



A report on:

Craig y Parc School

Date of inspection: February 2015

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 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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Context

Craig y Parc is an independent residential and day special school that provides education for 40 pupils from ages 3 to 19 years. Only a few pupils reside at the school on a full-time basis and a minority receive respite care.

The school's proprietor is the Scope charity, which provides services for young people and adults with complex support needs. Scope is managed by a board of trustees and the school has a governing body which oversees the performance of the school.

The school provides for pupils with a range of complex physical needs and associated learning difficulties. These include cerebral palsy, dysphagia, autism and epilepsy. All pupils have statements of special educational needs (SEN).

The school is organised into eight classes, based on need and ability.

It is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning needs.

The school serves pupils from the whole of south Wales and neighbouring English authorities. A very few pupils come from ethnic minority backgrounds and very few pupils speak Welsh as their first language at home. Currently, just over 17% of pupils are looked-after by the local authority.

The principal was appointed in December 2014. The school was last inspected in 2009.

Summary

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

Current performance

Craig y Parc is a good school because:

- Pupils make good progress and these are generally in line with their learning targets and ability
- Many pupils concentrate well throughout their lesson and they persevere to complete tasks
- The behaviour of all pupils is exemplary
- Older pupils attain a broad range of recognised qualifications
- In 2014, no pupil left the school without a recognised qualification and, at the end of the sixth form, all progressed into further education

Prospects for improvement

Prospects for improvement at the school are adequate because:

- The recently appointed principal and deputy headteacher have swiftly implemented appropriate plans to support improvements
- The recent curriculum review has resulted in improved planning and delivery of subjects
- The school now has a suitable improvement plan
- Measures taken by leaders at all levels to improve the school are starting to have a positive impact

However:

- Overall improvement planning and self-evaluation are in the early stages of development

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

- The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

- The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

- The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

- The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

- The school meets the regulatory requirements for this standard.

The provision of information

- The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

- The school meets the regulatory requirements for this standard.

Recommendations

- R1 Ensure that all pupils, where appropriate, have access to an appropriate range of assistive technology in order to improve the quality of their learning experiences
- R2 Implement an effective management information system
- R3 Improve the quality of the indoor and external learning environment to ensure improved accessibility for all pupils

What happens next?

Estyn advises the proprietor to amend its current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils across the school make good progress in English, mathematics, science, information communication technology (ICT) and personal and social education. These improvements are generally in line with their learning targets and their ability.

Most pupils make good progress in developing their communication skills and are able to communicate their needs either verbally or by gesture. Pupils with complex communication needs develop early communication skills such as making choices and make their preferences known by using switches to operate classroom equipment and resources. Nearly all pupils are confident in taking part in lessons and respond appropriately to direct questions. Many communicate intentionally and volunteer responses. They thrive on verbal praise, for example by extending their bodies further during floor exercises. In literacy sessions, non-verbal, ambulant pupils are able to demonstrate their understanding of adjectives by stomping and running.

More able pupils read a range of relevant materials and genres including poetry. In addition they have conducted research on energy efficiency, collected and analysed their findings and presented them clearly using appropriate graphs.

Non-verbal pupils do not develop their language skills as well as they could. Pupils develop writing skills appropriately. However these are generally weaker than other aspects of the curriculum. This is often because pupils do not have access to appropriate technology to support them.

The majority of pupils show an awareness of counting. Younger pupils for example are able to count single digit numbers and many pupils are developing a secure understanding of money in context. They are able to recognise and recall the names of notes and coins quickly and accurately. Many use the four operations appropriately to calculate. Older pupils develop their understanding of two-dimensional shapes and are able to state shape characteristics accurately. In addition, they develop an understanding of scale and fractions. The majority are able to work through simple numerical reasoning problems.

Many pupils, where appropriate, gain their Electric Powerchair Indoor Outdoor Certificate (EPIOC). They learn to navigate obstacles successfully and develop their ability to use their chairs in real-life situations, for example in negotiating pavements. As a result, pupils become more confident and this helps to develop their independence.

Older pupils attain a broad range of recognised qualifications. In 2014, 39 awards were made in entry level courses. Pupils earned entry level certificates in a range of subjects, including food and health, working with angles and position, and exploring poetry. In addition, a very few pupils obtained a C grade in GCSE ICT.

In 2014, no pupil left the school without a recognised qualification at the end of the sixth form and all progressed into further education.

