



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

**Cwmcarn High School
Chapel Farm
Cwmcarn
Crosskeys
NP11 7NG**

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:

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

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

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Context

Cwmcarn High School is an 11 to 18 mixed comprehensive school within Caerphilly local authority. There are 874 pupils on roll, including 143 in the sixth form. The school serves an area of established housing within a former mining village, but it also draws pupils from further afield.

The current headteacher has been in post since 2008.

Approximately 80% of the pupils come from local primary schools. The remainder come from schools beyond the immediate neighbourhood. None of the learners speak Welsh as a first language or to an equivalent standard. Three per cent of pupils come from ethnic minority groups. Very few pupils receive support teaching in English as an additional language.

Pupils entering the school represent the full range of ability. There are 118 pupils on the special educational needs (SEN) register (around 15% of the school's pupils). Two per cent of pupils have a statement of special educational needs, which compares with the national average of 2.6%. Thirteen-point-six per cent of pupils are entitled to free school meals, which is below the national average of 17.4%. Eight-point-four per cent of pupils live in the 20% most deprived areas in Wales.

The individual school budget per pupil for Cwmcarn High School in 2011-2012 means that the budget is £3,443 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,476 and the minimum is £3,443. Cwmcarn High School is 14th out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

Cwmcarn High school is a good school because:

- at key stage 3 and in many indicators in key stage 4, the school performs well when compared to similar schools;
- pupils have well-developed skills in literacy, numeracy, and information and communication technology;
- most pupils achieve well and make good progress in lessons;
- the provision for developing pupils' literacy skills has a positive impact on the standards achieved;
- teaching is consistently good;
- there is effective support and guidance for pupils, including a well-developed mentoring system; and
- the school has a caring and inclusive ethos, which contributes well to pupils' wellbeing.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- leaders have a clear vision and have managed the school well through a period of considerable change;
- leaders have brought about positive improvements in the school, especially in teaching and assessment;
- leaders at all levels monitor pupils' progress rigorously;
- there are sound processes to gather evidence about the performance of the school; and
- there are effective opportunities for staff to learn from one another.

However:

- systems to review progress and the use of data are not refined enough to bring about improvement in the most efficient and effective way;
- links between self-evaluation and development planning are not sufficiently clear;
- targets for school improvement are not specific or measurable enough; and
- performance management processes are not robust enough to ensure accountability.

Recommendations

In order to improve, the staff and governors of Cwmcarn High School need to:

- R1 raise standards in science at key stage 4;
- R2 improve the achievement and progress of more able pupils;
- R3 strengthen the curriculum by developing partnership work with primary schools and at 14-19;
- R4 improve the use of data to analyse pupils' performance and to inform improvement planning;
- R5 ensure clear links between self-evaluation and development planning to set clear priorities and targets for improvement; and
- R6 improve performance management processes to support the delivery of strategic aims.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

At key stage 3, performance in the core subject indicator has fluctuated over the last five years but, overall, standards have compared favourably to those of similar schools. Pupils' progress from the previous key stage is generally satisfactory.

At key stage 4 in many indicators, the school has generally performed well when compared to similar schools. Pupils' performance in English has been a particular strength and has been in the top quarter of that for similar schools for the last four years. However, performance in science has been in the bottom half of that for similar schools for the last five years. Pupils' progress from the previous key stages is better than expected in most indicators.

In 2011, no pupil left the school without a qualification. Very few pupils who left school at 16 are reported as being not in education, employment and training, and this proportion is much lower than local authority and Wales averages.

In the sixth form, all students gained the level 3 threshold. Performance in the average wider points score has improved over the last three years, but is still below the national and local averages.

At key stage 3, the difference in performance between boys and girls is not significant overall except in mathematics, where the gap in performance is much greater than the family average. Boys outperform girls, which is different to the situation in the family, where girls usually outperform boys. At key stage 4, in those indicators that include English and mathematics there is no consistent pattern in the performance of boys and girls, except in the level 2 threshold, where girls have outperformed boys by a significant percentage in three out of the last five years.

At key stage 3, the performance of pupils eligible for free school meals has fallen to below the family average over the last two years. However, at key stage 4, pupils who are eligible for free school meals achieve well. Pupils with additional learning needs generally achieve well.

In most lessons, pupils make good progress. They recall information well and develop new knowledge and skills effectively. However, in a majority of lessons, more able pupils do not make enough progress. Pupils work purposefully together in groups and make a productive use of their time. They are able to select appropriate methods to improve their own learning. They set targets for their progress in many lessons, and assess their own work and that of their peers regularly against specific learning goals.

