



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

**Pembroke School
Bush
Pembroke
SA71 4RL**

Date of inspection: December 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

Pembroke School is an 11 to 18 English-medium mixed comprehensive school to the north west of Pembroke. Pupils attend the school from in and around Pembroke and Pembroke Dock. The pupil population has fallen slightly since the time of the last inspection. There are currently 1,296 pupils on roll, including 187 in the sixth form.

A total of 25.7% of pupils are entitled to free school meals. This is well above the national average of 17.4% for secondary schools in Wales. Around 28% of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. The school has a local authority designated teaching and support centre for pupils with autism. Around 2.1% of pupils have statements of special educational needs compared with 2.7% for Wales as a whole. Thirty-three per cent of pupils have a special educational need.

A very small number have English as an additional language. There are very few pupils who speak Welsh at home. Nearly all pupils are from a White British ethnic background.

The headteacher has been in post for 15 years. The leadership team consists of the headteacher, one deputy and four assistant headteachers.

The individual school budget per pupil for Pembroke School in 2012-2013 means that the budget is £4,660 per pupil. The maximum per pupil in the secondary schools in Pembrokeshire is £5,059 and the minimum is £4,113. Pembroke School is second out of the eight secondary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The good features in the school's work include:

- a recent trend of improving performance in both key stages;
- the transition curriculum in Year 7, which enables pupils, particularly the most and the least able, to make very good progress in developing their skills, especially their writing;
- the sound or better progress made by the majority of pupils in their learning; and
- the specialist support for nearly all pupils with additional learning needs.

However, current performance is judged as adequate because:

- the average points score of pupils and the proportion of pupils who achieve at least five qualifications are lower than in similar schools;
- in key stage 4, boys perform less well than girls and the difference is greater than average figures for similar schools and Wales;
- pupils in key stage 4 do not make enough progress from previous key stages;
- a minority of pupils are not entered for an appropriate qualification in Welsh second language;
- although there is appropriate planning to develop pupils' literacy skills across the curriculum, the plans are implemented inconsistently;
- there is too much variation in the quality in teaching and assessment; and
- pupils make insufficient progress in learning in around a quarter of lessons.

Prospects for improvement

Despite current performance being adequate, prospects for improvement are good because:

- recently, standards have started to improve;
- the headteacher communicates clearly his vision for the school and provides strong strategic leadership;
- the leadership team is effective and have a consistent focus on improving accountability, outcomes and expectations;
- governors provide robust challenge;
- the school has coherent, rigorous and effective self-evaluation procedures that include comprehensive arrangements to gather the views of pupils and parents; and
- the leadership team implement a rigorous monitoring process that has resulted in improvements in the performance of departments and individual teachers.

Recommendations

- R1 Raise standards in key stage 4 in the indicators that remain below those in similar schools
- R2 Improve the achievement of boys
- R3 Increase the consistency and quality of teaching and assessment
- R4 Increase the consistency of the implementation of the literacy strategy
- R5 Raise standards in Welsh second language and ensure that all pupils are entered for a recognised qualification that matches their ability

What happens next?

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.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Three years ago performance at the end of key stage 4 did not compare favourably with that demonstrated in similar schools. Since then there has been a trend of improvement. Despite this there remain areas in need of significant improvement, particularly in key stage 4. The proportion of pupils leaving without at least five qualifications has not reduced and is considerably higher than similar schools and all-Wales averages. The average points score of pupils remains lower than that of pupils in similar schools. The underperformance of boys is at a higher level than in similar schools and in Wales. By the end of key stage 4 pupils have made insufficient progress from the previous key stages.

There has been a trend of improvement at key stage 3 over the past three years. Improvement in the main indicator is the result of better performance in mathematics and science. The progress made by pupils from the previous key stage is just above expectations in English and mathematics, but is below expectations in science.

At key stage 4, there has been a steady trend of improvement in most indicators over recent years. The school performed less well than the average for similar schools in all key indicators two years ago. Since then, performance in those indicators that include English and mathematics has improved. Performance in the indicator which includes a wide range of qualifications at level 2 and above has also improved and was equal to that of similar schools in 2012. However, performance in the capped point score and the proportion not achieving at least five qualifications are greater than similar schools and all-Wales averages.

The number failing to achieve any qualifications has reduced over the last three years. In the last three years, very few pupils have left full-time education without a qualification, in the three years to 2011 the percentages were much higher than similar schools and Wales averages. However, in 2012 the percentage leaving without qualification was much reduced and only slightly different to similar schools and Wales.

