



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Uwchradd Glan Clwyd
Ffordd Dinbych
St Asaph
LL17 0RP**

Date of inspection: November 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

Ysgol Glan Clwyd is a designated Welsh-medium secondary school, and is situated in St Asaph in Denbighshire. In the main, the school serves the northern parts of Denbighshire, as well as parts of Flintshire and East Conwy.

There are 970 pupils on roll, including 147 in the sixth form. There has been an increase of 16% in numbers since the last inspection.

Pupils come mainly from urban areas, and nearly 9% live in the most underprivileged areas in Wales. This figure is significantly higher than the figures for other schools in the family of similar schools. About 7% of pupils are entitled to free school meals, which is significantly lower than the national figure.

Twenty-three per cent of pupils are on the school's additional educational needs register, which is close to the national average, and 1% of pupils have statements of special educational needs.

Sixty-four per cent of pupils come from homes where Welsh is spoken. However, the school indicates that 23% of pupils come from a background where Welsh is the household's main or only language. The school has an 'immersion' provision for a group of pupils in Year 7 and Year 8 that have transferred from English-medium primary schools, to enable them to receive their education through the medium of Welsh in the main stream.

A few pupils are from ethnic minority or mixed backgrounds. There are no pupils who have English as an additional language.

The headteacher and the deputy headteacher were appointed to their posts in September 2010.

The individual school budget per pupil for Ysgol Glan Clwyd in 2012-2013 is £4,425. The maximum budget per pupil in secondary schools in Denbighshire is £4,795 and the minimum is £4,069. Ysgol Glan Clwyd is in sixth position of the eight secondary schools in Denbighshire in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Glan Clwyd's current performance is good because:

- the results of the examinations at the end of key stage 4 in the main indicators compare favourably with expectations;
- pupils' standards of behaviour are high, and pupils show positive attitudes towards learning and make appropriate progress in their lessons;
- attendance levels over time compare favourably with attendance at similar schools;
- the quality of teaching is generally good;
- there is substantial provision for pupils' wellbeing, which ensures additional effective support for pupils who have specific needs;
- the school co-operates effectively with other providers to offer a wide range of Welsh-medium options; and
- there is an extremely effective 'immersion' provision in key stage 3 for pupils who have transferred from English-medium primary schools.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher, with effective support from the senior leadership team, provides strong leadership that focuses on improving teaching and raising standards;
- there has been a clear pattern of improvement over recent years in many aspects of pupils' achievements;
- there are appropriate self-evaluation systems that are firmly rooted;
- the way in which the school operates as a learning community and co-operates with primary schools to tackle standards of literacy is one of its strengths; and
- the school's self-evaluation report and the priorities of the action plan are an accurate reflection of the current situation and what needs to be done to ensure further improvement.

Recommendations

- R1 Continue to raise standards, especially the achievements of pupils of higher ability in key stage 3 and literacy skills across the school.
- R2 Disseminate good practice in assessment for learning, ensuring that marking and pupils' personal targets help to improve the content and accuracy of their work, and make progress.
- R3 Ensure that every area leader makes full use of data to measure the performance of subject departments and as a basis for providing additional support for the school's pupils.
- R4 Strengthen action plans by detailing the steps to be taken and make full use of quantitative indicators to measure progress.
- R5 Continue to develop the role of the governing body as a critical friend, in order to strengthen governors' contribution to self-evaluation and planning for improvement processes.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 3 and key stage 4, the school's performance in many of the indicators compares favourably with the averages for the family of similar schools over recent years. In the majority of indicators, there is no significant gap between the achievements of boys and girls. In key stage 3, pupils' achievements at the higher levels has improved, but in general they do not compare favourably with the figures for the family.

In comparison with similar schools in terms of entitlement to free school meals, the school's performance in the main indicators in key stage 4 over time places it among or close to the top 50% of similar schools and is similar to or higher than expectations. However, except for mathematics and science in key stage 4, the school's performance in key stage 3 and key stage 4 in the other indicators, overall, places it among the bottom 50% or 25% of similar schools. In key stage 3, results in Welsh have improved but continue to be lower than in similar schools and the average for Wales.

The number of pupils who leave the school without at least one recognised qualification is better than the figures for Wales and the local authority. In the sixth form, outcomes over time are higher than the average for the local authority and Wales.

