



*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**

**Lliswerry High School  
Nash Road  
Newport  
NP19 4RP**

**Date of inspection: April 2013**

**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:

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

Lliswerry High School is an English-medium, 11-18 mixed, community school serving residential areas to the eastern side of Newport. These include the Alway, Broadmead, Moorland Park, Pontfaen, Ringland and Somerton communities. There are 1,040 pupils on roll with approximately 114 in the sixth form.

Around 28% of pupils are entitled to free school meals. This is well above the national average of 17.4% for secondary schools in Wales. Around 43% of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. Around 2% of pupils have statements of special educational needs compared with 2.7% for Wales as a whole. Around 19% of pupils have a special educational need.

Around 30% of pupils speak English as an additional language. This is a significantly higher proportion than in the local authority area. The school has pupils from a wide range of ethnic backgrounds. A quarter of pupils are not from a White British background. There are very few pupils who speak Welsh at home.

The leadership team is made up of the headteacher who has been in post since September 2010, a deputy headteacher who joined the school in June 2011 and two assistant headteachers. These were both at the school at the time of the last inspection.

The individual school budget per pupil for Lliswerry High School in 2012-2013 means that the budget is £4,367 per pupil. The maximum per pupil in the secondary schools in Newport is £4,885 and the minimum is £3,726. Lliswerry High School is fourth out of the eight secondary schools in Newport in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The good features of the school's work include:

- a strong performance at key stage 4 in the indicators that do not include English and mathematics;
- the significant reduction in numbers of those who leave without qualifications;
- an improving trend at key stage 3 resulting in performance above that of similar schools in nearly all indicators;
- the effective support for pupils with additional learning needs including those who speak English as an additional language;
- effective partnership working that has contributed to improving pupils' wellbeing and increased the range of options in key stage 4 and the sixth form; and
- an inclusive and supportive ethos.

However, current performance is judged as adequate because:

- there is weak performance in English and mathematics at key stage 4;
- girls' performance in mathematics is weak;
- the quality of teaching in a minority of classes is adequate at best; and
- there is inadequate co-ordination of and planning for progression in skills across the school.

### Prospects for improvement

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

- leadership has had a significant impact on strengthening the ethos of the school and on improving standards in those indicators at key stage 4 that do not include English and mathematics;
- leaders have worked effectively to introduce systems to establish structures to improve provision, with a clear focus on standards;
- leadership has not yet had enough impact on improving teaching and assessment;
- there is a lack of a strategic approach to improvement in identifying a series of clear actions that relate to the priorities; and
- there is inconsistency across departments in the quality and rigor of self-evaluation.

## Recommendations

- R1 Improve standards in key stage 4 in the level 2 threshold including English and mathematics, particularly that of girls
- R2 Improve the co-ordination of and planning for progression in literacy
- R3 Improve the consistency of teaching and assessment
- R4 Further develop the role of middle managers in school improvement and the way their performance is managed
- R5 Improve the quality and rigour of school improvement and its link to self-evaluation to ensure that clear and detailed actions are in place to meet strategic priorities

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

At key stage 4 in nearly all the indicators that include a wide range of qualifications there has been an upward trend and performance now compares well with that of similar schools. In 2012 a higher proportion of pupils gained at least five level 2 qualifications than in the family of similar schools. However, performance in the indicators that include English and mathematics has placed the school in the bottom quarter of similar schools for the last three years. In these indicators pupils do not do as well as expected.

At key stage 3 there has been a trend of improvement and, in nearly all indicators, performance has been above the average for the family of similar schools. Performance in the core subject indicator has placed the school in the top half of similar schools for all of the past five years and in 2012 was above expectations based on prior attainment. In English and mathematics, performance at level 5 and above has placed the school in the top half of similar schools for the past three years. Performance in science has fluctuated but generally been above the average for the family of schools. In all three core subjects performance at the highest levels has placed the school in the top half of similar schools for the past two years.

The number of pupils leaving school without qualifications has reduced over the last five years. In 2012 nearly all pupils left school with qualifications and stayed in education or training. This is similar to the picture locally and nationally.

The performance of pupils in the sixth form has fluctuated over the past few years. However, pupils consistently achieve the higher grades. The average points score has been higher than the average for other schools in the family for the last five years. Boys are performing better than girls and better than the average for boys in the family of similar schools and that of Wales.

