



*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 Uwchradd Caergybi  
Caergybi  
Ynys Mon  
LL65 1NP**

**Date of inspection: February 2012**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

| <b>Judgement</b>      | <b>What the judgement means</b>                                           |
|-----------------------|---------------------------------------------------------------------------|
| <b>Excellent</b>      | Many strengths, including significant examples of sector-leading practice |
| <b>Good</b>           | Many strengths and no important areas requiring significant improvement   |
| <b>Adequate</b>       | Strengths outweigh areas for improvement                                  |
| <b>Unsatisfactory</b> | Important areas for improvement outweigh strengths                        |

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Uwchradd Caergybi is an 11-18 mixed English-medium comprehensive school maintained by Isle of Anglesey local authority. The school is situated close to the centre of Holyhead and serves the town and surrounding areas.

The school's catchment area includes four wards to which the Welsh Government has granted Communities First status because of the high levels of economic and social disadvantage. Nearly 40% of pupils live in the 20% most deprived areas in Wales. The proportion of pupils entitled to free school meals is 24%, which is higher than the national average of 17.4%.

There has been a steady increase in pupil numbers over the last three years, and the school currently has 794 pupils on roll, including 99 in the sixth form. Fourteen per cent of pupils speak Welsh at home and 11% are taught Welsh first language. Very few pupils come from a minority ethnic background.

Twenty-six per cent of pupils receive support for additional learning needs, which is higher than the national average of 17.6%. Three per cent of pupils have a statement of special educational needs, which is close to the national average.

Most pupils stay on in full-time education after Year 11. Only 5% of pupils who left school at age 16 are reported as being not in education, employment or training. This is lower than the national average.

The headteacher has been in post since 2008.

The individual school budget per pupil for Ysgol Uwchradd Caergybi in 2011-2012 means that the budget is £3,808 per pupil. The maximum per pupil in the secondary schools in the Isle of Anglesey is £4,111 and the minimum is £3,759. Ysgol Uwchradd Caergybi is third out of the five secondary schools in the Isle of Anglesey in terms of its school budget per pupil.

## Summary

|                                               |                       |
|-----------------------------------------------|-----------------------|
| <b>The school's current performance</b>       | <b>Unsatisfactory</b> |
| <b>The school's prospects for improvement</b> | <b>Adequate</b>       |

### Current performance

The good features of the school's work include:

- an improving trend in pupils' achievements over the last three years;
- good behaviour by most pupils and positive attitudes to learning in lessons;
- good relationships between teachers and pupils;
- a wide range of learning experiences for pupils, enhanced by extra-curricular activities with good participation levels;
- extensive involvement of pupils in the community and in decision-making activities; and
- the strong supportive ethos of the school and the trust and confidence of parents and the local community.

However, current performance is judged as unsatisfactory because:

- performance in a number of key indicators in key stage 3 and key stage 4 continues to be significantly below that of similar schools;
- there is too much variation in the progress made by pupils in developing their literacy skills;
- there has been a downward trend in attendance over the last three years;
- the rate of fixed-term exclusions has improved but is still too high;
- the school does not have an appropriate policy and procedures for safeguarding; and
- the school does not meet statutory requirements regarding the daily act of collective worship.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher, supported well by the senior leadership team, has set a clear strategic direction for the school with a clear focus on improvement;
- the self-evaluation report demonstrates a willingness to be self-critical and to identify suitable targets for improvement;
- there is a track record of improving the quality of teaching and aspects of pupils' achievements; and
- the school has made clear progress in developing the role of middle managers.

However:

- development planning at all levels does not focus well enough on identifying strategies and challenging targets to address key areas for improvement, such as teaching and pupils' literacy skills;

- there is too much inconsistency in the way middle managers are challenged and held to account rigorously by senior leaders;
- the role of the governing body as a critical friend is not fully developed; and
- the school has not made enough progress in addressing important recommendations from the previous Section 28 inspection.

