



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

**Lewis School Pengam
Gilfach
Bargoed
CF81 8LJ**

Date of inspection: February 2012

by

Mr Gwyn Thomas

for

**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

Lewis School Pengam is an 11-18 community school maintained by Caerphilly Unitary Authority. The school is on a single site in a relatively new building completed in 2002. The school serves communities which were former mining villages in the Rhymney valley. The catchment area is highly dispersed and unemployment is high.

The school accepts pupils of all abilities. On entry, many pupils are of below average ability. All pupils in key stage 3 and key stage 4 are boys. When compared with the performance of similar schools in terms of the free-school-meals benchmark, the comparison is made against schools with both boys and girls.

There are 956 learners on roll including 177 students in the sixth form. During the previous inspection in January 2006, there were 1006 learners, 118 of whom were in the sixth form. Currently, there are 21 girls on roll in the sixth form. However, as a result of partnership arrangements, another 80 girls are taught in sixth-form classes.

The school has 50 full-time equivalent teaching staff and 38 full-time equivalent clerical and administrative support staff.

In 2010-11, 21.3% of pupils were entitled to free school meals. This figure is well above the national average of 17.4%.

Within the school 3.6% of pupils have statements of special educational needs. This is above the national average of 2.6%. Around 23% of compulsory school age pupils are on the special educational needs register. This figure is above the national average of 20.2%

Nearly all pupils come from English speaking homes and speak English as their first language. Two pupils receive support teaching in English as an additional language.

The headteacher has been in post since 1993.

The individual school budget per pupil for Lewis School Pengam in 2011-2012 means that the budget is £3846 per pupil. The maximum per pupil in secondary schools in Caerphilly is £4476 and the minimum is £3443. Lewis School Pengam is eighth out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

The school building and facilities are financed and maintained through a Private Finance Initiative contract. The Private Finance Initiative provider has first call on all facilities and premises-related funding received by the school through the Local Authority funding formula.

Summary

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

Current performance

The school's current performance is good because:

- learners' attainment is good throughout the school;
- most learners are happy and feel safe in the school;
- attendance and behaviour has improved significantly since the last inspection;
- the school provides a wide range of curricular and extra-curricular opportunities and strong community links;
- the school's inclusive ethos ensures equal opportunities for all learners; and
- the quality of teaching and support provided by members of staff.

Prospects for improvement

The school's prospects for improvement are good because of the:

- outstanding leadership and strategic vision of the headteacher;
- valuable support provided by members of the senior management team;
- strategic use of data to evaluate performance and plan for improvement;
- culture of high expectations in all aspects of school life;
- good financial and resource planning and budgetary control;
- existing procedures for self-evaluation; and
- high commitment of members of staff to support the development of all learners.

Recommendations

In order to improve, the staff and governors of Lewis School Pengam need to:

R1 extend the provision and opportunities for learners to develop and strengthen the standards of their bilingual skills;

R2 develop further the planning and monitoring for progression in the development of reading skills across the curriculum;

R3 establish a robust structure to monitor the quality of teaching and learning;

R4 ensure that the role of the linked members of the senior management team to departments is developed further; and

R5 ensure that tasks and resources are suitably planned and adapted to meet the needs of learners.

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

Performance at key stage 3 has fluctuated over a three-year period. With the exception of science in 2010, performance in all indicators is above or well above the performance of similar schools in terms of the free-school-meals benchmark. Performance at the higher levels is very good in comparison with similar schools in English, mathematics and science. Performance in most non-core subjects has improved. Progress in 2011 from the previous key stage is very good in nearly all indicators. It is below average in mathematics.

Performance at key stage 4 has improved over the last three years in the majority of indicators. Performance in all indicators is above or well above the averages on many occasions when compared with similar schools. Performance levels in science have improved significantly. They declined in mathematics.

Over the last three years, performance in those indicators that include English and mathematics has been above the average on nearly all occasions compared with that of similar schools. Performance in the indicators which include a wide range of qualifications has been above the average of similar schools on many occasions. When compared with their performance in the previous key stage in 2011, pupils' progress is below the good progress of the previous two years in most indicators.

Over the last three years, all pupils left school with a qualification and a high proportion continued to full-time education after 16. None of the pupils who left school at 16 are reported as being not in education, employment and training.

In the sixth form, students' performance over three years is nearly always above national averages and many gain the Advanced Welsh Baccalaureate Qualification.

