A report on

Ysgol Bro Hyddgen
Machynlleth
Powys
SY20 8DR

Date of inspection: February 2017

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.

Publication date: 05/05/2017

Context

Ysgol Bro Hyddgen is situated in the town of Machynlleth within Powys local authority. The school admits pupils to the primary department from three years old and admits pupils from other partner primary schools both within and beyond the local authority to the secondary department. There are 488 pupils on roll, 199 of whom are in the primary department and 289 in the secondary department. Ysgol Bro Hyddgen is a combination of two former schools, namely Ysgol Gynradd Machynlleth and Ysgol Bro Ddyfi. It was opened in September 2014.

Ten point nine per cent (10.9%) of pupils are eligible for free school meals, which is lower than the national average of 17.1% for secondary schools and 20.1% for primary schools. This percentage splits into 8% in the secondary department and 14.5% in the primary department. The school provides for the full range of ability. One point two per cent (1.2%) of pupils have a statement of special educational needs. Very few pupils speak English as an additional language.

Sixty-two per cent (62%) of pupils come from non-Welsh speaking homes. Forty-four per cent (44%) of pupils speak Welsh fluently. Pupils are streamed linguistically, and one class in each year receives education through the medium of English.

The leadership team includes the headteacher, deputy headteacher and assistant headteacher. The headteacher was appointed in February 2014 in preparation for opening the school in September. The deputy headteacher and assistant headteacher were appointed in May 2014. All were members of the leadership team at Ysgol Bro Ddyfi.

The individual school budget per pupil for Ysgol Bro Hyddgen in 2016-2017 is £4,732.

Summary

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

Current performance

The school's current performance is adequate because:

- At the end of key stage 4, performance in the indicators that include a wide range of subjects is strong
- In general, pupils make appropriate progress from previous key stages in many key indicators
- Pupils with additional learning needs make valuable progress against their targets
- Many pupils make sound progress in developing literacy, numeracy and information technology skills as they move through the school
- In many lessons, pupils make progress that is appropriate for their age and ability; in these lessons, work develops pupils' understanding increasingly and builds logically on their previous knowledge
- Most pupils are exceptionally well-behaved in lessons and around the school
- Pupils' attendance rates are good in comparison with those in similar schools

However:

- At the end of key stage 4, performance in the level 2 threshold including Welsh or English and mathematics has been lower than the modelled outcomes in the last two years
- Provision for pupils in the Foundation Phase does not always meet all principles, such as contact with the world outside the classroom and pupils leading their own learning over a period of time
- In a few lessons, expectations are not high enough and pupils are not challenged sufficiently; as a result, pupils do not make enough progress in these lessons

Prospects for improvement

Prospects for improvement are adequate because:

- The school has a competent senior leadership team who work together effectively in order to ensure improvement across the school
- Senior leaders have a clear picture of strengths and areas for improvement in most of the school's work
- Leaders at every level have sound knowledge of standards and provision in their areas
- Leaders have developed appropriate self-evaluation arrangements that are a regular part of school life

- Governors challenge leaders strongly about pupils' outcomes and the quality of provision
- The school is developing effectively as a successful learning community
- The school works successfully with a wide range of strategic partners
- The school has agreed plans to eliminate the deficit in the budget

However:

- Self-evaluation processes have not had enough of an effect on standards across the school, including mathematics and English in key stage 4; in addition, processes have not identified the areas for improvement in the Foundation Phase provision
- The quality of departmental self-evaluation reports varies too much

Recommendations

R1 Raise standards in key stage 4, particularly in the indicators that include English and mathematics

R2 Ensure that the principles of the Foundation Phase are implemented robustly

R3 Ensure consistency in the quality of teaching by sharing the best practice that was seen at the school

R4 Ensure that the quality of self-evaluation reports is consistent and leads to improvement

R5 Eliminate the deficit in the budget

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, approximately half the pupils have skills that are lower than that expected for their age. Most make suitable progress as they move through the school.

In the Foundation Phase in 2016, performance at the expected outcome in Welsh literacy is higher than performance in 2015, and above that of similar schools. The proportion of pupils who attain the expected outcome in mathematical development has decreased in 2016 and has been below that of similar schools for the last two years.

Performance at the higher outcome varies in Welsh literacy in comparison with that in similar schools. Performance in mathematical development at this outcome has been lower than the average for similar schools for the last two years.