## Recommendations

In order to improve, the staff and governors of Ysgol Uwchradd Caergybi need to:

R1 raise standards and improve performance in key stage 3 and key stage 4;

R2 improve the progress pupils make in literacy skills at all ability levels;

R3 ensure that all lessons provide an appropriate level of challenge to meet the needs of pupils of different abilities;

R4 improve attendance and reduce fixed term exclusion rates;

R5 improve the quality and consistency of marking and end-of-year reports to parents;

R6 improve the role and accountability of middle managers with a stronger focus on reviewing performance and raising standards; and

R7 ensure that policies and procedures for safeguarding and the daily act of collective worship fully meet requirements.

### 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 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

Performance at key stage 3 and key stage 4 has improved over the last four years. However, pupils do not progress as well as expected as standards remain below those of similar schools. The proportion of learners achieving five A\*-C grades or equivalent including English and mathematics at key stage 4 remains well below expectations.

At key stage 3, performance in mathematics and science now compares favourably with that of similar schools. In English, pupils' achievements remain lower than the family average, especially in oracy and writing. With the exception of science, performance in subjects at key stage 3 places the school in the lower 50%, and often in the lowest 25%, when compared to schools with similar levels of free school meals.

Not enough pupils attain at the higher levels at key stage 3.

At key stage 4, the proportion of pupils gaining five D-G grades or equivalent is similar to the family average. There has been a significant improvement in the percentage of pupils achieving at level 2 in mathematics and science, with performance now comparing favourably with that of similar schools. However, in other indicators, performance continues to be well below expectations.

In the sixth form, the percentage of students achieving the equivalent of two A levels at grades A\* to E has improved and is now high. However, students' average points score is well below the Wales average.

Over the last three years, there has been a significant reduction in the number of pupils leaving school without a qualification. In 2011, figures are now lower than the average for the family of schools and the national average. There has been improvement in the performance of boys, although performance remains significantly lower than that of girls at key stage 4 and in English at key stage 3. The difference between the performance of pupils eligible for free school meals and those not eligible is not significant overall. Pupils receiving support for additional learning needs make good progress.

In lessons, most pupils apply themselves well to learning and work productively to achieve lesson objectives. In the majority of classes, pupils progress well, and are able to recall and review previous work appropriately. Pupils work well in pairs or small groups and remain on task.

Pupils listen well and most speak clearly. Many pupils willingly offer answers in response to teachers' questions in lessons. However, in the majority of classes, pupils often lack confidence in responding at greater length to exchange ideas and develop their thinking and understanding. In a minority of classes, pupils make good progress in their ability to use specialist terms.

There is too much variation in the progress pupils make in developing reading and writing skills. Most pupils have the skills to cope with reading demands in lessons. In a few classes, pupils make very good use of more demanding reading skills, such as analysing texts, making inferences and drawing conclusions. Pupils who have the greatest difficulty with reading at 11 years of age make good progress during key stage 3. However, at the end of key stage 3, around a half of pupils have not made enough progress in reading and continue to have difficulties. This is a significant area for improvement.

Most pupils make steady progress in developing accuracy, spelling and punctuation in written work. In English, pupils write in a range of forms and styles and their work shows an increasing understanding of the features of different types of writing. However, progress in writing at greater length in English is not developed well, with pupils too often completing tasks that do not present them with enough challenge. In a few classes, pupils make good use of their writing skills for a range of purposes in subjects other than English. However, they do not write at length often enough for different purposes in other subjects.

In Welsh first language and Welsh second language, there has been a significant improvement in performance in key stage 3, although performance continues to be lower than that of similar schools. Performance at level 6 or above in Welsh second language has been high over the last three years. However, not enough pupils attain at the higher levels in Welsh first language at key stage 3. In lessons, pupils display positive attitudes to learning Welsh. However, a minority of pupils, in Welsh first and second language classes, do not make enough progress in speaking and in writing at length for a range of purposes. At the end of key stage 4, almost all learners leave with a qualification in Welsh, which is well above the national average.

In a few subjects, pupils make significant progress in their ability to follow extensive use of Welsh by teachers in lessons. This is a good feature.

### **Wellbeing: Adequate**

Nearly all pupils feel safe in school. They know whom to go to if they need help and are confident that the school deals well with bullying. They understand the importance of healthy lifestyles and a majority take part in a wide range of physical activities.