In lessons, pupils make appropriate progress against learning objectives. They listen carefully to their teachers and to their peers' contributions. Pupils' speaking skills are developing appropriately in Welsh and English, and pupils offer oral responses to teachers questions confidently, showing an increasing grasp of subject terms. In general, pupils make clear progress in terms of quality of oral expression and the ability to offer more extended responses. However, a minority of pupils have an uncertain grasp of Welsh syntax. In the minority of lessons in which standards of speaking and listening are high, pupils use their thinking skills effectively to elaborate on their responses by explaining and offering reasons when responding to each other's contributions.

A minority of pupils who have weak reading skills at the time of transferring from primary schools make clear progress in reading during key stage 3. As a result of the additional support that these pupils receive, there is a considerable decline in the proportion of pupils who do not have the expected reading skills, considering their age. Most pupils make appropriate use of their reading skills, in relation to their work across the subjects of the curriculum. They use skills of gleaning and summarising information from various sources effectively in a good number of subjects. By the end of key stage 3, pupils' reading achievements are in line with the expectations in English, but not as good in Welsh.

In most subjects, many pupils make appropriate use of their writing skills, and produce appropriate extended pieces in their own words for various purposes. There are a few examples of work of a high standard in subjects that are additional to Welsh and English. The way in which pupils develop a firm grasp of subject terms is a prominent feature of written work across the subjects of the curriculum.

In general, pupils make appropriate progress in the accuracy of written expression, although a minority, at times, display an uncertain grasp of Welsh syntax. On the whole, pupils make appropriate progress in terms of accuracy of spelling by key stage 4, but more spelling mistakes than expected characterise work in Welsh and English in key stage 3. In their literacy lessons, pupils make strong progress in their understanding of grammatical conventions and language accuracy.

Many pupils present their work neatly and in an orderly fashion. However, some unevenness in the quality of diagrams and graphs characterises some of the work.

Progress made by pupils in the 'immersion' scheme is a significant strength and enables them to learn quickly through the medium of Welsh. These pupils' achievements in Welsh are high at the end of key stage 4 and, like their peers, they sit their external examinations in every subject through the medium of Welsh.

Wellbeing: Good

Nearly all pupils feel safe at school. Most of them have a clear understanding of how they can live healthily, and a high percentage of pupils choose to take part in physical activities that improve their fitness levels.

Over the last four years, for the most part, the school's attendance levels overall place it among the top 50% of similar schools in terms of entitlement to free school meals. Pupils arrive at their lessons punctually.

Standards of pupils' behaviour are high in lessons and around the school, and their courtesy towards adults is a strong feature. Over the last three years, no pupils have been excluded permanently and the level of exclusions for a specific period is low. In almost all lessons, pupils display positive attitudes to learning. They concentrate well in lessons and apply themselves appropriately to learning activities, showing perseverance.

Through the good work of the school council and the year group councils, and through representatives on the governing body, pupils contribute effectively to developments at the school. A number of sixth form pupils shoulder officers' responsibilities in order to promote the Welsh language, promote good behaviour and conduct the activities of 'Cryw Elwy' and 'Clwb Blwyddyn 8'.

Many pupils take part in a wide range of varied activities in the community and nationally, especially musical and cultural activities, with considerable success. The extensive charity work testifies to the way in which pupils show concern for others.

Key Question 2: How good is provision?

Good

Learning experiences: Good

One of the school's strengths is its wide and balanced curricular provision that fulfils statutory requirements fully in addition to the needs of pupils and employers. As a result of the extensive co-operation with other providers, the school offers a wide range of courses, which have contributed to improving aspects of the school's performance in key stage 4. Options for pupils include a good choice of vocational courses through the medium of Welsh.

The school offers a 'work skills' qualification to a small group of learners in Years 9 to 11 who are in danger of disengagement. Through that and the work of the 'Potential' project, these learners gain relevant experiences and beneficial qualifications. Offering qualifications in electronics and astronomy in key stage 4 is a specific provision for pupils of higher ability.

Through 'STEM' activities the curriculum responds well to the requirements of the local area's labour market. Projects such as the 'Space' activity in Year 8 and the 'Formula 1' challenge are part of a number of successful competitions and activities that are organised by the science, mathematics and design and technology departments. All pupils in key stage 4 and the sixth form follow the Welsh Baccalaureate Qualification.

Attention on a whole-school level related to planning for developing skills receives a high priority. The 'Literacy in Glan Clwyd' booklet provides beneficial guidance to teachers on planning for skills, and the effect of this can be seen in the way in which pupils' skills develop in lessons. Initiatives such as the literacy lesson in Year 7 and Year 8, in addition to 'skills days' twice a year, also contribute effectively to developing pupils' skills.

