



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Gyfun y Strade  
Heol Sandy  
Llanelli  
Carmarthenshire  
SA15 4DL**

**Date of inspection: October 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 y Strade is a Welsh-medium community comprehensive school that provides education for boys and girls between 11 and 18 years of age. Ysgol y Strade is situated near to the coast, on the western side of Llanelli. The school has grown considerably since the last inspection and it now has 1,043 pupils with 206 students in the sixth form.

The school's catchment area extends along the coast of south-east Carmarthenshire, from Forest and Hendy in the east to Kidwelly in the west. Eleven primary schools feed into Ysgol y Strade. The majority of pupils come from Llanelli and the nearby villages and a considerable number come from the underprivileged wards in the east of the town. Nine per cent of pupils are entitled to free school meals. This is lower than the national average of 17.4%.

The school admits pupils from the full ability range. Around 2% of pupils have a statement of special educational needs. Six pupils are looked after by the local authority. English is the home language of about 80% of pupils but all pupils can speak Welsh to a first language standard. Teaching at the school is mainly through the medium of Welsh and mathematics and science are offered from Year 9 onwards through the medium of English as well as Welsh.

The current headteacher was appointed to her post in September 2009, and two deputy headteachers and two assistant headteachers have joined her in order to complete the senior leadership team.

The individual school budget per pupil for Ysgol Gyfun y Strade in 2011-2012 means that the budget is £4,096 per pupil. The maximum per pupil in secondary schools in Carmarthenshire is £7,322 and the minimum is £4,096. Ysgol Gyfun y Strade is in 14th position of the 14 secondary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's good features include:

- very good performance by pupils in the sixth form;
- consistently high achievement in Welsh in key stage 4;
- the wide range of cultural and sporting activities;
- pupils' excellent behaviour;
- a very good working relationship between pupils and teachers;
- effective partnerships that have increased the choice of courses for pupils; and
- effective transfer arrangements.

However, the school's performance is judged as adequate because:

- during the last two years, the school's performance in indicators that include English and mathematics has fallen below that in similar schools in terms of free school meals benchmarks;
- performance in indicators that include a wide range of qualifications is below that in similar schools;
- in a minority of lessons, teaching does not offer enough of a challenge in order to ensure appropriate progress;
- the quality of marking and feedback for pupils varies too much, between and within departments; and
- strategies to follow up on the findings of the tracking system have not had enough of an effect on maintaining or improving standards.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the school has appropriate systems for self-evaluation and planning for improvement;
- there is effective teaching in many lessons;
- there is a strong focus on developing teachers' knowledge and teaching skills within the school;
- there is a pattern of improvement in pupils' attendance;
- there is a history of high achievement in the sixth form and in standards of Welsh in key stage 4; and
- there is a clear management structure and most staff understand their roles and responsibilities well.

However:

- self-evaluation activities have not had enough of an effect on maintaining standards in important indicators, or the quality of assessment by teachers;
- the whole-school self-evaluation report is not sufficiently self-critical and it does not highlight some important areas that need improvement;
- a minority of targets in the departmental development plans are not challenging enough to stimulate improvement; and
- governors do not challenge the school enough on issues regarding standards.

## **Recommendations**

- R1 Raise standards in key stage 4, especially in English and mathematics;
- R2 improve the quality and consistency of marking and feedback for pupils;
- R3 improve the effectiveness of the follow-up activity on the findings of the tracking system;
- R4 strengthen the role of the governing body, with a clear focus on challenging the school as a critical friend; and
- R5 increase the incisiveness, thoroughness and effect of the self-evaluation processes.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Performance in key stage 3 in the indicator that includes Welsh or English, mathematics and science has varied during the last three years, and is similar to the average for the family of similar schools. However, performance in English and mathematics, especially at the higher levels, is not as strong as it is in similar schools in terms of free school meals.