Over a three-year period in key stage 3 and key stage 4 indicators, boys outperform boys in the family on over half the possible occasions and boys nationally on a significant minority of occasions.

There are differences between the performance of boys entitled to free school meals and those not entitled to free school meals. On occasions over three years in key stage 3 and key stage 4, the difference between the two groups is smaller than those nationally. However, in 2011, the differences were greater than those nationally in all indicators in both key stages.

Pupils with additional learning needs achieve as expected whilst more able pupils achieve well in English and mathematics.

Overall, the progress made by most learners in lessons is good and standards are good. Learners apply previous knowledge well and use this to develop their understanding.

Most learners listen well to their teachers and to each other. Many learners speak confidently and use subject-specific terminology well in class. Standards in reading are generally good. Learners read confidently and with expression to each other. The majority of learners can identify key features in texts to support their views. Many learners have made good progress in their reading skills. However, pupils who receive additional support for reading in key stage 3 and key stage 4 make limited progress.

Able learners write extensively and well. Many learners write short paragraphs of good quality. However, in the minority of books seen, there are spelling, punctuation and grammatical errors. The quality of pupils' presentation in their exercise books is variable in key stage 3 and key stage 4.

Pupils in both key stages use their numeracy skills well where appropriate. They have good information and communication technology skills which improve their presentation and research skills.

Most pupils in key stage 3 and key stage 4 have reached good standards in all the essential skills. However, pupils have not yet gained the Essential Skills Wales qualifications in either key stage.

In Year 13, many students have gained very good qualifications in the skills of communication, working with others and improving own learning.

Results in Welsh second language have risen annually over the last three years in key stage 3. In 2011, the school is in the top quarter compared with similar schools and is above the family and national averages. In the last three years, most pupils in key stage 4 were entered for the Welsh GCSE short course. The very few pupils who sat the full course in 2011 achieved adequate results at grades A* to C. Pupils' achievement in the combined full and short course at grades A*-G is adequate. Pupils' bilingual skills in the Welsh lessons are sound. Outside of this context, these skills are limited.

Wellbeing: Good

Most learners feel safe in school and receive good personal support. Many feel that the school deals effectively with the few incidents of bullying. Many understand the importance of healthy living with large numbers participating in physical activities including the 5x60 initiative. Many learners display positive attitudes towards participation in fitness, sporting and related extra-curricular activities.

Behaviour around the school is good. Most learners are considerate and courteous. Over the last three years, one pupil has been permanently excluded and fixed-term exclusions have been reduced significantly.

Attendance rates are good in the last two years. Compared with similar schools, they are above the average and in the top half. Most learners are punctual to lessons.

A very strong feature of the school is that many learners are involved in community activities and events. Many participate successfully in projects and raise substantial sums of money for charities on an annual basis. These learners gain very valuable levels of experience and confidence. Many learners are involved in a wide range of

learner-voice activities, including decision-making processes. Learners across all ages make a sound contribution to several aspects of school life, notably through the activities of the school council, the work of the eco committee and participation in the work of the governing body.

The development of learners' social and life skills is good. Most learners demonstrate good problem-solving skills and they work well together. They show great care and concern towards their peers and to the elderly who are actively involved in organised activities on a weekly basis. Learners' preparation for life and work outside school is good.

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

Learning experiences: Good

The broad and balanced curriculum allows all learners the opportunity to study a broad mixture of academic and vocational courses. It builds systematically on existing knowledge, understanding and skills to provide an appropriate and challenging curricular programme for all learners. The school meets all the requirements of the Learning and Skills (Wales) Measure.

All learners are provided with an individual learning programme from a wide choice of academic and vocational courses. Joint working through the Caerphilly Consortium Partnership and employers is strong. This ensures the needs of all learners are met fully.

The provision for key skills is good. It is firmly embedded across the curriculum. The integrated curriculum in Year 7 has been designed to ensure the acquisition of skills by pupils. The Foundation and Intermediate Welsh Baccalaureate Diplomas provide opportunities for learners to gain essential / key skills' qualifications. However, in Year 8 and Year 9, the absence of formal co-ordination leads to inconsistency in the delivery and monitoring of key skills across subject departments.

A range of strategies is provided to improve the reading skills of pupils in need of additional support. However, planning for progression in the development of reading skills and processes to monitor and evaluate the impact of the reading strategies across the curriculum are not fully developed.

The school provides learners with a wide range of outstanding extra-curricular and community-based activities.

Provision for the development of the Welsh language and the Welsh dimension is good. However, the school's progress in the development of bilingualism outside Welsh lessons is limited.