Students' performance in the sixth form over the last three years compares well with similar schools and national averages. Nearly all progress to higher education, employment or training.

The difference between the performance of boys and girls has been reducing in key stage 3, and in English, mathematics and the core subject indicator is broadly similar to similar schools and Wales averages. The gap is also reducing in science, but in 2012 it was still around twice the averages for similar schools and Wales. In key stage 4, boys consistently perform less well than girls in nearly all indicators. The difference is narrowing, but remains greater than similar schools and all-Wales averages.

The gap in performance of pupils entitled to free school meals and those who are not is less than in similar schools, but has remained at around the same level over the past three years.

Pupils with additional learning needs generally achieve well.

In lessons, many pupils have good recall of knowledge and apply this well to new learning. The majority of pupils make sound or better progress in their learning. In the minority of lessons where pupils make less progress, this is often as a result of less effective teaching. In these lessons, more able pupils do not make enough progress in developing their knowledge and understanding as well as acquiring higher-order reading and writing skills.

Overall, most pupils make satisfactory progress in developing their literacy skills. Most listen well, and a majority are keen to respond to others and contribute to class discussion. Pupils speak clearly and express themselves well. When questioned, many are confident to answer questions, and use appropriate general and subject specific vocabulary. However, only a minority provide more extended oral responses or pose questions for themselves. Pupils in Year 7, particularly the most and the least able, make very good progress in developing their skills, especially those in writing.

The quality of pupils' reading and written work is generally appropriate to their age and ability. Most pupils read confidently, and have useful strategies for extracting and organising information. Many pupils write effectively in a range of styles using a suitable range of general and subject specific vocabulary. A majority of written work is well presented and pupils take care with their spelling, punctuation and grammar. A minority, however, are careless with their presentation and do not correct the errors identified by the teacher.

In Welsh second language at key stage 3, performance has improved but is consistently below that of similar schools. For three out of the past four years performance has placed the school in the bottom half of similar schools. At key stage 4, many pupils are entered for a qualification in Welsh second language and achieve a qualification. However, a minority are not entered for a formal qualification that matches their ability, and the achievement of these pupils is unsatisfactory.

Wellbeing: Good

Most pupils feel safe in school and think that the school deals well with bullying. Most understand what it is to be healthy and get regular opportunities for exercise. The work of the school nutrition action group has contributed successfully to improving provision in the canteen.

Most pupils behave well in lessons and around the school. The school addresses effectively the few instances of inappropriate behaviour.

Attendance has improved over the past four years and is now comparable with that of similar schools.

The school council have made valuable contributions to the development of the behaviour system, school environment and strategies to tackle bullying.

Many pupils participate in a wide range of community activities. They take part in charity and fund-raising work, enterprise events and an extensive range of cultural activities. The volunteering undertaken by sixth form students and the work of the sixth form leadership committee make a useful contribution to the school and wider community.

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

The school provides a broad and balanced curriculum that meets statutory requirements, and the needs and aspirations of nearly all pupils. The key stage 3 curriculum builds appropriately on pupils' experiences in key stage 2. In key stage 4, most pupils have access to a wide range of general and vocational courses, developed in partnership with specialist vocational providers. However, a few pupils who are educated off-site do not have access to the same opportunities and do not achieve as well as they should.

Although there are suitable plans to develop pupils' skills across the curriculum, they are implemented inconsistently. A good start in developing pupils skills, particularly for the most able and the least able pupils, is made in Year 7 through the 'transition curriculum', which consists of non-core subjects. This course has a consistent and sustained focus on developing higher-order reading, writing and thinking skills. However, the early progress that pupils make is not always sustained in later years because skills development is not implemented consistently across the curriculum. The school has a suitable range of strategies to support pupils with weak literacy and numeracy skills.

The school develops pupils' understanding of Welsh culture appropriately through a range of subjects and extra-curricular activities, for example the key stage 3 eisteddfod and educational visits. However, provision for Welsh second language is limited and a minority of pupils do not follow a key stage 4 course that matches their ability. In September 2012, the school established a bilingual working group to strengthen the focus across subjects, but it is too early to see the impact of this work.

There are worthwhile opportunities for pupils to explore sustainable development and global citizenship issues across a range of subjects. Pupils participate in a range of beneficial projects, for example growing vegetables in the community garden. A few Year 10 pupils have been trained as 'eco champions' to raise other pupils' awareness of the importance of sustainable living.