Pupils have good literacy skills. They write at length and for a variety of purposes in many subjects. They use subject specific terms accurately and express themselves clearly. Pupils use a good range of written information well to develop their ideas, and many pupils analyse texts perceptively to develop a high level of understanding.

However, a minority of pupils across the ability range make spelling errors in their work. Many pupils speak with confidence. They give thoughtful oral responses to teachers' questions and present their ideas fluently.

Pupils use their numeracy skills very well in science and well in other appropriate contexts, for example, in design technology. Pupils develop their information communication and technology skills well across a wide range of subjects.

In Welsh second language at key stage 3, performance has been in the top quarter of that for schools for the last five years. At key stage 4, the number of pupils entered for level 2 qualifications has increased over the last three years and performance has been above the family and the Welsh averages.

Wellbeing: Good

Pupils feel safe and very well cared for in school. Nearly all say that they have someone to talk to if they need help. Many pupils have a good understanding of how they can lead a healthy lifestyle. They learn how to eat healthily and many take part in physical activities organised by the school.

Most pupils have positive attitudes to learning. They are interested in their work and are keen to make progress. Most pupils arrive punctually for lessons and behave very well in class and around the school. Pupils' attendance when compared with that of similar schools is as expected.

The School Council gives pupils a good opportunity to consider a range of suitable issues and to participate in decisions about aspects of school life. Council members have contributed to improvements in the school environment and have established a 'fair trade' coffee shop in the school. They have contributed to changes in the personal and social education programme. However, they do not play a full enough role in contributing to the development of school policies, plans and initiatives.

Many pupils participate in a wide range of community activities. They take part in charity and fund-raising work, concerts and performances both in the school and in the community.

Many pupils develop appropriate social and life skills through both the curriculum and by participating in a wide range of extra-curricular activities. They are polite and helpful, and work well with others. A few older pupils benefit from helping younger pupils to develop their reading skills.

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

At key stage 3, the curriculum generally meets pupils' interests and needs effectively.

However, in English, mathematics and science, there are insufficient links to the knowledge, skills and understanding that pupils have gained in their primary schools.

At key stage 4 and in the sixth form, there is a satisfactory range of curriculum options, including a few courses delivered through collaboration with the local college. Only a very few pupils take up vocational courses. Although pupils at key stage 4 are given an appropriate choice of subjects, the school restricts pupils' options in GCSE science. This contributes to the weak performance in science. The school plans well for the transition of pupils from its partner primary schools in subjects such as Welsh and French. The school offers a wide range of extra-curricular opportunities, which include music, drama, art and sports, and many have high participation rates.

There is a consistent approach to developing pupils' literacy skills in teachers' planning, teaching and assessment. This, together with focused monitoring of teachers' practice by leaders, is having a positive impact on standards in literacy. Pupils benefit from a wide variety of opportunities to develop their writing, and frequent opportunities to read independently in most subject areas. Numeracy is developed well in subjects such as science, geography and design technology. The school supports pupils with weak basic literacy and numeracy skills well in effective withdrawal programmes. Information and communication technology lessons link well with other subjects and this helps to develop pupils' skills in a wide range of situations.

The school promotes the Welsh dimension suitably through subjects and in activities, such as the annual eisteddfod and musical events. There is effective provision for Welsh and all pupils study Welsh second language in key stage 4. However, provision for the planned use of Welsh across all subjects is underdeveloped.

Pupils learn about environmental issues in geography, science, and personal and social education, and an active gardening club is effectively improving the appearance of the school grounds. However, the school does not actively encourage sustainable activities such as waste reduction, energy conservation and recycling. The school promotes an appropriate awareness of global citizenship in subject such as history and geography, and through work with charitable organisations.

Teaching: Good

In most lessons, teachers plan well to ensure that learning is structured effectively. They use a wide range of strategies that successfully engage pupils' interest. They employ skilful questioning to encourage pupils to think more deeply and to develop their understanding. Working relationships between teachers and pupils are very good in nearly all lessons. In a majority of lessons, teachers adapt work suitably for pupils with additional needs. However, only a few lessons provide more able pupils with sufficiently challenging activities. In a very few lessons, a lack of challenge, slow pace, and ineffective questioning mean that pupils do not make enough progress.

Nearly all teachers mark pupils' work regularly and thoroughly. Most teachers provide pupils with specific feedback to help them to improve their work. They set appropriate targets for improvement and encourage pupils to devise their own learning goals. In lessons, many teachers give good advice and guidance to pupils to help them to develop their skills and understanding.