Most pupils engage well in learning and almost all are polite and courteous. Most pupils are punctual to lessons and behaviour in classes and around the school is good.

There has been a downward trend in attendance over the last three years and attendance is in lowest 25% when compared to that of similar schools. However, unverified data for the early part of this year shows improvement compared to the same time last year.

Permanent exclusions are low. Although the number of fixed term exclusions has reduced significantly since the last inspection, figures remain too high.

Through the school council and the school nutrition action group, pupils contribute well to the life and work of the school. They are involved in making decisions, and have made a significant contribution to a number of projects such as the setting up of a local authority youth council.

Many pupils develop a wide range of skills to prepare them for life and work beyond school. They take part in a wide range of community activities and work extensively with community groups and agencies on a wide range of projects.

|                                               |                 |
|-----------------------------------------------|-----------------|
| <b>Key Question 2: How good is provision?</b> | <b>Adequate</b> |
|-----------------------------------------------|-----------------|

**Learning experiences: Good**

The school offers a broad and balanced curriculum, which meets statutory requirements. Well-established links with a wide range of local community groups, agencies, employers and the voluntary sector enhance the learning experiences. A wide range of extra-curricular activities enrich the learning of many pupils. This includes a popular 5x60 programme.

The key stage 3 curriculum builds well on pupils' prior learning experiences. The school and its primary feeder schools work in collaboration with a wide range of local partners to deliver innovative learning experiences as part of the 'Classe de mer' initiative. This provision focuses well on the development of skills in the context of the local marine environment.

At key stage 4 and in the sixth form, the school provides a wide range of academic and vocational courses in collaboration with other providers. A significant number of pupils regularly attend twilight sessions in GCSE mathematics, information and communication technology, art and the Welsh Baccaulaureate. The school provides good quality for work experience, including extended placements. A notable feature of the curriculum is the support for pupils to gain qualifications in community languages, including Portuguese, Mandarin, Polish and Bengali.

In Year 7, the 'Safle Saith' programme provides effective support to develop pupils' skills. However, planning for progression in the development of pupils' literacy skills beyond Year 7 is not sufficiently developed.

The school has introduced an additional Welsh-medium tutor group to increase contact time for Welsh second language learners. This is a worthwhile initiative. There is also increasing use of Welsh within lessons and around the school. All key stage 4 pupils follow the full Welsh course at GCSE, with increasing numbers following the first language course at key stage 3 and key stage 4. This is a strength of provision.

The school offers an extensive range of activities that effectively promote pupils' understanding of sustainable development and global citizenship.

**Teaching: Adequate**

Teaching is good in the majority of lessons, which represents a significant improvement since the previous inspection. In nearly all lessons, there is a

supportive working relationship between pupils and teachers. Many teachers prepare lessons with a clear structure and a sequence of appropriate learning activities. They set clear learning objectives, which are reviewed regularly during the lesson.

However, in a minority of lessons, the pace is too slow and consequently pupils are engaged in tasks that do not challenge them or allow them to make sufficient progress. In these lessons, learning activities are not matched well to meet the needs of all pupils and teachers' questioning does not challenge pupils well enough to develop their understanding and thinking.

Most teachers mark pupils' work regularly. However, a minority of comments do not provide pupils with specific guidance about how to improve the quality of their work. Pupils with weaker literacy skills, in particular, are not sufficiently aware of their progress in skills and how to improve.

All pupils have a subject specific target grade or level based on a range of appropriate information, although a minority of pupils are not aware of their individual targets. An effective tracking system enables teachers to identify those pupils at risk of not achieving their targets and to implement appropriate intervention through the school's mentoring scheme.

Interim reports provide parents with helpful information on their child's progress. However, the quality and consistency of end-of-year reports are too variable. A majority of reports do not provide parents or pupils with clear and concise guidance about how to improve.

### **Care, support and guidance: Unsatisfactory**

The school provides a supportive and caring environment for pupils and promotes pupils' health and wellbeing, and their moral and cultural development, effectively. Teachers are approachable and pupils are confident in consulting them if they have concerns.