Provision for the Welsh language and the Welsh dimension is a strength at the school, and the 'immersion' provision for learners from English-medium primary schools is a prominent feature of provision. The wide range of extra-curricular activities and activities in the community provides extensive opportunities for pupils to use Welsh in situations beyond their lessons. In addition, the school is, at present, a part of a project with a commercial company to promote pupils' language practices in Welsh.

The school offers an appropriate range of experiences for pupils to develop their understanding of sustainability and global citizenship, and the part they have to play in society.

Teaching: Good

A good relationship between teachers and pupils is a consistent feature across classes. Teachers plan lessons carefully in order to ensure a sequence of cohesive learning activities, including providing regular opportunities for pupils to work jointly in small groups. They set clear learning objectives for the lessons and share these and success criteria effectively with pupils.

In most lessons, the nature of the learning activities ensures that pupils work productively, with effective use of teaching assistants to work with individuals and small groups. However, in a minority of mainstream lessons, the range of teaching strategies does not ensure that pupils of higher ability and pupils with additional learning needs achieve as well as they could.

In the few lessons in which teaching is at its strongest, teachers ask probing questions that encourage pupils to explain and reason in order to justify a viewpoint or idea. In these lessons, teachers also check pupils' understanding continuously during the lesson. In a few lessons, shortcomings relating to questioning and the pace of the lesson hinder the progress made by pupils.

The school has thorough systems for tracking and monitoring pupils' progress. Many area leaders use this information effectively to track progress and set challenging tasks for improvement for pupils who are underachieving.

Most teachers mark pupils' work regularly, and the majority offer positive written feedback. However, there is too much variation in the way in which teachers' comments indicate specifically the next steps or what to improve in terms of the accuracy and content of the work, and to ensure that pupils take action on the basis of the advice.

In many lessons, pupils have useful opportunities to assess their own work and that of their peers. Pupils' diaries contain useful opportunities for them to set steps for improvement related to their work across the subjects. However, there is unevenness in the detail in these targets.

The annual reports to parents give them clear information about their children's progress, as well as useful advice on how to improve.

Care, support and guidance: Good

The school promotes eating healthily and keeping fit successfully through initiatives such as the work of the advisory group on nutrition. Arrangements for promoting good behaviour are effective. This includes a variety of appropriate intervention strategies and the school's designated officer to give support to pupils in relation to their care and wellbeing.

The extensive provision for personal and social education is extremely effective. It offers valuable guidance to pupils on elements such as sex and relationship education, and is supported successfully by the work that class teachers undertake with their tutorial groups. Pupils receive useful advice for choosing courses in key stage 4 and in the sixth form.

Through a variety of effective strategies and arrangements, the school is very successful in the way that it responds to the needs of vulnerable pupils. The 'Potential' project, which is part of the local authority network, addresses effectively the needs of disengaged pupils who are at risk of losing contact with education. The school deals effectively with cases of bullying. There are effective links with a range of specialist services, and the way in which the pastoral multiagency team co-ordinates the work of the support services for pupils and their parents or carers is a significant strength.

The school promotes pupils' spiritual, moral and social development appropriately, and cultural development receives prominent attention.

Arrangements for meeting additional learning needs are effective. The school ensures thorough identification of these pupils and produces suitable support programmes. The school receives valuable support from support staff and learning champions, and they have specific and attainable targets for measuring their progress.

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

Learning environment: Good

The school's ethos is one of its strengths. It is a caring community, and initiatives such as the activities of 'Cryw Elwy' provide extensive support to pupils who have emotional needs. As a result of initiatives such as this, the school ensures that it provides opportunities for pupils with a range of needs to experience academic success and develop into responsible members of society. The personal and social education programme makes a significant contribution to raise pupils' awareness of the need to respect people who are different and to develop an open mind that fosters values and challenges attitudes.

The buildings are in good condition and provide an appropriate environment for learning. A prominent feature of the environment in classes and around the school is the varied and colourful displays of pupils' work and successes.

Following a significant increase in numbers over recent years, the school is overcrowded. Extensive parts of the buildings do not comply with the requirements of the Disability Discrimination Act.

There are appropriate supplies of learning resources.

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

The senior management team sets a clear strategic direction for the school and leads the school effectively. The headteacher provides strong leadership and he has a clear vision for improving the school, with a firm focus on raising standards.

As a result of the recent initiatives on a whole-school level, a high level of consistency has been ensured across the school in core aspects of teaching and assessment. In addition, definite steps have been taken to strengthen aspects of middle management and to address aspects of underperformance. The effect of this can be seen in the clear trends of improvement in the school's performance in a number of indicators.