In key stage 4, between 2008 and 2010, performance in indicators including Welsh or English and mathematics compared favourably with the performance of similar schools. However, in 2011, performance in these indicators fell, placing the school in the bottom half in comparison with similar schools in terms of free school meal benchmarks. Unverified data for 2012 shows another decline in this indicator, mainly because of a decline in performance in mathematics.

Performance in indicators that include a wide range of qualifications is considerably lower than it is in similar schools.

In general, pupils are making appropriate progress between key stage 2 and key stage 4, in indicators that include English or Welsh as a first language and mathematics. However, boys are not performing as well as girls in these indicators, mainly because of lower performance in Welsh or English.

In the sixth form, pupils perform very well.

Pupils who receive free school meals do not achieve as well as they do in similar schools. Pupils who have special educational needs achieve in line with their abilities.

No pupils left the school without qualifications in the last four years and most stay in full-time education after the age of 16. In 2012, no 16-year-old pupils of the school were reported to be not in education, employment or training.

Nearly all pupils work hard in their lessons and respond positively to their teachers. Many pupils can recall previous learning accurately and build upon this to expand their understanding of subject concepts and information effectively. In many lessons, pupils use their analytical skills skilfully when evaluating their own ideas and those of their peers. Nearly all pupils listen attentively to teachers' instructions and respond positively to one another's ideas when discussing in pairs and in small groups. In a minority of lessons, pupils are not making enough progress, mainly because of a lack of challenge. In these lessons, there is a passive response from pupils that leads to work that does not have enough detail or depth.

Nearly all pupils have a very good grasp of the Welsh language. Most pupils can express an opinion clearly and confidently orally. Many are making good progress in

their thinking and oral skills when undertaking extended discussions about complex ideas. The most able pupils can use a rich vocabulary in order to express sophisticated ideas.

In many lessons, pupils read fluently with appropriate expression. In these lessons, pupils can extract appropriate information from texts and use them appropriately to extend their learning. The few pupils who face the biggest challenge in terms of their reading in Year 7 are making good progress in intervention groups.

Pupils' bilingual skills are a very strong feature. Many pupils are making good progress orally and in their reading and writing skills when working through the medium of English. In many lessons, pupils' bilingual skills reinforce their learning effectively.

In a minority of lessons where there is very good progress, pupils undertake challenges with enthusiasm and solve problems through productive co-operation. In these lessons, they evaluate one another's work accurately and through this process they make good progress in their thinking skills and subject knowledge.

In the majority of subjects, pupils are making good progress in terms of their accuracy of spelling and their understanding of the rules of grammar and punctuation. In these subjects, they produce a wide range of extended work of high quality. However, in a minority of subjects, the range of types of writing is too narrow and an over-reliance on worksheets limits their development when writing at length. In these subjects pupils do not produce extended writing for various purposes frequently enough.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and many feel that the school deals well with any bullying. Many pupils take part enthusiastically in a wide range of cultural activities, for example in Urdd Eisteddfod competitions and school concerts. Many pupils take advantage of opportunities to take part in sports teams and a wide range of activities to promote fitness. Many pupils feel that the school teaches them effectively about life and eating healthily.

Pupils' attendance rates place the school among the bottom 50% in comparison with similar schools in terms of free school meals benchmarks, but are in line with expectations from data on free school meals benchmarks.

Pupils' behaviour in lessons and on the school's site is excellent and exclusion rates are very low. Nearly all arrive at lessons punctually and apply themselves to their work immediately. Most pupils possess the skills to prepare them for life beyond school or the next stage of their learning.

Pupils undertake additional responsibilities enthusiastically. For example, Year 10 pupils support Year 9 pupils effectively in the peer mentoring scheme. Pupils show respect and courtesy towards their fellow pupils and adults.

The school council takes a prominent part in the work of the school. They have had a positive influence on a wide range of school activities, including expressing a constructive opinion on the quality of teaching.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides a wide and balanced curriculum that meets all statutory requirements and the needs of all pupils in full. Appropriate time is given to address the requirements of the National Curriculum and religious education.