In key stage 2, performance in the individual core subjects at level 4 or above has varied in comparison with levels in similar schools. At the higher levels, the strongest performance is in Welsh, and there is an upward trend in English and science.

In key stage 3 in 2016, the proportion of pupils who achieve the core subject indicator has decreased in comparison with 2015, but continues to be slightly higher than the modelled outcomes.

In key stage 4, performance in nearly all key indicators has improved in 2016 in comparison with 2015. Performance in the level 2 threshold, including Welsh or English and mathematics, has been below the modelled outcomes for the last two years. Performance in the capped points score has also increased in the same period, and is higher than the average for other similar schools.

In general, pupils make appropriate progress from previous key stages in many key indicators.

At the end of Year 11, most pupils either continue their education at school or in a further education college.

In Year 13 in 2016, the proportion of pupils who attain grades A*-C at A level or the equivalent has increased, and is higher than the average for other similar schools. Over the same period, the proportion of pupils who have attained three A* or A grades has also increased, but remains lower than that of similar schools. Nearly all pupils succeed in attaining the level 3 threshold. In 2016, performance in the wider points score has increased to be above the family and Wales averages.

In general, there is variation in the performance of boys and girls in the Foundation Phase and key stage 2; however, it is not significant. In key stage 2, boys perform

better than those in similar schools in the core subject indicator. Girls' performance in the core subject indicator has been lower than the average for girls in similar schools since 2015.

In key stage 4, boys perform better than girls in the level 2 threshold and the capped points score. However, boys' performance has been significantly lower than that of girls in the level 2 threshold including Welsh or English and mathematics, and lower than that of boys in similar schools for the last two years.

On the whole, pupils with additional learning needs make valuable progress against their targets.

In many lessons, pupils make progress that is appropriate for their age and ability. They recall previous knowledge successfully and apply it effectively to their work. In a few lessons, nearly all pupils make exceptional progress that is higher than the expectations. However, pupils do not make enough progress in lessons in which expectations are not high enough and pupils are not challenged sufficiently.

Soon after starting at the school, many pupils develop oral Welsh skills effectively. Most pupils across the school speak clearly with each other and adults. In lessons, many pupils discuss their work well and respond maturely to questions, and justify their answers in detail. However, a very few pupils are less confident when speaking in front of the class.

Most pupils listen attentively to the teacher and each other, and respond skilfully to what they hear. As a result, they increase their understanding and subject knowledge. In general, they use subject vocabulary correctly.

A majority of pupils read sensibly and give appropriate expression to the text from an early age. They use their skills successfully across subjects and areas of learning, for example to gather information from newspaper articles and texts on the internet. A majority of pupils apply reading strategies very effectively to analyse text, for example from novels that are suitable for their age and ability. Many pupils read their work to the rest of the class confidently.

During their time at the school, many pupils develop their writing skills successfully and pay particular attention to presentation in most areas. Most pupils write correctly and use broad and rich vocabulary. Their standards of spelling are sound and they write extensively for various audiences. Many pupils use subject terminology appropriately in their written work.

Many pupils develop an appropriate range of number skills and use them to solve problems in new and familiar contexts across the curriculum. They add, subtract, multiply and divide effectively and organise their work logically. When appropriate, many pupils apply their skills successfully when learning about fractions, angles and formulae. Increasingly as they move through the school, many pupils handle data successfully when recording, analysing and displaying data in appropriate graphs and charts.

Most pupils of all ages have a robust range of information and communication technology (ICT) skills. They use ICT confidently to communicate, handle data and gather information from the internet. When given an opportunity, a majority of pupils code appropriately and produce and use a database for research. Nearly all pupils are completely confident users and apply their skills effectively across the curriculum.

In Welsh in key stage 4, a majority of pupils follow the first language course, and many succeed in gaining grades A*-C at GCSE. A minority of pupils follow the second language course and sit the full course examination. Many make valuable progress in developing their Welsh skills throughout the school, but a few second language pupils are uncertain in their ability to understand and communicate in Welsh, particularly spoken Welsh.

Wellbeing: Good

Across the school, most pupils feel safe and know whom to approach if something is worrying them. They are exceptionally well behaved in lessons and around the school, which contributes to creating an effective learning environment.

They treat their peers, the school's staff and visitors with courtesy and respect.