The school encourages pupils to choose healthy lifestyles through healthy eating initiatives and by providing an appropriate range of physical activities. An effective personal and social education programme supports pupils to develop their learning and social skills.

The school does not meet statutory requirements for collective worship. School assemblies and the 'thought for the week' programme do not offer sufficient opportunities for reflection and spiritual development.

The school supports pupils effectively to make informed course choices at key stage 4 and the sixth form through a range of events and tutorial support.

The school makes extensive use of a wide variety of specialist services to ensure that pupils' emotional and behavioural needs are met. The school's Access Centre provides additional support for pupils, especially vulnerable groups. Many departments provide useful home learning packs that support pupils' learning in Year 7 and Year 8.

In key stage 3, there are effective strategies to support pupils with low-level literacy skills. However, there is not enough support for other pupils who have reading scores that are significantly lower than those of their peers.

The school provides effective support for pupils with additional learning needs. Pupils' needs are identified well and all learners have detailed learning plans. Plans are reviewed at regular intervals and parents receive informative reports tracking progress.

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

### **Learning environment: Good**

The school is highly inclusive and provides a welcoming environment for pupils, staff and visitors. The access centre is at the heart of the school's ethos and culture where equality and diversity is celebrated. This is a strong feature of the school.

The school provides pupils with sufficient resources to support their learning.

Many areas have been totally refurbished since the last inspection, but a few buildings do not provide a good standard of accommodation, especially in the science block. The school buildings and grounds are well maintained and generally free of litter and graffiti. The school celebrates pupils' work and achievements displaying them around the school. Displays in classrooms and corridors provide a suitable learning environment.

|                                                                |                 |
|----------------------------------------------------------------|-----------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Adequate</b> |
|----------------------------------------------------------------|-----------------|

### **Leadership: Adequate**

The headteacher has set out a clear vision and strategic direction for the school. Since taking up post in 2008, he has successfully led improvements in a number of areas. This has resulted in significant improvements in pupils' behaviour and teaching, and standards have begun to improve in many subjects. The school's vision and aims are communicated effectively to pupils, staff and parents, and there is a strong sense of trust and confidence amongst parents and the local community.

The school has an appropriate management structure, and all leaders have a sound understanding of their roles and responsibilities. The three assistant headteachers have clearly defined roles and support the headteacher well. Communication at all levels is good. Regular meetings help to ensure that information is shared effectively and that all staff can make a contribution to the direction of the school.

The school has implemented a number of strategies to strengthen middle leadership. These have had a positive impact in areas such as the analysis of data and arrangements for lesson observations. Each member of the senior leadership team has appropriate line management responsibilities for subject leaders. Senior leaders monitor the progress made against targets during the year but there is inconsistency in how middle leaders are held to account. There is too much variation in the quality

of leadership at middle management level with an insufficient focus on addressing areas for improvement in teaching and monitoring pupils' progress in lessons.

Members of the governing body are aware of the main strengths and areas for improvement in the school and have recently established useful links with a small number of subject departments. The governing body challenges aspects of the school's work but does not challenge the school and individual departments sufficiently with regard to standards and the progress that pupils make.

The school makes appropriate provision to address national priority areas such as 14-19 learning pathways and transition between key stage 2 and key stage 3. It has implemented strategies aimed at developing pupils' literacy skills, although more remains to be done to ensure better progression in skills across the school.

### **Improving quality: Adequate**

The school uses an appropriate range of first-hand evidence to evaluate its work. This includes analyses of performance data, lesson observations, reviews of pupils' written work and consultation with pupils, parents and others. The school also takes good account of performance reviews undertaken by local authority advisers.

Whole-school and departmental self-evaluation reports are presented in a consistent format and include judgements on a broad range of aspects. The detailed whole-school report reflects a suitably self-critical approach by senior leaders. A few departmental reports are comprehensive and rigorous. However, many do not highlight clearly enough some important areas for improvement. This is especially in relation to aspects of teaching and assessment, and pupils' literacy skills.