There is a wide range of general and occupational courses in key stage 4. The school offers interesting and unusual courses, for example the fashion course for sixth form students. This is a strong feature.

The school plans effectively in order to ensure that there are valuable opportunities for pupils to develop their skills in every subject. The Welsh Baccalaureate Qualification is used to strengthen the provision for skills in key stage 4 and in the sixth form. The wide range of cross-curricular and extra-curricular activities enriches pupils' experiences and promotes the development of their wider key skills very successfully.

There is a specific programme for raising standards of literacy in key stage 3 and key stage 4. This has had a positive effect in key stage 3 in terms of raising standards of reading. However, the provision for improving pupils' literacy in key stage 4 has not had sufficient time to have an effect on standards to date.

The provision for the Welsh language and the Welsh dimension is a strong element of the school's work. There is a rich programme of extra-curricular activities that immerse pupils in Welsh culture.

The provision for education for sustainable development and global citizenship is developing appropriately. The eco-group works strategically to expand pupils' awareness of issues concerning sustainability. The school uses its international contacts appropriately to develop pupils' awareness of global citizenship.

**Teaching: Adequate**

Nearly all teachers have a positive working relationship with pupils. Nearly all teachers possess robust subject knowledge and many show a high level of enthusiasm when teaching. In a minority of lessons, a variety of imaginative and creative teaching strategies were seen. In these lessons, skilful planning ensures an increasing challenge in order to motivate very good progress. In addition, teachers in these lessons promote independent learning very effectively. In the majority of lessons, teachers use contemporary and relevant resources successfully in order to stimulate pupils. Many teachers organise suitable activities that motivate pupils to work together effectively. Nearly all teachers are effective language models. In many lessons, teachers question pupils probingly in order to prove and expand on pupils' understanding. Classroom assistants make a valuable contribution by ensuring the pupils they are assisting make suitable progress.



However, in a minority of lessons, teaching does not offer a sufficient challenge in order to ensure appropriate progress. In addition, teachers do not question pupils effectively enough, there is a lack of variety in teaching methods and the lesson moves too slowly.

The majority of teachers mark pupils' work regularly. However, the quality of marking varies too much. A minority of teachers provide very constructive comments in pupils' work, which assists them in making good progress. However, the majority do not give clear enough directions to pupils in order for them to improve the quality of their own work. Pupils have appropriate opportunities to assess their work and their peers' work in about half of the lessons.

Reports to parents provide appropriate information on progress, effort, behaviour and attitude towards the Welsh language. However, teachers' comments in a few subjects are not sufficiently detailed or specific.

The school has a thorough progress-tracking system that allows for monitoring the progress of groups of pupils. However, strategies to follow up on the findings of this monitoring have not had a sufficient effect on standards in important areas.

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

The school promotes pupils' health and wellbeing very successfully. The work is co-ordinated skilfully in order to ensure a very high level of awareness among pupils of how to live healthily. The school has an effective pastoral system and a considerable variety of agencies is used to ensure valuable support for pupils. The school deals very effectively with rare cases of bullying.

The school's inclusion unit, which includes the Haven and the Retreat, offers very beneficial provision for pupils who have emotional or behavioural difficulties.

Curricular and extra-curricular experiences promote pupils' spiritual, moral, social and cultural development effectively. The peer mentoring scheme assists pupils in Year 7 to settle into the school.

Very useful advice and guidance is given to pupils as they choose courses in key stage 4 and the sixth form.

The school's provision for additional learning needs meets pupils' needs effectively. Pupils who have additional learning needs have full access to the curriculum. The school has thorough plans in order to ensure strategies for the progress of pupils who have additional needs. Parents have a suitable input to these plans. However, the majority are not used consistently enough in mainstream lessons. Support for pupils who have profound needs is very effective.