Pupils' progress in learning and wellbeing is tracked effectively across the school and this allows teachers to intervene effectively to improve pupils' outcomes. Middle leaders use this data well to evaluate the performance of pupils in year groups and subjects. However, the targets set for pupils are not always refined enough to help staff challenge pupils effectively.

Parents receive detailed reports on the progress of their children that effectively identify pupils' strengths and weaknesses. Many parents feel that they are well informed about their child's achievements and progress.

Care, support and guidance: Good

There is a comprehensive and well-planned personal and social education programme. It includes a wide range of topics that are appropriate to the needs of pupils and contributes successfully to their health, wellbeing and personal development. Daily assemblies give pupils appropriate opportunities for reflection and help to promote pupils' spiritual development. There are many opportunities both within and outside the curriculum that promote well pupils' moral, social and cultural development.

The school has a successful approach to promoting pupils' good behaviour and teachers have high expectations of them. The school has clear procedures to deal with pupils' absenteeism and employs a number of strategies to encourage good attendance, including very close monitoring of pupils' attendance patterns and timely contact with parents or primary carers if there is a cause for concern. A reward system effectively encourages pupils to aim for a high level of attendance. Unverified data for this academic year indicates that these strategies are having a positive impact.

Arrangements for addressing the personal and specialist support needs of more vulnerable pupils are effective. The school acts quickly to identify pupils' individual needs and implement intervention programmes that meet their needs successfully. In addition to wide ranging support and mentoring from teachers and pastoral staff, the school draws effectively on the expertise of an extensive range of external specialists and services to help support pupils.

The school has effective procedures to identify pupils' additional learning needs and the specific support that they need to succeed at school. Pupils' individual education plans are clear and detailed, and identify appropriate targets that help them to improve. Teachers monitor the progress and changing needs of these pupils well.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school has a very caring and inclusive ethos. There is a culture of mutual respect between pupils and staff. The school's equality scheme promotes and celebrates all forms of diversity and all kinds of oppressive behaviour are actively challenged. Arrangements for pupils with a physical disability are especially good.

The school site is well maintained. Attractive wall displays celebrate pupils' work and achievements, and enhance learning. The performing arts building is of a high quality. The sixth form centre and memorial gardens are valuable additions to the school environment, but the facilities for PE are poor. Overall, the school accommodation meets the needs of its pupils well. There is a good range of suitable learning resources.

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

The headteacher and the extended leadership team have a clear vision for the school. They have been successful in bringing about significant changes to the culture of the school. Over the last three years, there has been a strong focus on developing teaching and learning. This has been communicated clearly to staff through meetings, training events and documentation. This has had a significant impact on improving pupils' skills, particularly in literacy and in improving their own learning.

The school has also developed well the role of middle leaders over this period. Heads of department and year heads have contributed strongly to strategic aims by leading developments in their areas of responsibility and by monitoring carefully pupils' performance.

Senior and middle leaders have appropriate roles and responsibilities. Lines of accountability are clear. However, there is inconsistency in the frequency of line management meetings and in the quality of minutes and actions arising from these meetings.

Senior leaders address underperformance appropriately. The school has supported staff to develop their practice, although improvements in a few areas have not been sustained. There is a system of performance management that aligns individual staff targets with whole school priorities. However, the review process and its outcomes are not recorded clearly enough to ensure accountability. In a minority of instances, targets are not focused sufficiently and there is not a clear link between personal responsibilities and developmental targets.

Governors are enthusiastic and have a clear understanding of their role and how they can support the school. They have an appropriate understanding of the strengths and most areas for improvement and continue to develop their role as a critical friend well. There are beneficial links between governors and many departments.

The school pays suitable attention to local and national priorities with a particularly strong focus on developing their provision for skills. The school has responded effectively to the local authority's Children and Young People's Plan, although progress in other areas, such as 14-19 learning pathways, has been slower.

Improving quality: Adequate

Self-evaluation processes draw upon an appropriate range of data and first-hand evidence, including lesson observations, scrutiny of pupils' work and feedback from

parents and pupils. The school's self-evaluation report is an informative document that gives a detailed account of all aspects of the school's life. However, in important areas, the self-evaluation report does not provide an objective picture of the school. While the school identifies its strengths, it does not identify key areas for improvement.

The school has satisfactory systems for data collection. Over the last three years, there has been a greater emphasis on using more robust data to compare the school's performance with that of similar schools. However, at all levels, the whole school analysis of data lacks sufficient clarity to evaluate progress effectively, or to set appropriate targets.