There is very little difference in the performance of boys and girls at key stage 3 apart from in science where boys do less well. In key stage 4 there are significant differences in those indicators that include English and mathematics. The boys' performance is better than that of the girls and this is counter to the situation in similar schools and nationally. Girls' performance in mathematics is of particular concern. The gap between the performance of pupils eligible for free school meals and other pupils has been reducing. However, in 2012 the gap in those indicators that include English and mathematics was greater than that in the family of similar schools but similar to the national figure.

Many pupils with additional learning needs achieve an appropriate range of qualifications and make good progress in learning. Pupils who speak English as an additional language make very good progress and often achieve at a high level. Pupils who arrive at the school unable to speak English and those with speech and language difficulties make good and often very good progress in acquiring effective communication skills in English.

In the majority of lessons, pupils respond well to high expectations and are successfully engaged and motivated, and make good progress in their learning. In these lessons, they have very good problem solving and thinking skills, which they use well to develop their knowledge and understanding. They make good use of their prior knowledge and can apply this well to new situations. However, in a minority of lessons, pupils make only satisfactory progress in learning and in a very few lessons pupils do not make enough progress.

Over time most pupils gain confidence in writing in a range of styles and at length. They are able to use appropriate subject specific and general vocabulary and writing to organise their writing into paragraphs well. However, many pupils' writing contains too many errors in spelling, punctuation and grammar. In a minority of lessons, pupils respond to low expectations by producing careless and untidy work. In addition a few do not follow up on comments made by their teachers.

Nearly all have good listening skills, and are attentive to each other and their teachers. The majority of pupils apply thinking skills effectively, they are persistent in problem solving and work well in pairs, groups and independently. Nearly all pupils read aloud accurately and with good expression. They are confident to read a range of different types of written materials. However, they do not make good use of strategies for extracting information and analysing texts across all subjects.

In key stages 3 and 4, performance in Welsh second language has shown a downward trend. Key stage 3 performance has placed the school in the lower half of similar schools over the last three years and has been below the average performance for the family of schools over the last two years. At key stage 4 nearly all pupils follow a full course in Welsh second language and most are entered for the examination. However, only a minority of those entered achieve a level 2 qualification.

### **Wellbeing: Adequate**

Many pupils feel safe in school and consider that the school deals well with any incident of bullying. Many understand how they can keep themselves healthy, and engage in a wide range of sporting and extra-curricular physical activities.

Many pupils enjoy their lessons and have positive attitudes to learning. In many lessons, pupils are well motivated and collaborate well with their peers in group and pair work. The majority concentrate well and engage purposefully in tasks. Most pupils behave well in lessons although, in a very few lessons on occasion, the poor behaviour prevents others from making good progress. Most pupils are punctual to lessons and registration periods.

In 2010 attendance placed the school in the top half of similar schools but in the last two years it has fallen and is below expected levels. Pupils' low attendance impacts significantly on their progress. In addition, the number of pupils excluded for misbehaviour remains relatively high.

Pupils are involved in an appropriate range of school and community activities. The school council meets regularly and contributes effectively to a variety of issues

ranging from uniform to staff appointments. The school council are not involved in discussions about policy development, teaching and learning. However, in a few curriculum areas, such as information and communication technology and design technology pupils are involved in discussions and decision-making relating to teaching and learning. The pupils value the opportunity to have a say in how and what they learn.

Many pupils respect and relate well to each other and show concern for others. Sixth form pupils make a beneficial contribution in supporting younger pupils' reading. Most pupils develop their social and life skills effectively.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum which meets the needs of pupils. This leads to recognised external accreditation and has clear progression routes. The school works well with a wide range of partners, such as Coleg Gwent, to ensure that pupils have access to a broad range of valuable curricular and extra-curricular learning opportunities. The curriculum has contributed to continued improvement in a number of important indicators at key stage 4.

The school's priority is to improve the literacy standards of all pupils. An effective intervention programme supports pupils with low level literacy skills. However, co-ordination for the development of literacy across the curriculum is underdeveloped. As a result, the quality of planning for progression in literacy skills varies too much across departments.

There are many valuable opportunities for pupils to develop their knowledge and understanding of the history and culture of Wales, both within lessons and through extra-curricular activities such as visits to the Urdd centres at Llangrannog and Glan Llyn. All pupils are provided with opportunities to learn Welsh at a level appropriate to their needs and abilities. All pupils can follow a full GCSE in Welsh second language and most are entered. This is a good feature. However, there are few opportunities for pupils to use their Welsh language skills other than in Welsh lessons.