Wellbeing: Good

All pupils feel safe in school and nearly all believe that the school teaches them to be healthy. All pupils exercise regularly. Where appropriate, pupils develop strength and improve their stability, for example by using their standing frames or support braces. Pupils make healthy choices in choosing their lunch.

Pupils participate well in their active and effective school council. They have been responsible for ensuring that a range of activities are provided during the lunch hour, for example wheelchair dancing, film club and memory board games. Pupils choose which club they wish to participate in and nearly all pupils take part in these activities.

A boys' club has been established. This allows the young men of the school to meet informally, in a social environment, where they discuss common interests, including sport and men's health.

Currently, attendance is 88%. The behaviour of all pupils during lessons and around the school is exemplary. They are courteous to one another and staff and respond appropriately to the care and guidance provided by staff.

Many pupils concentrate well throughout their lessons. They persevere in their physical efforts to complete tasks. These tasks, in many cases, would be easier for pupils to achieve if they had access to appropriate technology.

Pupils participate in a range of appropriate activities to develop their social and life skills. For example, they raise money for local and national charities. Older pupils experience new opportunities by visiting further education colleges and by taking part in worthwhile work experience placements. These experiences help pupils to make informed decisions about their future.

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

The school's curriculum meets the requirement of the Independent School (Wales) Regulations 2003.

The school provides a curriculum that is adapted well to meet the complex learning and physical needs of the pupils. A wide range of enriching and stimulating learning experiences engage pupils across all age ranges. These include sensory experiences for pupils with the most complex needs. The school places a strong emphasis on developing pupils' independence skills, including their mobility.

Teachers work well with therapy staff to offer an integrated therapeutic provision, which is highly individualised.

The school has recently revised its approach to planning the curriculum in order to improve its tracking and monitoring of skills. The new termly thematic plans include pupils' individual targets in a wider range of skills including literacy and numeracy. However, this is in the early stages of development.

The school responds flexibly to pupils' needs and aspirations. For example, in key stage 4 and post-16, the school provides pupils with opportunities to follow accredited courses based on their interests and abilities. In order to prepare the pupils for life after school, teachers work well with a range of partners, including Careers Wales, to ensure effective transition.

The recent development of lunch time clubs has enhanced pupils' learning opportunities.

The school promotes an awareness of environmental issues. This includes making good use of its greenhouse to grow a range of herbs and vegetables, which are used in follow up curriculum activities.

Teaching: Good

Staff at Craig y Parc School have a very clear understanding of the pupils' individual needs and have high expectations for them to succeed. They engage and motivate pupils successfully. Teachers and support staff work closely as a team. They make effective use of the advice and guidance provided by the school's therapists when planning activities that contribute towards positive learning.

Teachers and support staff use a range of suitable approaches to engage pupils' interests. In most lessons, teachers plan challenging and stimulating activities that motivate pupils and enable them to make good progress. This ensures that activities build well on pupils' previous knowledge and understanding. However, in a few lessons the pace of learning is too slow and staff do not always make best use of the times at the beginning and end of the day to develop pupils' learning.

In many lessons, teachers provide effective oral feedback. They give pupils helpful thinking time, which enables them to develop oral, signed or gestured responses. Open-ended questions probe and extend pupils' understanding well.

Teachers make effective use of individual assessment and therapy data to plan and set targets for improvement. However, monitoring the progress that pupils make in the short-term is inconsistent. For example, it is not always clear what work has been produced independently by pupils. In a very few cases, teachers' comments are difficult to read. The use of whole school tracking is under-developed and is yet to have a full and sustained impact on standards.

In many lessons, pupils have worthwhile opportunities to assess their own work and the work of their peers.

Parents and carers are kept well informed about their children's achievements, wellbeing and development. However, pupils and parents are not consistently involved in setting and monitoring individual targets.

Care, support and guidance: Good

The school's comprehensive arrangements for care, support and guidance make a valuable contribution to pupils' health, wellbeing and learning.

The school has effective arrangements, through the curriculum and a range of additional activities, to help pupils adopt healthy lifestyles. For example, a dental hygienist visits the school regularly to show pupils how to care for their teeth as part of their daily routine. Pupils participate in daily exercise as well as a range of activities in physical education lessons. This varied programme, which includes the opportunity for older pupils to participate in outdoor pursuits, makes a positive contribution to pupils' all-round development.

The school promotes pupils' spiritual, moral, social and cultural development well. This includes assemblies and circle time activities, which provide pupils with valuable opportunities to reflect on their own actions and beliefs. This helps to foster principles such as fairness, respect and consideration for others.