Most pupils help and support each other's learning successfully. They work together effectively on tasks independently and make their own choices successfully. Nearly all pupils show an interest in their work and concentrate successfully for extended periods of time. Many pupils have a sound understanding of their targets, particularly in the secondary department. They understand their strengths and how to improve their work. Most develop their thinking skills and problem-solving skills successfully in different areas across the curriculum. They also develop the skills necessary for the next step in their learning.

Most pupils are aware of the importance of fitness and eating healthily. The wellbeing and fitness council is active and ensures valuable opportunities for pupils to undertake physical activities. These pupils fulfil their duties responsibly and contribute positively to school life by supporting others. Pupils in the primary department also keep fit through the 'Keep Going Track' ('Trac dal i fynd') scheme, which encourages them to run around the field for a period of time each day. Most pupils embrace the good practice of eating healthily by drinking water and eating healthy snacks from the 'snack stall' at school.

Many pupils make a valuable contribution when making decision about their life at the school. The school councils meet regularly and have influenced aspects of school life, such as deciding on the school's aim and objectives. Pupils contribute regularly to the community and raise a great deal of money each year for local and national charities.

Most pupils arrive at school punctually and pupils' attendance rates are good in comparison with those of other similar schools.

| Key Question 2: How good is provision? | Good |

Learning experiences: Adequate

The school provides an appropriate range of learning experiences for pupils across the key stages. In key stage 4 and the sixth form, pupils benefit from a wide range of learning pathways, which include suitable occupational and academic courses. Successful co-operation with providers from other educational institutions, for example nearby comprehensive schools, expand pupils' choices. However, provision for pupils in the Foundation Phase does not always meet all principles, such as contact with the world outside the classroom, and pupils leading their own learning over a period of time.

The school provides a comprehensive range of extra-curricular activities that enrich pupils' experiences very effectively, including 5x60 activities and charity work. In addition, pupils contribute to the community successfully through aspects such as the Welsh Baccalaureate and the 'Mach Maethlon' vegetable growing scheme. The school provides appropriately for education linked to the world of work.

The school plans comprehensively to develop literacy and numeracy skills across the school, and this provision is co-ordinated effectively. As a result, there are powerful examples of pupils developing these skills successfully. Beneficial activities are planned in order to develop their skills, for example the literacy and numeracy mornings, and rich numeracy tasks. For pupils with weak literacy and numeracy skills, provision and interventions are successful across the school. Provision to develop ICT skills across the school is developing appropriately in order to ensure consistency in experiences across the curriculum.

The Welsh language and Welsh dimension are a strong feature of the school. A beneficial range of extra-curricular activities promote the Welsh ethos successfully, for example Urdd activities, battle of the bands, the school radio station and the school newspaper, 'Ein Bro'. There are appropriate opportunities for pupils in the Welsh stream to study all subjects, other than French, through the medium of Welsh in key stage 3 and key stage 4. However, not all subjects are available through the medium of Welsh in the sixth form.

A comprehensive range of successful activities contribute effectively towards developing pupils' awareness of sustainability and global citizenship; for example, the school works with external charities such as 'Dementia Friends' and young carers. The school also has strong links with other countries, such as the Basque Country and Greece, which raise awareness of minority cultures.

Teaching: Good

Most teachers have sound subject knowledge and a valuable and productive relationship with pupils. They set clear objectives and encourage pupils effectively to learn independently. Nearly all teachers model language well in Welsh and English.

Many teachers plan carefully and consider pupils' ability and previous attainment. They provide valuable opportunities to develop reading and writing skills. In many

lessons in which pupils make strong progress, teachers enable them to learn at a pace that is appropriate for the individual. In these lessons, work develops pupils' understanding increasingly and builds logically on their previous knowledge. Teachers use a variety of strategies and high quality resources, which hold pupils' interest and attention. They meet the needs of pupils of all abilities suitably by adapting resources and activities.

In a few lessons, teachers use a very wide range of strategies to inspire pupils and set a high level of challenge and expectations. As a result, pupils work very hard and make exceptional progress. In these lessons, teacher create an extremely industrious and very positive ethos through skilful use of humour and praise appropriately.

In a few lessons in which pupils make limited progress, teachers do not have high enough expectations. In these lessons, pupils are not challenged sufficiently and teachers do not give pupils enough opportunities to work independently. In addition, teachers focus too much on completing activities without giving pupils enough opportunities to extend their understanding.