The opportunities to promote sustainable development and global citizenship are improving. The way in which the school acts sustainably is adequate.

Teaching: Good

The quality of teaching is good or better in a high proportion of lessons with thorough preparation and planning being evident.

Where teaching is excellent, learners are challenged well above expectations, key skills are skilfully incorporated and learning involves a high degree of problem solving and enquiry. In the very few lessons where teaching is judged to be adequate, the pace is too slow, learners are insufficiently challenged and tasks are insufficiently adapted to the needs of all learners.

Most teachers have good subject knowledge and use a range of approaches and resources to engage and challenge learners. Most lessons have clear shared objectives, good pace and effective plenary sessions. Learner and teacher relationships are very good. These make a significant contribution to the progress made by learners.

Marking is thorough and regular with positive feedback given to learners on how to improve. Learners are given the opportunity to evaluate their own learning although this is not consistent across all departments.

The recording of learners' progress is firmly established using the school's electronic system. This provides learners with a target grade derived from a range of performance data. Learners' tracking is extremely effective in monitoring progress and in identifying underachievement. This has an impact on raising standards.

Reports to parents are clear and informative. They contain advice on progress and how to improve.

Care, support and guidance: Good

There are effective arrangements within a safe and caring environment to promote learners' health and wellbeing.

The school provides valued support for all learners. There is good provision for the promotion of spiritual, moral, social and cultural development. Assemblies provide opportunities for personal reflection and the school council enables learners to be involved in decision making processes. Learning coaches support individuals' participation effectively in fitness activities and independent learning.

The school works well with specialist services to meet a range of learners' needs.

The school monitors attendance and behaviour closely. Specific strategies have positive effects on standards. Initiatives to promote the social inclusion of all learners are strengths of the school.

Learners receive good information and guidance on option choices for key stage 4 and post-16 courses.

The school has procedures and an appropriate policy for safeguarding. The provision for learners with additional learning needs is good. Effective support is provided by learning support assistants across the school. There is very good provision to meet learners' social and emotional needs. However, activities in mainstream classes are not consistently adapted to meet individual learning needs. A minority of targets in learners' individual education plans are neither specifically measurable nor sufficiently time scaled.

Learning environment: Good

The school is a fully inclusive and supportive community where diversity is recognised and celebrated. Equal opportunities for all learners are promoted actively and successfully in all curricular and extra-curricular provision.

Learners are encouraged to reflect on their own beliefs and values as well as those of others. The school achieves a positive learning environment which is reflected in the good standards achieved by its learners.

The school has very good facilities for both subject departments and outdoor activities. The campus is maintained to a high standard.

Resources are matched to learners' needs with good information and communications technology and library facilities. Displays in corridors and classrooms support learning well.

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

Leadership: Good

The leadership of the headteacher is an excellent feature of the school. He is supported well by the senior managers. There is a strong commitment to their motto "every person in the school matters" which is shared by members of staff and learners. Senior managers have high expectations of all members of staff. One of the major strengths is the strong collegiate ethos which permeates the school.

Existing strategic objectives, plans and policies have been successful in achieving good outcomes. Nearly all leaders at senior and middle management levels fulfil their roles well. They set challenging targets for themselves and others in all aspects of school life. In a few areas however, whilst outcomes are good, effective links between middle and senior management are limited. Good informal links exist. However, there is not always sufficient structure, rigour or challenge in their support to linked departments.

The very effective use of data by senior managers is an excellent feature. A comprehensive range of indicators is used to monitor performance and influence the strategic direction of the school.

The school has appropriate arrangements for performance management of all members of staff to set objectives and targets that are strategic priorities.

Governors are very supportive of the school. They understand how well the school is performing and the areas for development. An effective sub-committee system acts as a critical friend to the management team. Governor involvement with departments is developing.

The school takes good account of Welsh Government priorities. It has responded well to the 14-19 Learning Pathways' agenda. Good progress is being made on the skills' agenda and wellbeing initiatives. The school is responding well to the requirements of the School Effectiveness Framework, the formation of professional learning communities and tackling the effects of poverty in schools.

Improving quality: Good

The school has a robust system for self-evaluation which gives a clear understanding of strengths and areas for improvement. The school's self-evaluation report addresses the three key questions in the Estyn framework successfully.

Self-evaluation is based on thorough analysis of performance data on both whole-school and departmental levels. The use made of performance data throughout the year to inform senior and middle management of progress is an outstanding feature.