Roles and responsibilities are defined appropriately and management and accountability systems are robust. Senior managers have a thorough knowledge of

their link departments through weekly formal meetings with area leaders. High expectations, with a strong element of challenge, characterise the work of the senior management team with area leaders.

The governing body fulfils its statutory duties appropriately. Governors' contribution to the work of the school is strengthening through recent developments associated with establishing sub-committees and planning jointly with other schools within the cluster. Governors receive detailed reports on the school's performance data regularly, which helps to develop their role as critical friends. However, governors do not yet contribute fully to the school's self-evaluation and planning for improvement processes. Their understanding of the school's performance in comparison with that of the family of similar schools is stronger than it is of the benchmarks for entitlement to free school meals.

The extensive attention to aspects such as literacy, in addition to the 'immersion' provision for pupils who transfer from English-medium primary schools, testifies to the way in which the school gives a prominent place to addressing national and local priorities. The school has been a part of the pilot scheme for the national reading tests and improving the quality of teaching and developing into a community that shares good practices and reflects on professional practice is receiving high priority.

Improving quality: Good

The school has effective self-evaluation arrangements that have been established firmly. This includes a three-year timetable for evaluating a full range of aspects, giving appropriate attention to measuring the effect on standards of achievement through observing lessons and examining samples of work on a whole-school and departmental level. Appropriate arrangements are in place for listening to the voice of pupils and parents.

Senior leaders use a range of data analyses effectively to monitor the school's performance and set challenging improvement targets. However, there is some variety in the way that area leaders use benchmarking data to identify aspects to be improved and data that tracks the progress of individual pupils.

The school's self-evaluation report is a concise document that offers a clear and accurate overview of the school's strengths and what needs to be given further attention. There is a strong link between self-evaluation and the objectives of action plans on a whole-school and departmental level. The school action plan includes appropriate priorities for improvement, with a clear focus on improving outcomes. However, in important places, action plans do not make full use of quantitative success criteria or give enough detail on the actions for the priorities that are being identified.

The school's extensive programme of activities such as the learning community, internally and externally, is prominent and has been at the core of a number of significant improvements. The school has shared the work of developing a school learning community across the North Wales consortium. The teachers are all members of the school learning community and benefit from a continuous programme of discussion of teaching strategies as a result of observing peers'

lessons. This has led to improvement and more consistency in important aspects such as literacy and assessment for learning.

The close co-operation with primary schools in the catchment area in relation to literacy and raising standards in Welsh is an effective initiative. In addition, the school has established initial links with other schools in the family of similar schools.

Partnership working: Good

The school communicates effectively with parents. Parents receive useful information about the school regularly and there are appropriate opportunities for them to express their viewpoints on aspects of life and work.

There are effective arrangements between the school and the partner primary schools in relation to pastoral aspects and pupils' wellbeing. In addition, there is extensive co-operation between the school and primary schools in relation to core subjects. This promotes effective progression and continuity through sharing teaching methodology and assessment methods. The school has appropriate arrangements for standardising and moderating teachers' assessments jointly with primary schools.

The school works closely with partner primary schools to ensure progression and continuity in the provision for pupils' literacy skills. Beneficial opportunities for teachers at the school and primary school teachers to observe literacy lessons in each other's schools is a progressive arrangement that addresses the need to improve pupils' standards of literacy at the time of transfer from the primary school.

The school has effective partnerships with a variety of local agencies and education providers. These partnerships have led to providing a range of courses jointly, in order to fulfil the requirements of learning pathways 14-19. In addition, the school has led across the authority in the work of establishing effective systems for assessing the progress of post-16 students in the schools in the Dyffryn Clwyd partnership.

Resource management: Good

The school is staffed appropriately to deliver the extensive curricular programme and uses support staff effectively. All members of staff have suitable qualifications, with almost all teaching their specialist subjects.

There are effective arrangements in place for managing performance, and this leads to setting suitable targets for all teaching staff and support staff. Clear training needs are identified for staff, with extensive opportunities for professional development.

Allocation of funding resources supports priorities for improvement fully. The business manager, the accountant, the headteacher and the governors work together extremely effectively to manage funding thoroughly, making effective use of any savings. The sixth-form provision is cost-effective, and the school co-operates extensively with partners to strengthen the provision's effectiveness.

Standards of achievement and the quality of education mean that the school offers good value for money.