The school provides pupils with valuable support and guidance through a wide variety of specialist services, which successfully meet their needs. In particular, the arrangement for pupils to receive individualised support through a close and highly-skilled multi-disciplinary team is a major strength of the school's provision.

The school's provision for pupils' additional learning needs is effective. Staff have secure knowledge of pupils' individual needs. They use this information particularly well to provide caring, sensitive and highly focused support to help pupils engage fully in school life and make consistently good progress. The school conducts annual reviews appropriately. However, its arrangements for reviewing pupils' progress through individual education plans are not regular enough.

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

Learning environment: Adequate

The school is a highly inclusive community, with an ethos that strongly values the diversity of pupils' backgrounds and abilities. Pupils participate fully and enthusiastically in school life. They are respectful to each other and staff and provide visitors with a warm welcome. Pupils take pride in their work and their school.

The high level of trust and appreciation between and amongst pupils and staff helps them to develop strong empathy with each other and value the diversity of their backgrounds. This has a positive impact on pupils' wellbeing and learning.

The school site is secure and well maintained. Wall displays in classrooms are bright and used to good effect to support learning.

Overall, resources and equipment are suitable for meeting pupils' learning needs. However, the use of technology as a resource to support pupils' learning is under-developed. As a result, pupils do not get enough opportunities to contribute fully and are not always able to control their environment as well as they might.

A few corridors inside the buildings and outside learning areas make it difficult for pupils to travel independently.

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

The school has an appropriate focus on improving pupils' independence in a nurturing and supportive environment. All staff share this common vision.

The recently appointed principal and deputy headteacher swiftly put in place appropriate plans to support improvements. They have implemented effective actions, supported by a new senior management team, to give direction to the strategic management of the school and bring about change. Although these changes are beginning to make a difference, improvements are in the early stages and all policies have not been fully reviewed.

The school now has a suitable improvement plan and there is steady progress in working towards improvement targets.

Senior managers communicate high expectations for securing necessary improvements. There is an appropriate performance management system and all staff have annual targets, which are monitored four times a year. The school has been effective in using its performance management system to help staff to make improvements. Peer observations have recently been introduced to support staff development.

The governing body meets regularly and includes parents and local stakeholders. Members have a good understanding of the school's strengths, in addition to areas for development. They give the school useful support and are beginning to provide an appropriate challenge.

The proprietors provide useful strategic support for the school.

Improving quality: Adequate

The new senior management team has recently introduced an appropriate process for self-evaluation and improvement planning. It values the engagement of stakeholders, consulting widely with teachers, lead support staff, pupils, their parents and carers and the governors. Appropriately, the evaluation report includes information from classroom observations and reviews of pupils' progress over time.

The self-evaluation report produced for the inspection is comprehensive and highlights appropriate areas for improvement. It provides an evaluative and generally accurate picture of the school.

The school improvement plan has suitable targets prioritised for action. The plan takes into consideration the recommendations from previous inspections and annual monitoring visits. It sets out the named person responsible for the actions and the timescale for delivery. However, it is not clear how the financial implications for delivering the actions will be met.

Although improvement planning and self-evaluation are in the early stages of development, they are already beginning to impact positively on provision at the school. The recent curriculum review has resulted in a change to the way subjects are planned and delivered, and staff at all levels now meet regularly to monitor and review individual and class targets. These changes make a valuable contribution to the improvement process.

The school collects a range of data on individual pupils, including progress they make in their learning. However, the school does not have an effective management information system. As a result, it does not use data well enough to analyse performance and plan for whole school improvements.

A cycle of quality assurance has been put in place for reviewing staff performance, policies and procedures. This is not yet fully embedded.

The measures taken by leaders at all levels to improve the school are comprehensive and are starting to have a positive impact.

Partnership working: Good

The school works closely with an extensive range of partners so that it can meet the diverse needs of all the pupils. It receives strong support from the proprietor with issues relating to finance and human resources.

The school has effective partnerships with parents and carers and organisations such as Careers Wales. It links successfully with mainstream schools where a few pupils have dual placements, as well as further education colleges and other providers. These widen opportunities for pupils and ensure that pupils are well supported during their time at the school and in planning their future.

There are effective links with two universities to support staff training and development in the specialised therapy programme provided by the school. This includes student placements from the university at the school. This helps staff to promote good practice within and beyond the school.

The school has well established and appropriate links with a range of local authorities and other statutory agencies. This ensures that the learning and wellbeing needs of pupils are met.

Nearly all parents and carers value the support and regular communication they receive from the school.