Many teachers ask questions effectively and offer useful oral feedback, and challenge pupils to extend their answers. They provide pupils with beneficial support and show them how to improve their work. In a few instances, teachers do not allow enough time for pupils to think about their answers.

When marking work, most teachers provide positive and supportive comments to help pupils improve their work. Teachers plan many valuable and purposeful opportunities for pupils to assess their own work and that of their peers. This is done more effectively when pupils produce their own success criteria.

The school has comprehensive procedures to track pupils' progress. It provides staff with useful information about the achievement of different individuals and groups of pupils. Good use is made of this information to target intervention for pupils with weak literacy and numeracy skills. The school provides parents and carers with useful reports on pupils' progress regularly. Most full reports identify clearly what is good and what needs to be improved. Short reports provide useful information about attainment against targets and there is an appropriate opportunity for parents and carers to respond to them.

Care, support and guidance: Good

The school is a caring community that promotes its pupils' moral, spiritual, cultural and social development effectively. The quality of care, support and guidance has a very positive effect on the standards of pupils' wellbeing. This is reinforced effectively by working with external agencies, including the police, who provide appropriate advice on how to stay safe on the internet. The school provides very beneficial support for vulnerable pupils, which helps them to feel safe and grow in confidence.

Provision for personal and social education is of a high standard and means that pupils develop a sound understanding of values such as honesty, fairness and

respect towards others. The success of this provision is clear in the way in which pupils treat each other around the school. The ethos of pupils caring for each other is a strong feature.

The school makes appropriate arrangements for promoting eating and drinking healthily. Through the co-operation of members of the wellbeing and fitness council, the school offers a wide range of useful activities for promote pupils' health and wellbeing.

The school has a range of purposeful strategies to maintain and improve pupils' attendance. This has a positive effect on pupils' attendance rates across the school. The school offers useful guidance to pupils when they make choices for their post-16 and key stage 4 courses.

Provision for pupils with additional learning needs is effective. Staff identify any additional learning needs at an early stage and ensure appropriate support. Teachers, assistants and health experts work together very effectively to meet pupils' needs. Parents and pupils make a valuable contribution to individual education plans, which are reviewed regularly in order to measure progress. These arrangements lead to purposeful interventions in order to meet pupils' specific needs successfully. As a result, most of these pupils make good progress against their targets.

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

Learning environment: Good

Ysgol Bro Hyddgen has a caring, personal and supportive ethos with a natural Welsh character. It works hard towards enabling all pupils' dreams by providing equal opportunities and ensuring tolerance. It promotes respect for diversity clearly and succeeds in creating a strong sense of belonging among its pupils and parents. All pupils have suitable access to the curriculum and to a wide range of interesting extra-curricular courses, for example sports teams, athletics, choir, drama and the orchestra.

Both campuses are clean and provide a stimulating learning environment. Toilets, changing facilities and the canteen are fit for purpose. The buildings are suitable for the number of pupils and the activities that are on offer. There are enough technological resources available, which are used effectively by staff and pupils. However, the outdoor learning area for the Foundation Phase has not been developed fully to engage pupils' interest.

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

Leadership: Good

After a period of instability, the school now has a competent senior leadership team who work together effectively in order to ensure improvement across the school. Senior leaders have worked purposefully with pupils in order to create a clear vision that reflects the school's objectives and ethos. The vision has been shared effectively with staff, governors and parents.

Most leaders and staff understand their roles and the lines of accountability well. However, the responsibilities of all middle leaders in the primary department are not clear. Leaders meet with each other and their teams regularly. Meeting agendas focus appropriately on pupils' progress and attainment, and on the school's priorities. Records are detailed and identify practical and relevant actions. As a result, the quality of communication between teams and departments is robust and ensures that everyone understands the next step in terms of action.

Leaders usually convey high expectations to the staff whom they manage. Performance management processes are robust and ensure that everyone has challenging targets that are based on the school's priorities and personal needs.

Governors are supportive of the school. They have received suitable training, for example in order to understand the school's performance data. They also work closely with leaders and teachers to receive detailed information and improve their understanding of the school's strengths and areas for improvement; for example, the focus team concentrates purposefully on monitoring progress towards the school's priorities. As a result, governors challenge leaders strongly about pupils' outcomes and the quality of provision.