Middle leaders evaluate their areas of responsibility thoroughly, but departmental self-evaluation does not inform the whole school self-evaluation well enough. The links between departmental development plans, action plans and the school development plan are not sufficiently clear. Although the school development plan has appropriate priorities that focus on raising standards, the success criteria for the actions are not specific or measurable enough. Improvement plans identify staff who will lead these improvements, but do not identify the resources needed to implement them.

The school has a broad range of professional development activities that are often led by the school's staff. The activities focus particularly well on developing staff in their first few years of teaching. Many staff have appropriate opportunities for continuous professional development, although a few activities are not matched well enough to their areas of responsibility or their performance management targets.

The school has a number of enthusiastic and purposeful working groups that focus effectively on whole-school priorities. These groups provide worthwhile opportunities for staff to share good practice. They have had a significant impact in areas such as improving teaching and assessment. The school is beginning to develop useful links with its other schools in its family of schools.

Partnership working: Adequate

In the last three years, the school has made good progress in developing partnerships. The school works effectively with a range of external support organisations and services to plan and provide effective strategic interventions for targeted pupils. These interventions have enabled pupils to remain in school and achieve well.

Links with partner primary schools are in the early stages of development. There is a clear transition plan that focuses on improving outcomes and wellbeing, but planning for continuity and progression for learners is undeveloped.

The school is part of the local 14-19 curriculum planning group, but very few learners benefit from this arrangement.

Most parents are comfortable to approach the school and many are well informed about the progress of their children. Attendance at parents' evenings is good.

Links with the community and local teacher training organisations are well established. There is also a well-established link with a local business, but links with other employers are limited.

Resource management: Good

Financial plans are rigorously monitored. However, the link between these plans and the school development plan is not always clear. Financial analysis is comprehensive and includes monitoring actual expenditure against income. Governors are kept well informed about budget matters through regular financial updates.

Support staff and most teaching staff are effectively deployed to make best use of their knowledge and expertise. Staff who teach outside their subject areas are given appropriate support and training.

In view of the standards pupils achieve, the effective teaching and the support for pupils' wellbeing, the school provides good value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has fluctuated over the last five years. Following a decline over the previous three years to below the family average (although the school is the most challenged in the family group), performance in the core subject indicator improved a little in 2011 to just below the family average. When compared with similar schools based on the percentage of pupils entitled to free school meals, the school has been in the lower half of schools for the last two years. When compared with modelled expectations, performance in the core subject indicator places the school just below average. Performance in English has been above the family average for the last four years, although it has declined slightly over that period. In 2011, performance in English was just above the family average. When compared with performance levels of similar schools based on the percentage of pupils entitled to free school meals, performance in English has been in the top half for each of the last four years. Performance in English at the higher levels has fluctuated over the last five years and declined sharply in 2011 from the top to the bottom quarter of performance levels in similar schools. After a decline over the previous three years, performance in mathematics improved a little in 2011 to just below the family average. Compared to similar schools based on the percentage of pupils entitled to free school meals, mathematics performance has placed the school in the bottom half for the last three years. Performance in mathematics at the higher levels has declined over the last four years and in the last two years it placed the school in the bottom half of similar schools. Performance in science has been around the family average over the last five years, but fell below the average in 2011. When compared with performance levels in similar schools based on the percentage of pupils entitled to free school meals, performance in science in 2011 fell to the bottom quarter after being in the top half for the previous three years. At the higher levels, performance in science declined sharply in 2011 to the bottom quarter of that for similar schools. Pupils' progress from the previous key stage for 2011 was generally satisfactory.

At key stage 4, performance in the level 2 threshold including English or Welsh and mathematics was above the family average from 2008 to 2010. In 2011, performance dipped below the family average. When compared to similar schools in terms of the free-school-meal benchmarks, performance at level 2 including English or Welsh and mathematics placed the school in the bottom half of schools, after being in the top quarter for the previous three years. Performance is close to modelled expectations. Performance in the core subject indicator has been uneven over the last five years. Compared to similar schools based on the percentage of pupils entitled to free school meals, performance in the core subject indicator has placed the school in the top half of schools for the previous three years, but in the bottom quarter in 2011. Performance in the level 2 threshold has declined over the last three years and has been below the family average for two years. Compared with levels in similar schools, performance in this indicator has fallen sharply over the last three years, from the top quarter to the bottom quarter. Performance in the capped points score in 2011 was below the family average. Performance at the level 1 threshold has generally been in line with the family and in 2011 it was above the

family average. Compared with similar schools based on the percentage of pupils entitled to free school meals, performance at level 1 has been in the top half for five years. Performance in English is strong and has been above the family average for five years, although performance has declined slightly over the last three years. Compared with levels in similar schools in terms of the free-school-meal benchmarks, English performance has been in the top quarter for the last four years. Performance in mathematics was above the family average from 2007 to 2010. In 2011, performance dipped to the family average. Performance has been in the top half of that for similar schools for the last four years. Performance in science has been below the family average for four out of the last five years. When compared with similar schools based on the percentage of pupils entitled to free school meals, performance has placed the school in the bottom half for five years.