There are beneficial opportunities in schemes of work, assemblies and tutorials to develop pupils' knowledge and understanding of sustainability and their roles as global citizens. This includes a valued longstanding link with a community in Zambia.

### **Teaching: Adequate**

In nearly all lessons there are effective working relationships between staff and pupils. Teachers have secure subject knowledge. In a very few lessons teachers have outstanding knowledge of the individual needs of learners, provide stimulating activities and tasks that meet individual learning needs and make very good use of support staff.

In around half of lessons, teachers are enthusiastic and have high expectations of behaviour and the standard of work to be produced by pupils. In these lessons, activities are matched well to the learning objectives of the lesson. During these lessons, teachers maintain a pace that is appropriate and supports learning. In these lessons teachers probe, develop and check understanding and knowledge through skilful questioning.

In a minority of lessons teaching does not meet the needs of individual learners. In these lessons, teachers do not have high enough expectations. They do not ensure that learning and skills are secure enough before moving on. In a very few lessons there is poor management of behaviour, poor planning for progression and activities that do not improve pupils' learning.

Pupils' work is marked regularly by many teachers but the marking policy is not consistently followed. The majority of teachers give constructive comments and learning targets so pupils know how well they are doing and what they need to do to improve. However, the use of assessment strategies that would enable pupils to plan for and make progress in their own learning is applied inconsistently across the school.

In the majority of lessons there are examples of peer and self-assessment. However, these are often just marking exercises and are not sufficiently focussed on improving learning.

Most pupils are aware of their targets. A few pupils can confidently indicate how to improve their learning. However, most are less clear because assessments by teachers do not give clear enough guidance about how to improve. A few teachers do not make enough use of assessment data to ensure progress of the pupils is maintained and to inform future planning.

Two interim reports and an end of year report to parents contain useful information. These are valuable records that enable each pupil's progress towards targets to be tracked and monitored.

### **Care, support and guidance: Adequate**

Pupils receive good levels of support and guidance in a safe and caring environment. Learning support assistants and pastoral staff know their pupils well and respond appropriately to concerns. The school works successfully with partners to promote health and wellbeing. The school provides beneficial advice and guidance to pupils on aspects of health and wellbeing.

A wide range of comprehensive learning experiences including assemblies, tutor periods, personal and social education lessons, and themed days promote pupils' spiritual, moral and cultural development.

Effective careers guidance has resulted in greater take-up of a variety of courses which has improved outcomes at the end of key stage 4. Very few leave without qualifications and three quarters of pupils achieve at least five level 2 qualifications.

School staff and outside agencies provide support of high quality for those with additional learning needs. Valuable support for pupils who speak English as an additional language is provided by the local authority language support team. Intervention procedures are effective in identifying and meeting the needs of these learners. A communication and intervention team successfully improve the communication skills for an identified group of pupils. This is a strong feature of the school.

The learning support centre provides beneficial support to vulnerable learners at risk of underperformance and disaffection. The centre has a worthwhile intervention programme for learners with more demanding behavioural issues. These support mechanisms have positive impacts on the behaviour and outcomes for an identified group. The introduction of a withdrawal room has been successful in improving classroom behaviour. The level of fixed term exclusions has reduced by around a third, but remains high.

Intervention strategies to improve attendance have not yet resulted in the desired outcome. The school analyses attendance data carefully and identifies individuals and groups in need of intervention. Good attendance is rewarded. However, attendance rates are below expected levels.

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

### **Learning environment: Good**

The school is an inclusive community where each pupil is valued as an individual and enabled to fully contribute to the life of the school. Detailed analysis is carried out to identify each individual's academic and personal needs, which the school then sets out to address. All pupils receive equal access to everything the school provides and are encouraged to challenge stereotypes in their subject choices. There are good arrangements to ensure pupils with disabilities are not put at any disadvantage. Much is being done to address successfully all aspects of oppressive behaviour.