The school implements local and national priorities appropriately; for example, co-ordinators have planned rigorously to ensure that the Literacy and Numeracy Framework has a positive effect on pupils' skills across the school. However, the principles of the Foundation Phase have not been embedded firmly enough.

Although there are appropriate management systems, some are relatively new and it is not possible to measure their effect on provision or pupils' outcomes in full.

Improving quality: Adequate

Leaders have developed appropriate self-evaluation arrangements that are a regular part of school life. They have scheduled a valuable series of activities to gather direct information on pupils' progress and the quality of teaching. Activities include lesson observations and scrutinising pupils' work regularly. As a result, senior leaders have a clear picture of strengths and areas for improvement in most of the school's work. This has led to improvements in the standard of pupils' skills, the level 2 threshold in key stage 4 and consistency in the quality of teaching. However, self-evaluation processes have not had enough of an effect on standards across the school, including in mathematics and English in key stage 4. In addition, the processes have not identified the areas for improvement in the Foundation Phase provision.

The school gathers the views of pupils and parents regularly. Parents complete valuable questionnaires during parents' evenings. Pupils complete useful questionnaires regularly on general issues and on specific aspects, such as the quality of units of work.

The school's self-evaluation report is comprehensive and identifies most of the strengths and areas for improvement. It includes a rigorous analysis of data for each key stage and for groups of pupils. In general, it is a fair evaluation of the school's

performance and compares itself with similar schools. The report refers appropriately to standards in lessons and the quality of teaching, and draws suitably on first-hand evidence. The report provides useful contextual information, but it is too descriptive at times.

The school improvement plan outlines priorities for development clearly and includes appropriate steps to satisfy them. There is a very clear link between the self-evaluation report and the school improvement plan.

Subject and key stage self-evaluation reports follow a common format and include relevant judgements on standards, teaching and leadership. On the whole, reports include a detailed analysis of pupils' performance data and identify strengths and areas for improvement well. However, some judgements on the standard of teaching in the reports are too generous. Although the reports are valuable in general, the quality varies too much.

Partnership working: Good

The school works successfully with a wide range of strategic partners to expand the curriculum and promote pupils' wellbeing. Beneficial links with partner primary schools help pupils to transfer to the secondary department. The partnerships also promote close co-operation between the schools in the cluster when standardising teachers' assessments jointly in the core subjects. There are a number of effective partnerships between the school and other providers to expand opportunities for pupils. A partnership between the school, another secondary school and a further education college expand the subjects that are on offer through the medium of Welsh. The North Powys 14-19 network ensures a range of occupational courses in key stage 4 and the sixth form. The school has appropriate arrangements to ensure the quality of courses that are provided by partners.

Leaders work successfully with a comprehensive school and primary school in the region to develop self-evaluation processes through lesson observations and scrutinising pupils' work jointly.

The school works effectively with local businesses in order to enrich pupils' learning experiences. Local employers support business and enterprise activities that are conducted annually. They conduct useful mock interviews for pupils in the sixth form before they apply for jobs or apply for a university place. There are beneficial links between the school and the local alternative energy centre and the museum of modern art. As a result, pupils broaden their experiences of life both locally and abroad.

Beneficial links with pre-school organisations ensure that children settle quickly at the school. The relationship between the school and parents is developing appropriately. The parents' association is very active in arranging social activities and fundraising.

Managers contribute effectively to the work of the 'All-through Schools Forum for Wales', with a focus on working with foreign schools in terms of pedagogy and targeting bullying.

The school has effective links with a number of external specialist services, such as counselling and social agencies, which contribute positively to pupils' wellbeing.

Resource management: Adequate

The school manages its resources and staff appropriately. Staff expertise is used successfully; for example, the ICT teacher teaches in the primary department, and ICT skills by the end of key stage 2 have improved notably. Support staff help specific pupils beneficially across the school. However, leaders do not always utilise the primary teachers' strengths effectively enough.

The school is developing effectively as a successful learning community. There are good opportunities to support staff's professional learning, including specific training that focuses suitably on the school's priorities and personal needs. Many teachers are part of useful working groups that conduct research in order to develop specific aspects of the school's work, for example improving provision for more able and talented pupils. Teachers work purposefully in triads in order to share good practice and broaden their learning strategies.

Leaders and governors work closely with the local authority to monitor expenditure carefully. Although the school is in debt, they have planned in detail in order to balance the budget within three years. The school uses the Pupil Deprivation Grant appropriately in order to improve the outcomes of specific pupils.