Formal monitoring of teaching and book reviews by both the senior management team and heads of department provides supplementary first-hand evidence. However, the structure for monitoring is insufficiently robust.

The school seeks the views of learners on a regular basis. In many departments learners are asked to contribute to the evaluation of teaching and learning. Members of staff, parents or carers are consulted and the community's voice is heard through the Community-Focus Board.

External agencies are consulted where appropriate.

The findings of the self-evaluation reports become the agenda for the school and departmental development plans. Both plans provide good direction for school improvement with raising learners' standards as the main focus.

The school has developed an effective system of departmental profiling which ensures that departmental plans are working documents. These are revisited throughout the year. Challenging targets are set in all departments. In most departments robust success criteria, suitable implementation strategies and achievable timescales are also outlined.

The school has achieved Investors in People status regularly since 1997. Continuous professional development for all staff is linked to the focus in the school development plan. Effective use is made of in-house expertise wherever possible.

Professional learning communities examine a wide range of issues and provide a vehicle for sharing good practice. However, in a few areas, their impact on standards has yet to be realised.

The school has responded well to the recommendations of the previous report. Standards in art, English and science have improved. Attendance and behaviour have also improved. Provision for sixth-form students has been improved through the establishment of good links with other local providers.

Partnership working: Good

The school has developed beneficial strategic partnerships with a wide range of organisations. These partnerships contribute successfully to improving wellbeing, supporting inclusion, increasing community participation and widening the subject options available to learners. The school plays a very important role in the community as a community-focused school. The wide range of activities has contributed to learners' experiences and wellbeing including the development of their social skills. The inter-generational work is exemplary and innovative.

The school collaborates effectively with other local providers. They offer a joint post-16 curriculum which has led to an increase in the range and number of courses offered. This has led to more cost-effective provision. Consortium quality assurance procedures are robust, with joint monitoring systems and protocols in place. These ensure consistency of practice across the consortium in key stage 4 and post-16.

The school has good links and works well with its partner primary schools to ensure smooth transition. A well-planned programme of activities supports the inclusive ethos of the school and the comprehensive data exchange assists effective transition.

Members of staff work well with colleagues in other schools and colleges.

The school's open-door policy results in good working relationships with parents and carers.

Resource management: Good

The school manages its resources well.

Lewis School Pengam works well with the Private Finance Initiative arrangements which affect notably the building, decor and ground maintenance.

Staffing and financial resources are deployed very effectively in line with the demands of the curriculum and school priorities. Ancillary and administrative members of staff provide invaluable support in their various areas of responsibility. Resource allocation is a transparent process and ensures that all areas of school life receive their due allocation.

Well-embedded systems for performance management for all members of staff identify and meet their training needs. Statutory requirements of the National Agreement on "Raising Standards and Tackling Workload" have been met.

The effect of falling rolls and the impact on financial resources is kept under review very well. The close co-operation between the headteacher and the finance officer in managing the budget is exemplary.

Through effective partnerships and collaboration with other educational partners, rigorous management of resources, good working relations with the Private Finance Initiative, good quality of teaching and good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3 over the last three years, performance in English, mathematics, science and the core subject indicator has fluctuated annually. The greatest improvement has been in science. In 2011, the core subject indicator, English and science were in the top quarter when compared with similar schools in terms of the free-school-meals benchmark. Mathematics was in the top half. This was an improvement on the previous year when nearly all indicators, except science which was in the bottom quarter, were in the top half when compared with similar schools.

In 2011, performance in the core subject indicator, mathematics, English and science at level 5 or above placed the school above the family averages.

Performance at level 6 and above in English was rising over a three-year period. Performance in mathematics was consistently higher than that in English or science. In 2011, levels 6 and 7 in English, mathematics and science were in the top quarter compared with similar schools in terms of the free-school-meals benchmark.

Performance at level 5 and above in most non-core subjects had improved from 2009 to 2011. There was a significant improvement in a minority of subjects. In 2011, performance in all non-core subjects placed the school in the top half or top quarter when compared with similar schools in terms of the free-school-meals benchmark.

In 2011, pupils had made very good progress in the core subject indicator and had performed better than expected in comparison with similar schools. Very good progress was also evident in English and science based on pupils' attainment at the end of key stage 2. Progress in mathematics was below the average.

In key stage 3 over a three-year period, boys outperformed boys in the family on a majority of occasions. They performed better than boys nationally on a minority of occasions. Significantly in 2011, boys outperformed boys both in the family and nationally in the core subject indicator and at levels 5, 6 and 7 in English and science.