The school improvement plan identifies suitable targets that take account of the findings of the self-evaluation process. It outlines proposed actions and details of how success will be measured. However, it does not indicate responsibilities and timescales, and the actions are not always expressed sufficiently clearly. Departmental improvement plans take account of whole-school priorities as well as issues identified through departmental self-evaluation. However, there is considerable variation in the clarity of actions and success criteria, and the focus given to identifying strategies to improve teaching and learning.

Many teachers are members of groups established, both within the school and at authority level, to develop and share good practice. The work of these groups has begun to impact on classroom practice and arrangements are underway for wider dissemination.

The school has made clear progress in addressing some of the recommendations of the previous inspection in 2006. However, there has not been enough progress in improving standards and literacy. The initial improvements in attendance have not been sustained.

### **Partnership working: Good**

The school has effective partnerships with a wide range of stakeholders and community organisations. These partnerships are having a positive impact both on learning experiences and pupils' wellbeing.

Parents are encouraged to work with the school and these inputs are valued by staff. There is also a well-supported parent-teacher association. The school responds well to parents' queries and concerns and most parents are comfortable in approaching the school.

The school works well with its feeder primary schools to ensure the smooth transition of pupils from Year 6 to Year 7. There is a clear and effective transition plan and there are appropriate procedures in place for the moderation of teacher assessment.

A police liaison officer visits the school every Friday morning, providing opportunities for pupils to discuss relevant matters that are happening outside the school.

The school has effective arrangements for working in collaboration with other providers to extend the learning options for pupils as part of the local 14-19 partnership. There are appropriate quality assurance arrangements in place for collaborative courses, although the school is yet to be fully informed of the outcomes of quality assurance in classes where pupils follow courses in other providers.

A range of youth mentors and partners from the local community, including students from Bangor University, come to the school to mentor pupils. This is impacting positively on pupils' aspirations and confidence in working with others.

### **Resource management: Unsatisfactory**

The school has enough qualified staff that are appropriately deployed to deliver the curriculum. Learning support assistants are used effectively to ensure that the curriculum is accessible to all pupils. Appropriate performance management procedures are in place to identify and meet the professional development needs of all staff.

The school targets its current resources effectively to ensure that the priorities in the school development plan can be delivered. Senior leaders ensure that resources are used well. This process is closely monitored by the governors, who have access to relevant information regarding the school's financial situation. The school has a considerable deficit budget. A suitable recovery plan has been put in place in agreement with the local authority.

On the basis of its current performance, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, there has been a gradual trend of improvement over the last four years in the percentage of pupils attaining at the expected level (level 5) in English or Welsh, mathematics and science in combination. However, performance is lower than expectations and continues to be below the average for the family of similar schools.

Performance in English has been weak. Achievement in oracy and especially in writing is well below the family averages. In mathematics and science in key stage 3, there has been a clear upward trend in achievement to around the family averages. There has also been an upward trend in many of the other subjects, but performance generally remains lower than family averages. Apart from in science, performance at key stage 3 generally places the school in the lower 50%, often in lowest 25%, when compared to schools with similar levels of free school meals. At level 6 or above, performance is generally lower than expected when compared to that of similar schools.

At key stage 4, there has been a steady trend of improvement in the percentage of pupils gaining the level 2 threshold including English or Welsh and mathematics, although there was a small reduction in 2011. However, performance continues to be well below the family averages. The school's performance in the level 1 threshold is near to the family average. There has been a significant trend of improvement in the school's performance in the level 2 threshold, but performance remains well below the average for the family and the Wales average. Performance in the capped wider points score reflects a similar picture.

In English, performance at level 2 is well below the family average. However, there has been a significant improvement in achievement at level 2 in mathematics and in science, with performance comparing favourably with family averages.

When compared to schools with similar levels of free school meals, performance at key stage 4 generally places the school in lowest 25 % in the majority of indicators. Performance is generally well below expectations.

In the sixth form, there has been a steady improvement in performance in the level 3 threshold over the last three years to above the Wales average in 2011. The average wider points score has also improved but remains significantly below the Wales average.