Leaders work purposefully to ensure that the sixth form is cost-effective. The school works with partners in order to ensure high quality provision in the sixth form that meets the needs of pupils and the area.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6665500 - Ysgol Bro Hyddgen

Number of pupils on roll	520
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	*	*	31	28
Achieving the Foundation Phase indicator (FPI) (%)	*	*	90.3	85.7
Benchmark quartile	*	*	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	11	4
Achieving outcome 5+ (%)	*	*	100.0	50.0
Benchmark quartile	*	*	1	4
Achieving outcome 6+ (%)	*	*	9.1	25.0
Benchmark quartile	*	*	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	20	24
Achieving outcome 5+ (%)	*	*	95.0	95.8
Benchmark quartile	*	*	2	2
Achieving outcome 6+ (%)	*	*	40.0	41.7
Benchmark quartile	*	*	2	2
Mathematical development (MDT)				
Number of pupils in cohort	*	*	31	28
Achieving outcome 5+ (%)	*	*	93.5	85.7
Benchmark quartile	*	*	2	4
Achieving outcome 6+ (%)	*	*	25.8	35.7
Benchmark quartile	*	*	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	31	28
Achieving outcome 5+ (%)	*	*	96.8	92.9
Benchmark quartile	*	*	3	4
Achieving outcome 6+ (%)	*	*	71.0	78.6
Benchmark quartile	*	*	2	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6665500 - Ysgol Bro Hyddgen

Number of pupils on roll	520
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	*	*	22	41
Achieving the core subject indicator (CSI) (%)	*	*	95.5	90.2
Benchmark quartile	*	*	2	3
English				
Number of pupils in cohort	*	*	22	41
Achieving level 4+ (%)	*	*	95.5	95.1
Benchmark quartile	*	*	2	2
Achieving level 5+ (%)	*	*	31.8	41.5
Benchmark quartile	*	*	4	3
Welsh first language				
Number of pupils in cohort	*	*	10	20
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	40.0	40.0
Benchmark quartile	*	*	2	2
Mathematics				
Number of pupils in cohort	*	*	22	41
Achieving level 4+ (%)	*	*	95.5	92.7
Benchmark quartile	*	*	2	3
Achieving level 5+ (%)	*	*	45.5	43.9
Benchmark quartile	*	*	3	3
Science				
Number of pupils in cohort	*	*	22	41
Achieving level 4+ (%)	*	*	95.5	90.2
Benchmark quartile	*	*	3	4
Achieving level 5+ (%)	*	*	36.4	43.9
Benchmark quartile	*	*	3	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6665500 - Ysgol Bro Hyddgen

Number of pupils on roll   520
Pupils eligible for free school meals (FSM) - 3 year average   10.6
FSM band   2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	.	.	53	52		
Achieving the core subject indicator (CSI) (%)	.	.	96.2	92.3	92.2	85.9
Benchmark quartile	3	2	1	3		
English						
Number of pupils in cohort	.	.	53	52		
Achieving level 5+ (%)	.	.	94.3	92.3	93.3	89.2
Benchmark Quartile	1	4	2	3		
Achieving level 6+ (%)	.	.	60.4	61.5	63.1	56.2
Benchmark Quartile	2	4	2	3		
Welsh first language						
Number of pupils in cohort	.	.	38	44		
Achieving level 5+ (%)	.	.	97.4	95.5	92.5	92.0
Benchmark Quartile	3	1	1	2		
Achieving level 6+ (%)	.	.	65.8	47.7	58.8	57.2
Benchmark Quartile	3	3	1	3		
Mathematics						
Number of pupils in cohort	.	.	53	52		
Achieving level 5+ (%)	.	.	96.2	94.2	94.2	90.1
Benchmark Quartile	3	2	1	3		
Achieving level 6+ (%)	.	.	73.6	76.9	72.0	62.7
Benchmark Quartile	4	4	1	1		
Science						
Number of pupils in cohort	.	.	53	52		
Achieving level 5+ (%)	.	.	100.0	100.0	97.7	92.8
Benchmark Quartile	2	1	1	1		
Achieving level 6+ (%)	.	.	88.7	82.7	71.8	62.9
Benchmark Quartile	3	1	1	1		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6665500 - Ysgol Bro Hyddgen