Teaching: Adequate

Many teachers have strong relationships with pupils. They have good subject knowledge and manage behaviour effectively. The majority of teachers plan effectively to provide a stimulating and thoughtful range of activities that engage pupils well.

In a very few lessons, teachers have very high expectations. Questioning is skilful and probing to extend pupils' knowledge and understanding. Activities are planned well and the pace of these lessons ensures that pupils, whatever their ability, make excellent progress.

In the majority of lessons, activities are planned carefully to meet the needs of pupils and a wide range of activities helps to sustain pupils' interest well. In these lessons, teachers set clear objectives that are reviewed regularly during the lesson. They make good use of a wide range of resources, including information and communication technology, to motivate pupils.

In around a quarter of lessons where teaching is less effective, the pace is too slow and pupils lose interest. When activities do not meet the needs of pupils well enough, a few pupils do not behave well. In these lessons, teachers spend too much time at the start of the lesson presenting information. Questioning is not probing and does not encourage pupils to provide more extended responses. Teachers' expectations, particularly of the most able within the group, are not high enough.

Nearly all teachers mark work regularly. In the majority of cases, comments are informative and offer helpful suggestions to improve. However, there is inconsistency within and across subjects, and a minority of comments do not provide pupils with enough guidance on the next steps in their learning.

There are suitable opportunities for pupils to assess their own work and that of others in most subjects. Pupil comments are often general and overly positive, and do not show enough understanding of success criteria. In a minority of subjects and particularly in the Year 7 transition curriculum, pupils working with the teacher to identify the success criteria for a piece of work helps the pupils to produce effective extended writing.

The school has recently refined its system for tracking pupils' progress and it is used effectively to identify underachievement. The tracking system is also used to identify those key stage 4 pupils who are in need of additional support. This was effective in its first year in 2012 in helping targeted pupils to achieve a level 2 or above. However, this type of support for pupils across the ability range who are below target is recent and it is too early to assess its impact.

Reports to parents include useful information on progress, behaviour and effort. The issuing of reports is timed to coincide with parents' consultation evenings and this provides a useful opportunity to discuss progress.

Care, support and guidance: Good

The school gives pupils appropriate care and support that has a positive effect on attendance, behaviour and the improving performance over recent years. There is effective provision for promoting pupils' health and wellbeing, notably through the curriculum, the 5x60 programme and personal and social education. The school provides a caring environment where most pupils feel safe.

The school promotes effectively the pupils' spiritual, moral, social and cultural development.

The school provides appropriate advice and guidance to enable pupils to make informed choices at key stage 4 and at post-16. Pupils in key stage 3 benefit from a joint options evening with key stage 4 pupils where they have the opportunity to talk to older pupils about the choices they made two years before.

The school works well in partnership with a wide range of support agencies and specialist services to ensure that individual pupils' needs are met effectively.

The school offers a wide range of intervention strategies for pupils with additional learning needs. Specialist teachers provide suitable support for pupils with a range of learning difficulties and disabilities. The support for pupils with additional learning needs in the specialist learning centre and the on-site centre for pupils with autistic spectrum disorders is extensive and well planned. Teachers and support assistants have high expectations of pupils in this provision and pupils are encouraged to develop their independent learning and life skills. Pupils' individual educational plans have appropriate targets and these help to ensure that pupils make progress and achieve to the best of their ability. However, when pupils are taught in mainstream classes their needs are not met consistently. The school does not monitor and evaluate carefully enough how pupils benefit from the range of intervention programmes

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

Learning environment: Good

The school is a safe and inclusive learning community. There is an appropriate focus on raising standards, meeting pupils' needs and overcoming barriers to learning and participation. Effective policies and programmes successfully develop mutual respect, active citizenship and community involvement. The school takes good account of pupils' backgrounds to make sure that nearly all pupils have equal access to the curriculum and opportunities to succeed in all aspects of school life.

There are extensive grounds and generally good facilities. The school consists of six separate blocks and this means pupils and staff often have to travel some distance often in inclement weather. The school copes well with these deficiencies, but it does mean that pupils are occasionally late for the start of lessons. Resources are generally well matched to learning needs.

Displays in classrooms and around the school are attractive, well presented and informative. They celebrate pupils' achievement, stimulate their interest and enhance learning. Pupils' artwork displayed in the corridors is of a high standard.

Disabled toilet facilities, along with ramps, offer accessibility to nearly all areas of the school.

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

Even though standards are only adequate, the revision of roles and responsibilities, the strengthening of line management arrangements and improved use of data have contributed to a trend of improvement in recent years.