At key stage 4, performance in the level 2 threshold indicator including English or Welsh first language and mathematics and the core subject indicator has varied over the last three years. In comparison with similar schools in terms of the free-school-meals benchmark, they were in the top quarter in 2011.

The school's performance in the level 2 threshold has improved appreciably over the last three years. There was a slight improvement in the capped points score and the level 1 threshold. In 2011, these three indicators were in the top half of performance levels for similar schools in terms of the free-school-meals benchmark.

During 2009-2011, performance in level 2 English had risen consistently while performance in science level 2 had risen significantly. It had declined in mathematics. Overall, the three core subjects were nearly always in the top half or quarter when compared with similar schools in terms of the free-school-meal benchmarks.

In 2011, based on attainment at the end of key stage 3, progress was below the average and marginally below the expected progress in the level 2 threshold including English or Welsh first language and mathematics. Progress in the level 2 threshold was above the average. Progress was below the average in the core subject indicator and the wider points score. It was well below the average in the capped points score and the level 1 threshold indicator. Progress from key stage 3 to key stage 4 was much better in the previous two years in nearly all indicators.

In key stage 4 over a three-year period, boys performed better than boys in the family on half of the occasions. Over this period, they performed better than boys in the family at level 2 English and level 2 threshold including English or Welsh first language and mathematics. Boys performed better than boys nationally on a minority of occasions. They performed better than boys nationally at level 1 threshold and level 2 English.

Over a three year period, there are differences between the performance of boys entitled to free school meals and those not entitled to free school meals. During 2010 in key stage 3, the gap between the two groups in the core subject indicator was smaller than the national gap. In key stage 4, the gap between the two groups was smaller than those nationally in the level 1 threshold in 2009 and 2010 and in the core subject indicator in 2010. There were also instances when the gaps were very close to the national gaps between the two groups. However, in 2011, the differences were greater than those nationally in all indicators in both key stages.

Over the last three years, all pupils left school with a recognised qualification at the end of Year 11. This was better than the national average. Most pupils continued their full-time education in school, further education or in work-based training. None of the Year 11 pupils who left school are reported as being not in education, employment or training.

Over a three-year period, sixth-form students perform well in the level 3 threshold and very well in the wider points score. These indicators were nearly always above the national averages during this period. Students performed very well in the Advanced Welsh Baccalaureate Qualification in 2011.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 237 learners. There were no significant differences in the responses received from learners in Lewis School Pengam compared with the responses received from learners from other mixed secondary schools.

Most learners state that they feel safe in the school where there are many opportunities to get regular exercise.

Most have enough resources and are doing well. Teachers support learners to learn and make progress. There is always someone to talk to if there are concerns. Most are encouraged to do things for themselves and be responsible for their own actions. They are also helped to understand and respect others. Most are satisfied by the way they are prepared for life after school.

Many know how to keep healthy. Learners are respected and treated fairly. Many were given good advice when choosing their courses in key stage 4. Many learners believe the school listens to their views and that the school deals well with bullying. Many believe that homework helps them to understand and improve their work.

Just over half the learners are of the opinion that behaviour in class is good.

Responses to parent questionnaires

Estyn received 90 responses to the parent questionnaires. Many gave positive responses to all questions.

Nearly all parents state that members of staff expect their child to work hard and do his or her best. Most believe the school is run well. Parents say that teaching is good and their children are making good progress. Appropriate additional support is available to meet individual needs.

Most parents are satisfied with the school which they find to be very approachable. They feel that their children were helped to settle in to a new school where they are happy and safe. Pupils are treated fairly and with respect. Most state their children are developed to become more mature and take on responsibility. Learners are encouraged to be healthy and take regular exercise.

Many parents believe that there is a good range of extra-curricular activities available. They are kept informed of their child's progress and many parents state that good advice is given to their children in readiness to move to their next school, college or work.

Many parents are of the opinion that homework is appropriate and pupils behave well in school. However, the proportions of parents who are of these opinions are in contrast to the higher proportions on these two issues in other mixed secondary schools.

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| Gwyn Thomas | Reporting Inspector |
| Glyn Griffiths | Team Inspector |
| Bethan Whittall | Team Inspector |
| Huw Llewellyn | Team Inspector |
| Helen Adams | Lay Inspector |
| Angela Francis | Peer Inspector |
| Christopher Parry | 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. |