Resource management: Good

The school has a valuable range of appropriately experienced and qualified staff. These include support staff, teachers and specialist therapists. They work well as a staff team and make a significant contribution to the education, care, support and guidance of the pupils.

The school is sensitive to the needs of pupils and deploys staff to support pupils appropriately.

Staff receive annual update training on a range of issues. These include safeguarding, health and safety and infection control. Most staff access a range of appropriate continued professional development opportunities suitably identified through the school's performance management arrangements. These are beginning to be linked more robustly to the school improvement plan. For example, support staff have benefited from courses in speech and language and the Foundation Phase. However, teachers have had fewer opportunities to develop their knowledge and understanding of curriculum developments.

The school has recently determined appropriate improvement priorities. However, the costing of these priorities is not fully developed.

Because of the good outcomes pupils achieve and their high levels of wellbeing, the school provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Special Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	25	25 100%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		100%	0%	0%	
The school deals well with any bullying.	23	20 87%	1 4%	2 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		87%	4%	9%	
I know who to talk to if I am worried or upset.	27	26 96%	1 4%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	0%	
The school teaches me how to keep healthy	25	24 96%	1 4%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		96%	4%	0%	
There are lots of chances at school for me to get regular exercise.	27	26 96%	1 4%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	0%	
I am doing well at school	27	27 100%	0 0%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		100%	0%	0%	
The teachers and other adults in the school help me to learn and make progress.	27	27 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		100%	0%	0%	
I know what to do and who to ask if I find my work hard.	26	26 100%	0 0%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		100%	0%	0%	
My homework helps me to understand and improve my work in school.	18	15 83%	2 11%	1 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		83%	11%	6%	
I have enough books, equipment, and computers to do my work.	27	24 89%	1 4%	2 7%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		89%	4%	7%	
Other children behave well and I can get my work done.	26	24 92%	1 4%	1 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		92%	4%	4%	
Nearly all children behave well at playtime and lunch time	26	25 96%	0 0%	1 4%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		96%	0%	4%	

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 Dalim yn gwybod	
Overall I am satisfied with the school.	30	17 57%	11 37%	0 0%	2 7%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		65%	30%	0%	5%		
My child likes this school.	30	24 80%	4 13%	2 7%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		78%	17%	6%	0%		
My child was helped to settle in well when he or she started at the school.	30	21 70%	7 23%	0 0%	2 7%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		76%	19%	0%	5%		
My child is making good progress at school.	30	15 50%	10 33%	2 7%	2 7%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		59%	27%	5%	5%		
Pupils behave well in school.	30	16 53%	8 27%	0 0%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		53%	31%	0%	0%		
Teaching is good.	30	17 57%	9 30%	0 0%	2 7%	2	Mae'r addysgu yn dda.
		65%	24%	0%	5%		
Staff expect my child to work hard and do his or her best.	29	19 66%	8 28%	2 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		72%	22%	6%	0%		
The homework that is given builds well on what my child learns in school.	28	8 29%	6 21%	1 4%	3 11%	10	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%	26%	3%	9%		
Staff treat all children fairly and with respect.	30	20 67%	8 27%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		69%	25%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	28	16 57%	8 29%	2 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		66%	23%	6%	0%		
My child is safe at school.	30	21 70%	6 20%	3 10%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		75%	17%	8%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	30	19 63%	9 30%	2 7%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		70%	24%	5%	0%		
I am kept well informed about my child's progress.	30	15 50%	8 27%	5 17%	2 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		54%	27%	14%	5%		

	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.	30	20 67%	8 27%	0 0%	2 7%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		70%	24%	0%	5%		
I understand the school's procedure for dealing with complaints.	30	13 43%	13 43%	2 7%	1 3%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		54%	35%	5%	3%		
The school helps my child to become more mature and take on responsibility.	29	14 48%	8 28%	0 0%	2 7%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	22%	0%	6%		
My child is well prepared for moving on to the next school or college or work.	29	11 38%	5 17%	3 10%	3 10%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		44%	19%	8%	8%		
There is a good range of activities including trips or visits.	30	14 47%	13 43%	0 0%	2 7%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		57%	35%	0%	5%		
The school is well run.	30	15 50%	6 20%	3 10%	2 7%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		59%	16%	8%	5%		

Appendix 2

The inspection team

Huw Davies	Reporting Inspector
Susan Roberts	Team Inspector
Denise Wade	Team Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003
Rosa Walsh	Peer Inspector
Marie Chambers	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, 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

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
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 aged 16 or at aged 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at aged 16.
Proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing an independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.