The school has an effective strategy to ensure good progress for pupils who have low reading skills. It has recently established a strategy to extend the most able and talented pupils and this is beginning to have a positive effect.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

## **Learning environment: Good**

The school has an ethos that promotes effective co-operation within a supportive community. It promotes equal opportunities successfully, and is an inclusive community. Policies are implemented that respect the rights of the individual and equality is emphasised in the life and work of the school. The school has responded very positively to meet the needs of pupils who have disabilities and profound learning difficulties, and all pupils have equal access to the curriculum. Staff and pupils show obvious respect and concern for others.

There have been considerable improvements to the school buildings since the last inspection. This has had a beneficial effect on the additional needs, music and drama departments as part of long-term plans to develop the site further. There are attractive displays of pupils' work in classrooms that celebrate successes and create a stimulating environment. The school's buildings and grounds are maintained and kept tidy and, in general, the school has appropriate resources for delivering the curriculum.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher gives the school clear leadership by establishing and maintaining orderly administrative procedures and a relevant managerial structure. Her vision sets an obvious priority for enriching pupils' experiences and supporting the staff's professional development. There are suitable opportunities for individual teachers to develop their experience and to make a strategic contribution to the life and work of the school by joining the senior leadership team.

The senior leadership team and middle managers undertake their duties conscientiously and develop their understanding of areas to be improved within the school appropriately. They use a variety of data to set targets and to monitor the school's performance. The performance management process has been organised well and is delivered successfully in line with a clear timetable. Procedures to strengthen individuals' accountability is developing appropriately. However, these procedures have not had a sufficient effect in important areas, for example the level 2 threshold including Welsh or English and mathematics and the level 2 threshold.

There are appropriate policies and procedures to respond successfully to national and local priorities, and especially to promote Welshness, pupils' wellbeing and learning pathways 14-19.

Roles and responsibilities are defined appropriately and the staff's job descriptions have been updated to reflect developments within the school, and national and local policies.

A series of appropriate and regular meetings are arranged for teachers and managers. They are an effective forum for discussing work, and agreeing on implementation points. The link between the senior leadership team and individual departments promotes effective communication. However, the senior leadership team, in a minority of cases, does not set high enough expectations for departments for improving standards.

The governing body meets regularly and is aware of the school's performance through receiving data and reports of an appropriate quality from the headteacher and other teachers. They are aware of the general aspects that need to be prioritised and support the school appropriately. However, governors do not challenge the school sufficiently on issues relating to standards. Governors have appropriate links with individual departments but they do not use data effectively enough in order to challenge them to improve standards. An annual report is submitted to parents in line with requirements.

### **Improving quality: Adequate**

The school has arranged appropriate systems for self-evaluation and planning for improvement. The school collects direct evidence from lesson observations, pupil and parent surveys and scrutinising pupils' work in a systematic way. However, senior managers do not have an accurate enough picture of strengths and areas for improvement within teaching. Self-evaluation activities have had a positive effect on areas such as pupils' progress in the sixth form and pupils' achievement in Welsh in key stage 4. However, these activities have not had enough effect on maintaining standards in important indicators, for example mathematics and English results in key stage 4, or the quality of assessment.

The whole-school report includes very detailed analyses of performance data that highlight the school's strengths clearly. The report describes the processes that are in place at the school and identifies a few areas to be improved. However, the report is not sufficiently self-critical and does not highlight a few important areas that need to be improved, for example the performance of pupils who receive free school meals and pupils' achievement in English and mathematics in key stage 4.

Most middle managers provide a thorough analysis of examination outcomes and teachers' assessments in their self-evaluation report. They refer appropriately to pupils' previous performance, but a minority of departments do not pay enough attention to comparative data. As a result, a minority of targets in the departmental development plans are not challenging enough to stimulate improvement. There are detailed descriptions of departmental processes in every self-evaluation report. However, a minority do not refer sufficiently to direct evidence of scrutinising pupils' work to identify important areas for improvement, such as feedback to pupils.

