



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

**Bishopston Comprehensive School
The Glebe
Bishopston
Swansea
SA3 3JP**

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:

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

Bishopston Comprehensive School is an English-medium 11 to 16 mixed comprehensive school situated towards the west of Swansea. There are 1,096 pupils on roll, an increase of 20 pupils since the last inspection in March 2007. Most pupils come from the six partner primary schools in Bishopston, Crwys, Knelston, Mayals, Newton and Pennard. There are also a significant number of preferred placements from many other parts of the wider Swansea area.

Around 4% of pupils are eligible for free school meals, which is much lower than the national average of 17.4%. The school has a diverse pupil intake. Nearly all pupils speak English as their first language. Forty-three pupils are categorised as having English as an additional language and 5% of pupils come from a minority ethnic background. Very few pupils speak Welsh as their first language.

The school's intake includes the full range of ability. The percentage of pupils with special educational needs is 17.6%, which is close to the national average of 18.6%. The percentage of pupils with a statement of special educational needs (3.8%) is higher than the national average of 2.6%. The school has a specialist resource base serving the local authority for eight pupils with speech and language difficulties.

The school introduced the Welsh Baccalaureate in key stage 4 in 2009.

The headteacher has been in post since 2006. The senior leadership team consists of a deputy headteacher, an assistant headteacher, a senior teacher and the school business manager. All of the senior leadership team were in the school at the time of the last inspection, but not all in their current leadership positions.

The individual school budget per pupil for Bishopston Comprehensive School in 2012-2013 means that the budget is £4,014 per pupil. The maximum per pupil in the secondary schools in Swansea is £15,254 and the minimum is £3,939. Bishopston Comprehensive School is 13th out of the 15 secondary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

Bishopston Comprehensive School is excellent because:

- the standards achieved by pupils are consistently very high and well above expectations;
- pupils, including the more able and those with additional learning needs, make very good progress;
- pupils' behaviour is exemplary and they have a well-developed sense of responsibility;
- the quality of teaching is consistently high and has a significant impact on raising standards;
- the arrangements for care, support and guidance are very well co-ordinated and highly effective; and
- the inclusive ethos of the school contributes significantly to pupils' mature attitudes and strong awareness of the needs of others.

Prospects for improvement

Bishopston Comprehensive School's prospects for improvement are excellent because:

- it is led very well by a dedicated headteacher;
- the headteacher is ably supported by a strong senior leadership team, effective middle leaders and an experienced governing body;
- the staff are well trained and working groups are successful in improving the quality of teaching;
- the school has a very strong track record in securing improvement; and
- there is effective co-operation between staff, managers and governors.

Recommendations

- R1 Ensure that all pupils have the opportunity to gain a recognised qualification in Welsh second language
- R2 Improve the consistency of written feedback to pupils
- R3 Strengthen the rigour in monitoring improvement plans and in the evaluation of their success

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

The key stage 4 performance has been consistently well above family averages for all key indicators and each of the core subjects for the last four years. Performance in the level 2 threshold including English and mathematics and the core subject indicator is the highest in the family of schools. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the top quarter of schools for the last four years in nearly all core subjects and key indicators.

In key stage 3, performance has been very good over the last four years and well above expectations. Performance in the separate core subjects English, mathematics and science has been consistently above the family of schools average and that of similar schools based on the proportion of pupils entitled to free school meals.

A particular strength is the high proportions achieving the very highest grades in key stage 4 examinations and in key stage 3 teacher assessments. In 2012, 45% of GCSE grades were awarded at 'A' or 'A*'. In key stage 3 assessments, a quarter of pupils attained level 7 or above in English, two-fifths attained level 7 or above in science and more than half of pupils attained level 7 or above in mathematics. This is an outstanding feature.

No pupils have left without qualifications in the past two years and many remain in full time education.