Pupils' progress from key stage 2 to key stage 4 is good overall, except in the level 2 threshold, which is below expectations. Progress from key stage 3 to key stage 4 is significantly good in the level 1 threshold, good in the level 2 threshold including English or Welsh and mathematics and the average wider points score, but below expectations in core subject indicator, the level 2 threshold, and the capped points score.

No pupil left school without a qualification in 2011.

In the sixth form, all students gained the level 3 threshold. Performance in the average wider points score has improved over the last three years but is below the national and local averages.

At key stage 3, in English and in science, the difference between girls' and boys' performance is around the same as the family average. In mathematics, the gap in performance is much greater than the family average. Boys outperform girls, which is different to the family where on average girls outperform boys. Boys' performance has fluctuated over the last five years. However, girls have performed at a level below the family average in the last three years. At key stage 4, in the level 2 threshold including English or Welsh and mathematics, there is no consistent pattern in the relative performance of boys and girls. In 2011, the difference in boys' and girls' performance in this indicator was similar to the family average. In the level 2 threshold, girls have outperformed boys by a significant percentage in three out of the last five years. In English, the relative performance of boys and girls over the last three years has been generally in line with the family average. In mathematics, boys outperformed girls in 2011, when performance fell due to the relatively poor performance of girls. In science, boys' performance has fluctuated over the last five years and in 2011 was significantly below the family average. However, girls' performance in science has been below the family average over the last three years.

At key stage 3, pupils who are eligible for free school meals have performed below the family average for the last two years. At key stage 4, pupils who are eligible for free school meals achieve well.

In Welsh second language at key stage 3, performance has been above the family average for the last five years. Compared with levels in similar schools based on the percentage of pupils entitled to free school meals, performance in Welsh has been in

the top quarter for five years. At key stage 4, the number of pupils entered for level 2 qualifications in Welsh second language has increased over the last three years and performance has been above the family and Wales averages.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 220 learners, selected at random from across the age range.

Most learners state that they feel safe in school. Most pupils believe that the school deals well with bullying and that they have someone to turn to if they have any concerns. Many learners also state that pupils behave well and that they can get on with their work. Most learners confirm that staff treat them fairly and with respect, and that the school helps them to understand and respect people from other backgrounds. These figures compare very favourably with those from other secondary schools.

Many pupils state that the school teaches them to be healthy. Most indicate that there are plenty of opportunities to get regular exercise.

Most learners consider that they are doing well and that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment, and many say that homework helps them to understand and improve their work.

Many learners feel that the school takes account of their views, but over a quarter of them feel that this is not done enough. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Most feel well prepared for further education or employment.

Responses to parent questionnaires

Estyn received 22 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, for most of them the responses were not as positive as those from parents of pupils in other secondary schools. The number of responses is also smaller than that from other secondary schools.

Many parents are satisfied with the school and say that it is well run, but these are much lower proportions than those found in other schools. Most state that their children are safe and many say that their children like the school. Most parents indicate that their children were helped to settle in well when they started school. Many parents believe that pupils behave well in the school.

Many parents consider that there is a good range of activities and most think that their children are encouraged to be healthy. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing. A majority say that understand the school's procedure for dealing with complaints, but this is a lower proportion than in other schools.

Most parents believe that their children are making good progress and that staff expect their children to work hard. Most indicate that teaching is good and many say that homework reinforces learning. Many parents believe that staff treat all children fairly and with respect. Many parents feel that their children receive appropriate additional support where necessary and many say that their children are well prepared for moving on to the next school or college.

Many parents feel well informed about their children's progress.

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Christine Hooper	Team Inspector
Sue Morgan	Team Inspector
Catherine Evans	Team Inspector
Stephen Davies	Team Inspector
Ted Tipper	Lay Inspector
Sally Speedy	Peer Inspector
Jackie Peplinski (Headteacher)	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

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

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. 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.