The headteacher has a clear vision for the school and provides strong strategic leadership. He is well supported by the revised leadership team. Together they

have established a sense of direction based on improving accountability, outcomes and expectations. This has been communicated well.

There is now a clear management structure with effective line management arrangements. Meetings focus on outcomes and lead to agreed actions. Middle managers understand their roles and responsibilities and most carry out their roles effectively, making good use of data and focussing well on school priorities. The leadership team provide challenge and support to middle managers where necessary. The team also supports and challenges more robustly where there is underperformance.

The school's performance management system makes appropriate use of data and the outcomes of monitoring and evaluation activities. It is now focused well on school, departmental and individual priorities.

The governing body is an area of strength. Governors have a very good understanding of the school's strengths and areas for improvement. This is based on a thorough analysis of performance data. They are fully involved in target setting and self-evaluation activities and provide a suitable challenge to improve standards. Where there is underperformance in subject areas, the governors require managers to report directly to them on what is being done to improve standards. This has contributed to the recent improved performance in key areas.

The school takes full account of national priorities and in particular has made good progress in broadening the range of options in key stage 4, including the introduction of a number of vocational subjects.

Improving quality: Good

Although standards are only adequate, the school has successfully implemented a rigorous monitoring process that effectively and accurately identifies the areas requiring intervention and support. This has contributed to the recent improvements in the performance of a number of departments and individual teachers. A wide range of internal and external evidence is used well. Leaders at all levels use the data well to evaluate their performance and most set challenging targets for improvement. The school's work on evaluating data and planning for improvement has also contributed to the recent improvement in performance in most key indicators.

The school's self-evaluation report is detailed and contains a thorough analysis of performance data and is based on first-hand evidence. The school has a clear understanding of its strengths and areas for improvement. The school has made good progress in addressing the recommendations from the previous inspection.

The school has comprehensive arrangements to gather the views of pupils and parents.

Middle managers understand their role in improving learning and teaching. There is a well-developed process of departmental review involving all staff. Many middle managers produce comprehensive self-evaluation reports that successfully identify

key areas for improvement. Common templates are used well to increase the consistency of reports, but there is too much variation in the quality of the reports. Most departments encourage feedback from pupils, but involving pupils in decisions about how they learn is underdeveloped.

The outcomes of self-evaluation are used well to develop the school's improvement plan. This focuses appropriately on the important areas for improvement and includes challenging targets and timescales. Most departmental development plans have appropriate actions for improvement and clear links to whole-school priorities. A few do not include measurable targets for improvement.

The professional development of all staff is supported by a wide range of suitable activities. In addition, staff have beneficial opportunities to take on leadership roles to address specific needs and priorities. The school's 'leading learning' working group has contributed to the improvement in the quality of questioning in lessons. Although there are a number of other working groups focused on the school's priorities, most are in the early stages of development.

Partnership working: Good

The school works well with an appropriate range of partners. Pupils benefit from shared resources and access to a broader curriculum choice as a result of working with the 14-19 federation. Partnership working is effective in supporting those pupils who are at high risk of becoming disengaged. However, a very few pupils are educated in a local authority provision for pupils with behavioural difficulties and the quality assurance arrangements for these pupils are not as rigorous or effective.

Partnerships with primary schools help pupils to settle quickly into the life of the school. However, the school does not plan joint curriculum work well enough with all its partner primary schools. Most pupils who follow child care courses are offered useful work experience opportunities with a few of these primary school partners.

Parents are well informed about the school's work and their children's wellbeing and progress. Parents' concerns are addressed promptly and effectively.

Resource management: Adequate

The school's budget is carefully allocated to meet identified priorities within the school improvement plan. In particular, the school has maintained a balanced budget while extending the curriculum and improving resources. Departmental budgets are allocated through a well-understood and appropriate formula. Expenditure is monitored regularly by the headteacher, governors and business manager. The school deploys effectively an appropriate number of well-qualified specialist teachers and these are well supported by non-teaching staff.

Despite this good resource management, the school provides adequate value for money because standards are judged to be adequate.

Appendix 1

Commentary on performance data

In key stage 3 there has been a trend of improvement in all indicators, but pupils make less progress in science than in English or mathematics and performance at the level 6 and above in mathematics and science does not compare favourably with the family of schools or national averages.

Performance in 2012 in the core subject indicator was above expectations and was above the family average. It has placed the school in the top quarter of schools based on proportion entitled to free school meals for the past two years. All three core subjects have contributed to this improvement.