The school improvement plan includes suitable steps for improving outcomes for pupils. There is a clear link between whole-school and departmental self-evaluation reports and subsequent improvement plans. However, a few departmental development plans do not include sufficiently specific success criteria.

The school has made strong progress towards meeting most of the recommendations of the previous inspection. However, it has not made enough progress in terms of improving assessment procedures.

There is a strong focus on developing teachers' knowledge and teaching skills and the majority of teachers have observed one another within their departments in order to share good practice. Most teachers take a keen interest in networks of valuable professional practice. A number of these have had a positive effect on aspects such as raising standards of reading and expanding the range of teaching styles used by teachers.

### **Partnership working: Good**

The close working relationship with strategic partners has had a positive influence on standards of learners in the areas of skills and wellbeing. The school works effectively with other Welsh-medium schools and the local college to provide a wide choice of subjects including vocational courses. This has a very positive effect on students' achievement in the sixth form. There are thorough quality assurance procedures and governors support these partnerships effectively.

The school co-operates successfully with a range of local businesses and community organisations. This assists the development of pupils' personal skills along with their awareness of the requirements of the world of work.

The relationship with partner primary schools is very strong and there is a cohesive curriculum across key stage 2 and key stage 3. This assists the development of pupils' literacy skills effectively. The transfer process ensures that pupils in Year 7 settle in quickly at the school.

The school has a positive relationship with parents and holds a range of useful meetings in order to discuss their children's progress. It makes effective use of electronic methods of communication to present information on developments and activities.

### **Resource management: Adequate**

The school is staffed appropriately, there are specialists teaching the curriculum, and effective use is made of classroom assistants. Appropriate support is given to induct teachers who have joined the school recently.

There is a clear plan to develop the school's buildings and obvious improvements have been made during recent years with the support of the local authority. The school budget is managed effectively by a business manager and this means that the school's financial situation is healthy. The sixth form is cost-effective. The senior leadership team maintain a keen overview of the budget to ensure support for the school's strategic priorities. The school has responded positively to the recommendations of a county audit and there is an appropriate supply of learning and teaching resources in the majority of departments.

In the light of the adequate standards, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, performance in the core subject indicator has varied during the last three years, and in 2012 was close to its family average and higher than the average for Wales. This year, performance in Welsh in key stage 3 has become stronger and was above the family average and placed the school in the top benchmark quarter in comparison with similar schools in terms of free school meals benchmarks.

In 2012, performance in English and mathematics was close to the family average and placed the school among the bottom 25% in comparison with similar schools in terms of free school meals benchmarks. This year, performance in science was higher than the family average and placed the school among the lower 50% in comparison with similar schools in terms of free school meals benchmarks. Performance at level 6 was higher in Welsh, and science performance was better than the family average. However, performance in mathematics and English at the higher levels was lower than family and similar schools averages in terms of free school meals benchmarks.

In key stage 4, since 2008, the results for the level 2 threshold including Welsh or English and mathematics, along with the core subject indicator, have been consistently higher than the average figures for Wales and the family average. For these two indicators, the school was in the upper 50% in comparison with similar schools between 2008 and 2010. However, there was a decline in performance in the level 2 threshold including Welsh or English and mathematics and in the core subject indicator in 2011, which placed the school among the lower 50% in comparison with similar schools in terms of free school meals benchmarks. Despite this, this performance was a little higher than modelled expectations. Unverified data shows a further decline in this indicator this year.

During the last five years, there has been a varied pattern in performance in the level 2 threshold. In 2011, performance was considerably lower than the family average, and placed the school in the bottom benchmark quarter in comparison with similar schools for this indicator, and below modelled expectations. Unverified data shows an improvement in this indicator this year. Performance in the level 1 threshold has been consistently higher than the family average during the last three years. However, in 2011, there was a decline in this indicator, placing the school among the bottom benchmark quarter in comparison with similar schools. In 2011, performance in the wider points score was capped below the averages for the family and the local authority and placing the school among the lower 50% in comparison with similar schools.