There has been a trend of improvement in the proportion of boys gaining the expected level in English or Welsh, mathematics and science in combination in key stage 3. However, there continues to be a significant gap between the performance of boys and girls in English. The performance of boys is also significantly lower than that of boys in the main indicators at key stage 4. Pupils entitled to free school meals generally perform at a level lower than the averages for the family of schools. However, the gap between the performance of these pupils and those not entitled to free school meals is smaller than that of the family and Wales.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 211 learners, selected at random from across the age range.

Almost all learners agree that:

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

Most learners agree that:

- there are plenty of opportunities at school for them to get regular exercise;
- they are doing well at school;
- teachers help them to learn and make progress and help them when they have problems;
- they have enough books and equipment, including computers;
- the school helps them to be ready for college or to start working life; and
- staff respect them and their background, and help them to understand and respect people from other backgrounds

Many learners agree that:

- the school deals well with any bullying and that they have someone to talk to if they are worried;
- the school teaches them how to keep healthy;
- homework helps them to understand and improve their work;
- staff treat all pupils fairly and with respect and that the school listens to their views and makes changes they suggest; and that
- they were given good advice when choosing courses for key stage 4 and the sixth form.

The majority of learners agree that pupils behave well and that they can get their work done.

#### Responses to parent questionnaires

Estyn received 160 responses to the parent questionnaire.

Almost all parents agree that:

- they are satisfied with the school and that the school is well run;
- their child likes this school and was helped to settle in well when he or she started at the school;

- teaching is good;
- their child is encouraged to be healthy and to take regular exercise; and that
- their child feels safe at school.

Most parents agree that:

- their child is making good progress at school and that staff expect their child to work hard and do his or her best;
- there is appropriate additional support in relation to any particular individual needs;
- the school helps their child to become more mature and take on responsibility, and is well prepared for moving on to college or work; and that
- there is a good range of activities including trips or visits.

Many parents agree that:

- pupils behave well in school;
- homework that is given builds well on what their child learns in school;
- staff treat all children fairly and with respect;
- they are kept well informed about their child's progress; and that
- they are comfortable about approaching the school with questions, suggestions or a problem and understand the school's procedure for dealing with complaints.

## Appendix 3

### The inspection team

|                 |                     |
|-----------------|---------------------|
| Iolo Dafydd     | Reporting Inspector |
| Ray Owen        | Team Inspector      |
| Gill Simms      | Team Inspector      |
| Ceri Jones      | Team Inspector      |
| Kerry Jones     | Lay Inspector       |
| Matthew Brown   | Peer Inspector      |
| Nia Wyn Roberts | School Nominee      |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

|      |     |      |      |     |     |      |       |
|------|-----|------|------|-----|-----|------|-------|
| Year | FPR | FPY1 | FPY2 | Y3  | Y4  | Y5   | Y6    |
| Ages | 4-5 | 5-6  | 6-7  | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

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

The four key stages cover the following year groups:

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

## Glossary of terms

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core subject indicator (CSI)                                                | This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.                                                                                                                                                                                                                                                                                                                                                                                   |
| Families of schools                                                         | These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.                                                                                                                 |
| Level 1                                                                     | This represents the equivalent of a GCSE at grade D to G.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Level 1 threshold                                                           | This represents a volume of learning equivalent to five GCSEs at grade D to G.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Level 2                                                                     | This represents the equivalent of a GCSE at grade A* to C.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Level 2 threshold including English or Welsh first language and mathematics | This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.                                                                                                                                                                                                                                                                                                                                                                              |
| Level 2 threshold                                                           | This represents a volume of learning equivalent to five GCSEs at grade A* to C.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Level 3                                                                     | This represents the equivalent of an A level at grade A*-E.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 3 threshold                                                           | This represents a volume of learning equivalent to two A levels at grade A* to E.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Average wider points score                                                  | This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.                                                                                                                                                                                                                                                                                                                                                                                      |
| Capped wider points score                                                   | This includes the best eight results from all qualifications approved for use in Wales at the age of 16.                                                                                                                                                                                                                                                                                                                                                                                                               |
| All-Wales Core Data sets                                                    | Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent. |