grade D to G. |
| Level 2 | This represents the equivalent of a GCSE at grade A* to C. |

¹ This indicator does not include Welsh second language qualifications.

| | |
|---|---|
| Level 2 threshold including English or Welsh ¹ and mathematics | This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics. |
| Level 2 threshold | This represents five GCSEs at grade A* to C or their equivalent. |
| Level 3 | This represents the equivalent of an A level at grade A*-E. |
| Level 3 threshold | This is the equivalent of 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. |
| Benchmarking groups | Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators. |
| Modelled outcomes | This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator. |