The accommodation is maintained well and the internal decor is of a high standard, creating an attractive learning environment. The colourful and informative learning friezes along the tops of corridor walls celebrating Welsh culture, sporting and cultural excellence and subject aspects are particularly notable. There is a good range of teaching and support rooms which meet the needs of pupils well. The library is a valuable resource and there is a good range of sports facilities. Toilet facilities are adequate. Overall, there are appropriate levels of learning resources across the subjects with very good provision for information and communication technology.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

In a period of considerable staffing instability, the school's senior leadership team has worked effectively to establish structures to improve provision, with a clear focus

on improving standards. Many recent initiatives have had a positive impact on important areas such as behaviour and school ethos. However, there has not been enough impact in key areas, including ensuring consistency in effective teaching and assessment and raising standards. The role of middle managers is improving but at an early stage of development.

The school has appropriate arrangements in place to manage the performance of teachers and support staff. Annual performance review meetings lead to identifying a suitable number of objectives that link clearly to the school improvement plan. Objectives for teachers are appropriately focused on raising standards, but success criteria for measuring progress are not always specific enough. The school deals appropriately with under-performance.

There are suitable line management arrangements in place in relation to ensuring accountability of middle managers. These include a series of formal review meetings that lead to identifying agreed actions. However, there is variability in the way actions focus specifically on key areas for improvement resulting from self-evaluation. Middle leaders do not make enough use of data that compares performance with that of similar schools to identify trends and inform improvement planning and do not contribute to subject performance reviews.

The school's governing body receives informative presentations on the school's performance data and useful summaries of the main findings of the subject reviews which clearly highlight areas in need of improvement. As a result, governors are well-informed about the work of the school and have a clear understanding of its current performance. This is increasingly enabling governors to raise questions about performance and check on the progress the school is making in addressing areas for improvement.

Many national and local priorities feature clearly in the work underway to moving the school forward and raising standards. However, much of the activity in areas including attendance, teaching and assessment and narrowing the gap caused by deprivation is in early stages of development and yet to have sufficient impact.

### **Improving quality: Adequate**

The school has a clear cycle for self-evaluation and improvement planning. The school self-evaluation report is a useful and detailed document that draws from a sufficient range of evidence. The report is suitably self-critical and correctly identifies the strengths of the schools and many of the key areas for improvement.

Departmental evaluation reports analyse pupils' performance appropriately. Middle leaders use the findings of the scrutiny of pupils' work and the views of pupils to support the assessment of the department's strengths and areas for improvement. However, a minority of middle leaders do not evaluate thoroughly enough, and most make limited use of first-hand lesson observations within this process.

Middle leaders have a sound understanding of the use of data to monitor progress and plan for improvement. Most middle leaders use the data to compare progress with prior attainment. However, only a few use the data well enough to compare performance with that of similar schools, locally and nationally.

The school improvement plan appropriately links with many of the priorities identified in the self-evaluation report. The plan includes timescales, lead responsibilities and costs. However, it lacks sufficient detail in providing a range of actions and quantifiable targets to secure improvement against the objectives set. Departmental improvement plans follow the structure of the whole-school document. However, they also lack the appropriate detail in identifying the necessary steps to secure improvements in important areas such as teaching, marking and assessment. As a result, middle leaders do not focus well enough on these specific areas within their departments to address important shortcomings.

Continuous professional development activities support staff well. Training activities link appropriately to individual performance management targets. The school provides valuable opportunities for teachers to develop their leadership skills through secondments to the senior leadership team and through external qualifications. Most teachers are involved in networks of professional practice within the school that focus appropriately on national priorities.

The school has made satisfactory progress in addressing the recommendations from the previous inspection. However, there has been slow progress in addressing the recommendations about improving pupil attendance and improving consistency in teaching, marking and assessment.

#### **Partnership working: Adequate**

Partnerships with a range of external agencies appropriately support the curriculum and pupils' wellbeing.

The school is developing its links with parents. Parents have useful opportunities to discuss problems and progress. However, formal links with parents are underdeveloped. As a result the school has not been successful in engaging parents to improve important areas such as attendance and the performance of specific groups of pupils, particularly those entitled to free school meals and girls at key stage 4.

The school works well with its partner primary schools to prepare pupils effectively for the transition to secondary school. As a result, pupils settle quickly into life in Year 7.

The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils at key stage 4 and in the sixth form. The school has suitable quality assurance arrangements to monitor the quality of the courses delivered collaboratively and respond appropriately to concerns about quality.

#### **Resource management: Adequate**

Measures to address a significant projected budget deficit by reducing and restructuring the school's staffing have been managed effectively. There has been a significant reduction in staff absence over the last three years. The recent appointment of new associate senior leaders has increased the capacity of the senior management team and provides valuable opportunities for developing the leadership skills of staff.