Number of pupils on roll   520
Pupils eligible for free school meals (FSM) - 3 year average   10.6
FSM band   2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15	59	52	72	40		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	47.5	67.3	61.1	67.5	74.1	60.2
Benchmark quartile	4	3	3	3		
Achieved the level 2 threshold	96.6	100.0	97.2	97.5	89.4	83.6
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	99.7	95.3
Benchmark quartile	1	1	1	1		
Achieved the core subject indicator (CSI)	45.8	67.3	61.1	67.5	73.3	57.5
Benchmark quartile	4	3	3	2		
Average capped wider points score per pupil	385.9	386.4	377.9	380.7	370.3	344.2
Benchmark quartile	1	1	1	1		
Average capped wider points score plus per pupil	378.5	381.8	371.2	373.2	367.7	340.3
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	20.3	21.2	15.3	30.0	23.5	15.8
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	61.0	75.0	70.8	62.5	79.0	69.3
Benchmark quartile	4	3	4	4		
Achieved A*-C in mathematics	55.9	73.1	66.7	72.5	79.2	66.9
Benchmark quartile	4	3	3	3		
Achieved A*-C in science	66.1	96.2	97.2	97.5	91.0	82.3
Benchmark quartile	4	1	1	1		
Number of pupils aged 15 who entered Welsh First Language:	39	38	53	25		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	74.4	76.3	71.7	84.0	80.9	75.1
Benchmark quartile	2	2	3	1		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6665500 - Ysgol Bro Hyddgen

Number of pupils on roll   520
Pupils eligible for free school meals (FSM) - 3 year average   10.6
FSM band   2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	*	*	8	*		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	*	*	12.5	*	50.8	35.5
Achieved the level 2 threshold	*	*	100.0	*	77.0	70.9
Achieved the level 1 threshold	*	*	100.0	*	98.4	92.1
Achieved the core subject indicator (CSI)	*	*	12.5	*	52.5	32.7
Average capped wider points score per pupil	*	*	346.6	*	339.3	311.1
Average capped wider points score plus per pupil	*	*	334.1	*	336.6	305.2
Achieved five or more GCSE grades A*-A	*	*	0.0	*	4.9	4.5
Achieved A*-C in English	*	*	37.5	*	55.7	47.1
Achieved A*-C in mathematics	*	*	12.5	*	67.2	43.6
Achieved A*-C in science	*	*	100.0	*	85.2	71.7
Number of pupils aged 15 who entered Welsh First Language:	*	*	5	*		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	*	*	20.0	*	59.0	50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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6665500 - Ysgol Bro Hyddgen

Number of pupils on roll in sixth form   64

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 17	27	27	37	26		
Average wider points score per pupil	1011.3	1049.7	916.1	944.2	898.4	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	25	26	35	25		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	100.0	100.0	97.1	100.0	99.0	98.0
Achieved 3 A*-A at A level or equivalent	0.0	3.8	2.9	8.0	6.9	6.6
Achieved 3 A*-C at A level or equivalent	84.0	88.5	77.1	88.0	80.0	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

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Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary survey (all pupils)

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	88		86 98% 0%	2 2% 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	88		82 93% 0%	6 7% 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	89		86 97% 0%	3 3% 0%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
The school teaches me how to keep healthy	89		87 98% 0%	2 2% 0%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	89		86 97% 0%	3 3% 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	85		77 91% 0%	8 9% 0%		Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	89		87 98% 0%	2 2% 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	89		89 100% 0%	0 0% 0%		Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	87		77 89% 0%	10 11% 0%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	89		81 91% 0%	8 9% 0%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	88		74 84% 0%	14 16% 0%		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	87		80 92% 0%	7 8% 0%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Secondary survey (all pupils)