In 2012, performance at level 5 and above in English was above the family average but below the Wales average. Performance in English has improved at much the same rate as that nationally. English has performed in the top half of similar schools for the past three years. Two years ago, performance in mathematics at level 5 and above was below the family average, but in 2012 it was equal to the average performance of the family and placed the school in the top quarter of similar schools. Science performance has also improved and in 2012 it was above family average and placed the school in the top half of similar schools. Performance at level 6 and above in English has fluctuated, but has been at or above the family average for the past three years. In mathematics and science, performance at the higher levels has been below the average for the family of schools for the last three years.

Overall, by the end of key stage 3, pupils make adequate progress from the previous key stage. In the core subject indicator, English and mathematics progress is above expectations. However, in science the school has been in the bottom half of similar schools in terms of the progress made by its pupils for the past three years.

In key stage 4, there has been a trend of improvement in many of the key indicators. These are the result of improved performance in the separate core subjects English, mathematics and science. Performance in the level 2 threshold including English and mathematics has improved steadily and in 2012 was above the family average for the first time in five years. In 2011 and 2012 performance in this indicator placed the school in the top quarter of similar schools after it had been in the bottom quarter in 2010. Performance in 2012 was above expectations. There has been a similar trend of improvement in performance in the core subject indicator and the level 2 threshold. However, performance in the capped point score and level 1 threshold remains below that of the average performance in the family of schools.

English performance in 2012 was above the family average for only the second time in five years. This resulted in performance in English placing the school in the top quarter of similar schools in 2012. There has been a similar trend in mathematics and science. In 2012 both were above the family average for the first time in five years.

Over the three years to 2012, pupils in key stage 4 made insufficient progress from key stage 2 apart from in the Level 2 threshold including English and mathematics and the core subject indicator.

The school has reduced the number of pupils leaving school without a qualification. However, the proportion has been consistently higher than average rates in the family and Wales. In 2011, around 3% of pupils left without a qualification and did not remain in education, employment or training. However, in 2012 this improved and was less than 1% and only slightly different to similar schools and Wales.

Pupils in the sixth form achieve well. Nearly all achieve the level 3 threshold and their average point score has improved over time and in 2012 was above the average for Wales.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 326 pupils, selected at random from across the age range.

The responses of the pupils from Pembroke School were generally similar to those of pupils from other secondary schools.

Most say that:

- they feel safe in school;
- they have someone to turn to if they have any concerns;
- there are plenty of opportunities to get regular exercise;
- they are doing well;
- staff help them to learn and make progress;
- they have enough books and equipment;
- the school encourages them to take on responsibility; and
- the school helps them to understand and respect people from other backgrounds.

Many pupils consider that:

- the school deals well with bullying;
- the school teaches them how to be healthy;
- homework helps them to understand and improve their work;
- staff treat all pupils fairly and with respect; and
- the school takes account of their views.

Around half of pupils say that pupils behave well and they can get on with their work.

Many pupils in key stage 4 say that they received good advice when choosing their courses and most consider that they are well prepared for further education or employment. Many pupils in the sixth form say that they were given good advice when choosing courses in the sixth form.

Responses to parent questionnaires

Estyn received 55 responses to the parent questionnaire. This is a low response considering the size of the school. Parents gave a positive response to most questions, and their views are broadly similar to those of parents of pupils in other secondary schools.

Nearly all parents;

- consider that their children were helped to settle in well when they started school; and
- believe that the staff have high expectations of pupils.

Most parents:

- are satisfied with the school;
- say that their children are safe and making good progress;
- consider that they are kept well informed about their child's progress;
- believe that staff expect their child to work hard; and
- believe that their children are encouraged to be healthy and take regular exercise.

Many parents say that:

- the school is well run;
- staff treat children fairly and with respect;
- their child likes the school;
- pupils behave well in school;
- the school helps their child to be mature and take responsibility;
- there is a good range of activities available to their child;
- their child is well prepared for moving on to the next stage in education, training or employment;
- teaching is good; and
- homework builds on what their child learns in school.

Many parents are comfortable about approaching the school to discuss matters about their child's education and wellbeing, and know the procedure for making a complaint.

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Bethan Whittall	Team Inspector
Gill Sims	Team Inspector
Claire Morgan	Team Inspector
Julie Ann Price	Lay Inspector
Alwyn Thomas	Peer Inspector
Frank Ciccotti	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. FYear 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.