Up until 2010, performance in Welsh at level 2 was higher than the family averages and placed the school among the top 25% in comparison with similar schools. However, there has been a considerable decline in this performance in 2011. Unverified data shows an improvement in 2012.

During the last four years, performance in level 2 English has been consistently above the family average until a decline in results in 2011, which meant that the school was in the bottom quarter in comparison with similar schools. Unverified data shows a considerable decline in this indicator this year.

Performance in mathematics at level 2 has varied since 2008, and is consistently higher than the family average. However, in 2011, there was a fall in this indicator, placing the school in the lower half of similar schools. Unverified data shows a drop in this indicator this year.

Science performance at level 2 has been consistently above the family average, up until a considerable decline in 2011. This performance places the school lower than the family average and in the bottom benchmark quarter in comparison with similar schools. Unverified data shows an improvement in this indicator this year.

In comparison with their performance in previous key stages, pupils in key stage 4 are making good progress at the level 2 threshold, including English or Welsh and mathematics. In general, pupils are making satisfactory progress in the capped wider points score and the level 2 threshold. Not one pupil has left the school without qualifications during the last four years.

In key stage 4, across a range of indicators, boys do not achieve as well as they do in similar schools. Pupils with special educational needs achieve in line with their abilities. However, pupils who are entitled to free school meals do not achieve as well as they do in similar schools. No pupils left school without a qualification during the last four years and a high proportion stay on in full-time education after the age of 16. In 2012, none of the school's pupils aged 16 were reported to be not in education, employment or training.

In the sixth form, pupils perform very well and, in 2011, all pupils in the sixth form achieved the level 3 threshold. This year, most pupils gained the Welsh Baccalaureate Qualification. Pupils' attainment in the wider points score is considerably higher than local and national averages.

## Appendix 2

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

Two hundred and forty-nine pupils, who were chosen at random across the school, responded to the questionnaire. This sample represents a little over a quarter of all the pupils at the school.

Nearly all pupils feel safe at school. Many feel that the school deals well with any bullying and that they have someone with whom they can talk if they are worried. Many pupils feel that the school teaches them how to keep healthy and most pupils say that there are plenty of opportunities at school to take regular physical exercise. Most pupils feel that there is plenty of equipment at the school.

Nearly all pupils feel that they are doing well and most feel that teachers help them to learn and make progress. Many pupils feel that homework that is set builds well on what they are learning at school. The majority of pupils feel that other pupils behave well, and many think that staff treat all pupils fairly and show them respect. The majority feel that the school listens to their opinions and most indicate that the school encourages them to take responsibility. Most feel that the school helps them to be prepared for the next school, college or working life. Many in key stage 4 and in the sixth form feel that they have received good advice when choosing courses.

All these responses are similar to, or more favourable than they are in other secondary schools in Wales.

#### **Responses to parent questionnaires**

Estyn received 333 questionnaires from parents and most of them are satisfied or very satisfied with the school in general.

Nearly all parents say that their children like school and feel safe there. Most believe that pupils' behaviour is good, that pupils are respected, treated fairly and that they are developing to be more mature and to shoulder responsibilities. Most also feel that teaching is good that their children are making good progress at school. Many parents feel that they receive good information about their child's progress and most feel that the school prepares their child well for moving on to the next school, college or to work. Most parents feel that homework that is set builds well on what pupils are learning at school. Most parents state that there is a good variety of activities, including trips or visits. Most parents are of the opinion that the school is well run.

In general, the responses are more positive than they are in other schools in Wales.

## Appendix 3

### The inspection team

Ceri Jones	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Gwyn Thomas	Team Inspector
Alun Llwyd	Team Inspector
Jano Owen	Team Inspector
Glenda Jones	Lay Inspector
Hefina Tomas	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. If it is available, the data report can be seen on our website alongside this report.

### 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.