Appendix 1

Commentary on performance data

In key stage 3, the proportion of pupils who achieve the core subject indicators, over time, is close to the average of the family of similar schools and close to expectations. There has been a clear pattern of improvement over the last four years. Results at the expected level (level 5) or higher reflect the picture in the core subject indicators in English and in mathematics and science. In reading and writing in Welsh, results continue to be lower than the family of similar schools and all-Wales averages. Achievements at the expected level in many of the other subjects compare favourably overall with the averages for the family over time.

In comparison with similar schools in terms of entitlement to free school meals, the school's performance in key stage 3 over time in the core subject indicators places it, overall, among the bottom 25%. In most of the subjects individually, the school's performance places it either in the lower 50% or in the bottom 25%, and overall is lower than expectations based on pupils' achievements at the end of key stage 2.

There has been significant improvement over recent years in the proportion of pupils who achieve level 6 or higher at the end of key stage 3. Results in 2012 are close to the average for the family of similar schools in English and in mathematics, but remain lower than the family average in science and especially in Welsh. Except in mathematics, the proportion of pupils who achieve level 7 or higher at the end of key stage 3 generally remains lower than the average for the family of schools and the figures for Wales.

In key stage 4, the proportion of schools who achieve the level 2 threshold including Welsh or English and mathematics, along with the core subject indicator, has been higher than the average for the family of similar schools over a period of four years. Over time, performance in these two indicators has placed the school either among or close to the top 50% of schools that have similar levels of entitlement to free school meals.

There has been a significant pattern of improvement in the proportion of pupils who achieve the level 2 threshold, and the school's performance is higher than the family average over time, as in the level 1 threshold. In 2012, the school's performance has placed it in the top 25% of similar schools in the level 1 threshold and in the top 50% in the level 2 threshold. In previous years, the school was among the lower 50% in these two indicators. The proportion of pupils who achieve the level 2 threshold has placed the school overall in the top 25% in science and in the top 50% in mathematics, but generally in the bottom 25% in English and the lower 50% in Welsh. In general, pupils make significant progress by the end of key stage 4 in the main indicators, based on their achievements at the end of key stage 3.

In the sixth form, pupils' achievements over time are higher than the average for the local authority and figures for Wales.

In 2012, no pupils left the school without at least one recognised qualification, and over time the figures are better than the averages for Wales and the local authority.

Numbers of pupils that are known not to be in education, training or employment after leaving school are low.

Considering the national picture, in general, boys' and girls' achievements compare favourably. However, boys' achievements in key stage 4 are significantly lower than those of girls in the wider points score and at level 2 in Welsh and English.

The achievements of pupils who are entitled to free school meals are lower than the remainder of the cohort in key stage 3 and key stage 4. However, the gap is not significant, considering the comparatively small numbers and the national picture.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Questionnaires were completed by 243 school pupils, chosen at random. The responses for almost all the questions are similar to or better than the national picture for secondary schools.

Nearly all pupils feel safe at school and say that the school deals well with bullying. They also indicate that there are enough opportunities to keep fit, and most say that school teaches them how to keep healthy. Nearly all pupils say that the school's staff help them to learn and make progress, and most feel that they are doing well at school. The majority of pupils say that homework helps them to understand and improve their work at school.

Most pupils say that other pupils behave well, which is significantly higher than the national figure. They say that teachers treat them with respect and teach them to understand and respect people from other backgrounds. Most say that the school listens to their opinions and makes changes that they have suggested.

Nearly all pupils in key stage 4 say that they receive good advice when choosing their courses. The majority of pupils in Year 12 and Year 13 say that they receive good advice when choosing their courses for the sixth form.

Responses to parent/carer questionnaires

Questionnaires were completed by 247 parents/carers. In general, responses compare very favourably with the national picture for secondary schools.

Nearly all parents say that they are satisfied with the school, that their children are making good progress, and that the school is well run. All parents say that their children like school. Nearly all say that pupils behave well at school, which is significantly higher than the national average.

Nearly all parents say that staff expect pupils to give of their best, and most indicate that staff treat every child fairly and with respect. Most also say that their children

receive appropriate additional support in relation to any specific individual needs, and that their children are prepared well for moving on to the next school, college or employment.

Nearly all parents indicate that teaching is good, and most say that they receive regular information about their children's progress. They also say that their children feel safe at school and that they feel comfortable in raising a question, making suggestions or identifying a problem. Most say that they understand the school's system for dealing with complaints.

Appendix 3

The inspection team

Iolo Dafydd	Reporting Inspector
Ray Owen	Team Inspector
Gwyn Thomas	Team Inspector
Bethan Whittal	Team Inspector
Glenda Jones	Lay Inspector
Catrin Mathias	Peer Inspector
Bethan Cartwright	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.