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
I feel safe in my school	99		65 66% 46%	34 34% 51%	0 0% 2%	0 0% 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying	98		31 32% 30%	65 66% 66%	2 2% 4%	0 0% 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I have someone to talk to if I am worried	99		40 40% 37%	58 59% 57%	0 0% 5%	1 1% 1%		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
The school teaches me how to keep healthy	98		22 22% 23%	64 65% 62%	12 12% 11%	0 0% 4%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are plenty of opportunities at school for me to get regular exercise	99		49 49% 31%	47 47% 59%	3 3% 8%	0 0% 1%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	98		28 29% 25%	69 70% 65%	1 1% 7%	0 0% 3%		Rwy'n gwneud yn dda yn yr ysgol.
The teachers help me to learn and make progress and they help me when I have problems	98		45 46% 39%	52 53% 59%	1 1% 1%	0 0% 0%		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
My homework helps me to understand and improve my work in school	99		24 24% 18%	64 65% 52%	11 11% 22%	0 0% 8%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books and equipment, including computers, to do my work	98		59 60% 44%	38 39% 50%	1 1% 5%	0 0% 1%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Pupils behave well and I can get my work done	99		22 22% 13%	67 68% 66%	10 10% 17%	0 0% 4%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Staff treat all pupils fairly and with respect	99		45 45% 36%	50 51% 56%	4 4% 6%	0 0% 2%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
The school listens to our views and makes changes we suggest	98		21 21% 22%	64 65% 64%	13 13% 12%	0 0% 1%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
I am encouraged to do things for myself and to take on responsibility	99		41 41% 30%	56 57% 66%	2 2% 3%	0 0% 1%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
The school helps me to be ready for my next school, college or to start my working life	97		32 33%	62 64%	3 3%	0 0%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			31%	62%	5%	1%		
The staff respect me and my background	99		50 51%	48 48%	1 1%	0 0%		Mae'r staff yn fy mharchu i a'm cefndir.
			42%	56%	1%	1%		
The school helps me to understand and respect people from other backgrounds	98		41 42%	55 56%	2 2%	0 0%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	61%	3%	0%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	31		7 23%	22 71%	2 6%	0 0%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			26%	61%	10%	3%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	26		12 46%	13 50%	1 4%	0 0%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			38%	53%	3%	6%		

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	75	30 40%	36 48%	6 8%	2 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		50%	42%	6%	2%		
My child likes this school.	75	41 55%	30 40%	2 3%	2 3%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		57%	38%	3%	2%		
My child was helped to settle in well when he or she started at the school.	74	41 55%	25 34%	5 7%	2 3%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		65%	29%	4%	2%		
My child is making good progress at school.	75	32 43%	30 40%	6 8%	2 3%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		53%	40%	5%	2%		
Pupils behave well in school.	75	21 28%	40 53%	5 7%	3 4%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		32%	55%	10%	3%		
Teaching is good.	75	24 32%	41 55%	4 5%	3 4%	3	Mae'r addysgu yn dda.
		43%	51%	3%	3%		
Staff expect my child to work hard and do his or her best.	75	36 48%	36 48%	1 1%	1 1%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		54%	44%	1%	1%		
The homework that is given builds well on what my child learns in school.	75	19 25%	41 55%	5 7%	3 4%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		36%	51%	10%	3%		
Staff treat all children fairly and with respect.	75	28 37%	34 45%	4 5%	5 7%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		52%	40%	3%	4%		
My child is encouraged to be healthy and to take regular exercise.	74	36 49%	29 39%	3 4%	1 1%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		53%	43%	3%	1%		
My child is safe at school.	75	44 59%	27 36%	3 4%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		62%	35%	3%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	73	26 36%	31 42%	3 4%	2 3%	11	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	45%	4%	2%		
I am kept well informed about my child's progress.	75	29 39%	29 39%	12 16%	3 4%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	37%	11%	2%		

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	75		36 48%	26 35%	5 7%	5 7%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			56%	34%	5%	5%		
I understand the school's procedure for dealing with complaints.	75		20 27%	41 55%	3 4%	4 5%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			46%	46%	4%	4%		
The school helps my child to become more mature and take on responsibility.	75		28 37%	37 49%	2 3%	3 4%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			53%	42%	2%	3%		
My child is well prepared for moving on to the next school or college or work.	71		14 20%	27 38%	7 10%	3 4%	20	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			33%	52%	12%	4%		
There is a good range of activities including trips or visits.	75		26 35%	27 36%	11 15%	6 8%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			45%	40%	10%	5%		
The school is well run.	74		18 24%	40 54%	8 11%	5 7%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			43%	45%	8%	4%		

Appendix 3

The inspection team

Elwyn Vaughan Williams	Reporting Inspector
Huw Collins	Team Inspector
Kevin Davies	Team Inspector
Sarah Morgan	Team Inspector
Jeffrey Davies	Lay Inspector
Iwan Pritchard	Peer Inspector
Anwen Jones (Deputy)	Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other schools with similar proportions of pupils: eligible for 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 the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.