The senior leadership team and governors with effective support from the school's finance manager work closely to ensure that tight budget controls are in place. Spending is kept within appropriate limits. The school makes appropriate use of additional grant funding to support school improvement plan priorities. However, it does not formally evaluate the impact of how it uses funding in terms of improved outcomes for specific groups of pupils.

In view of the adequate standards, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

At key stage 3 there has been an upward trend of improvement and in nearly all indicators performance has been above the average performance of its family of schools. Performance in the core subject indicator has placed the school in the top half of similar schools for all of the past five years. In 2012, performance was above expectations based on prior attainment. In English and mathematics performance at level 5 and above has placed the school in the top half of similar schools for the past three years, although the rate of improvement has been slower than the average for the family. Performance in science has fluctuated but generally been above the average for the family of schools apart from in 2012 when it fell below the average and placed the school in the fourth quarter of similar schools. At the higher levels of 6 and above in English and science, performance is well above the average for the family and just below the family average in mathematics. In all three core subjects performance at the highest levels has placed the school in the top half of similar schools for the past two years.

At key stage 4, performance in the indicators that include English and mathematics has placed the school in the bottom quarter of similar schools for the last three years. In these indicators pupils do not do as well as expected. However, in the indicators that include a wide range of qualifications performance there has been an upward trend and performance now compares well with that of similar schools. In 2012, three quarters of pupils achieved at least five level 2 qualifications compared with an average of two thirds of pupils in the family of similar schools. The average points score achieved by pupils was above expected levels and performance in this indicator has placed the school in the top half of similar schools for the past three years. There was a fall in the numbers achieving at least five level 1 qualifications in 2012. However, in the previous three years, performance placed the school in the top half of similar schools. Pupils are achieving well in a range of qualifications but they are not achieving as well in English and mathematics.

The number leaving without qualifications has reduced over the last five years. In 2012 nearly all pupils left school with qualifications and stayed in education or training. The number achieving the level 3 threshold in the sixth form fluctuates; it has been below the average for the family for the past three years. However, the average points score has been consistently above the average for pupils in the family of schools. Pupils are successful in achieving the higher grades.

There is very little difference in the performance of boys and girls at key stage 3 apart from in science where boys do less well and the difference is greater than the average for the family and nationally. In key stage 4 there are significant differences in those indicators that include English and mathematics. The girls' performance in mathematics is of particular concern. The boys' performance is better than girls' and this is not the picture in other similar schools and nationally. Boys in the sixth form also do significantly better than the girls and boys in the family and nationally.

In 2012, the performance of pupils in receipt of free school meals was significantly lower in those indicators that include English and mathematics and the core subject indicator than those who are not. However, in other indicators the gap is reducing.

In key stage 3 performance in Welsh second language has shown a downward trend. Performance has placed the school in the bottom half of similar schools over the last three years and below the average performance for the family of schools over the last two years. The results gained in key stage 4 also show a declining trend. Nearly all pupils follow a full course in Welsh second language but only a minority of those entered achieve a level 2 qualification.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Estyn received responses from 260 pupils, selected at random from across the age range. The responses of the pupils from Lliswerry High School were generally less positive than those of pupils from other secondary schools.

Most pupils believe that:

- they are doing well in school.

Many pupils said that:

- they feel safe
- the school deals well with bullying
- they have someone to turn to if they have any concerns;
- teachers help them to make progress;
- they have enough books and equipment;
- the school teaches them how to be healthy;
- there are plenty of opportunities to get regular exercise.
- teachers help them to understand and respect people from other backgrounds;
- they are encouraged to take responsibility;
- they received good advice when choosing their courses; and
- they are well prepared for further education or employment.

A majority of pupils reported that:

- the school takes account of their views;
- the staff treat all pupils fairly and with respect; and
- homework helps them to improve their school work.

A majority of the sixth form said they received good advice when choosing courses in the sixth form.

Only a minority said that pupils behave well and they can get on with their work.

### **Parent questionnaire**

There is no commentary on the parent questionnaires due to the small number of responses received (fewer than 10).

## **Appendix 3**

### **The inspection team**

Sue Halliwell	Reporting Inspector
Iolo Dafydd	Team Inspector
Ray Owen	Team Inspector
Marc Belli	Team Inspector
Edward Tipper	Lay Inspector
Robert Davies	Peer Inspector
Phil Grimes	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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

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.