At both key stages the gap between the performance of boys and girls in many key indicators is smaller than the family of schools and Wales averages. However, girls do better than boys in key stage 4 in those indicators which include English, mathematics and science, and the gap in performance is larger than family of schools or Wales averages. The very few pupils entitled to free school meals do very well compared to those in Wales as a whole. The school has narrowed the gap between the performance of those entitled to free school meals and those who are not. Pupils with additional learning needs achieve above expectations. More able pupils achieve highly and this is a significant strength of the school.

Most pupils make very good progress as they move through the school. They recall prior knowledge well and apply this knowledge skilfully to develop their understanding of new situations. Nearly all pupils work well in pairs and groups, sharing their ideas maturely to solve problems.

Pupils of all abilities make very good progress in developing their literacy, numeracy and thinking skills. Pupils develop their numeracy skills well in measuring volume, collecting data, and making accurate calculations. Many pupils also show high level skills in information and communication technology.

Most pupils listen closely to each other and a majority articulate their viewpoints well in class and group discussion. They confidently answer questions and a few pose challenging questions to the teacher to develop their knowledge further.

Most pupils read fluently and can extract information from challenging texts accurately, as well as using inference skills adeptly in making notes. An outstanding feature is the perceptive analysis of writers' persuasive techniques in a range of texts by more able pupils in both key stages.

Most pupils use subject specific vocabulary well and produce detailed extended writing for a wide variety of purposes, including persuasive leaflets, speeches, newspaper reports and descriptions. More able pupils articulate their ideas well in writing using a sophisticated vocabulary and structure. Many pupils' spelling, punctuation and grammar are accurate, in line with their ability.

In Welsh second language at key stage 3, pupils performed better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last four years and in 2012 the school was in the top half of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last three years, but are generally low. In 2012, the proportion of pupils who achieved a level 2 qualification increased. However, no pupils took the full course qualification.

Wellbeing: Excellent

Most pupils demonstrate a very mature attitude to their learning. They are confident and self-assured. They take responsibility for their actions and the quality of their work and have a very positive attitude to their studies. The level of care, concern and respect pupils have for each other is outstanding. They are not afraid to offer or receive help from one another and this has a positive impact on their progress and achievement.

A structured team of school prefects provide exceptional social and moral support to younger pupils in their role as school mentors. The head boy and head girl select mentors for their ability to empathise and help others. These mentors provide effective support in form time, as reading 'buddies' and as sports mentors. This has a very positive impact on the way pupils relate to one another.

The school council is effective and has contributed to senior staff appointments, reviewed aspects of the curriculum and made improvements to the school environment. Pupils are also suitably involved in making decisions about effective teaching and learning through reviewing lesson observation procedures.

Nearly all pupils are courteous and polite to one another, to their teachers and to other adults. Their behaviour in class and around the school is exemplary.

Nearly all pupils feel very safe and very well supported in the school. Bullying is a rare occurrence and pupils are confident that any issues of bullying are dealt with promptly and fairly. Most pupils understand the importance of exercise and healthy lifestyles and many take part in the extensive range of extra-curricular activities.

Pupils are actively involved in a variety of community projects and charity work, including extensive participation in musical and dramatic productions. Many older pupils take on active volunteering roles through the Duke of Edinburgh Award Scheme and Welsh BaccaLaureate qualification. This has a positive impact on their awareness of being part of a community.

Pupils' attendance levels over four of the last five years are very good. In 2012, attendance levels placed the school in the top quarter of similar schools in Wales and just above the average of their family of schools. There have been no permanent exclusions in the last three years, the number of fixed term exclusions has been very low and there were no fixed-term exclusions in 2012.

Key Question 2: How good is provision?	Excellent
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Learning experiences: Good

The school provides a broad and balanced curriculum, which fully meets requirements and pupils' needs at both key stages. A wide range of general and vocational pathways are available to pupils at key stage 4. These are delivered in partnership with the local college and other providers to ensure that almost all pupils can access their preferred choices.

There is an extensive range of extra-curricular activities in sport, music and drama with high participation rates. Together with opportunities for pupils to study additional subjects such as Latin, Spanish and psychology, this provision has a positive impact on extending the breadth of pupils' education.

A team of teachers and support staff, from a range of subjects, lead the school's priority to improve pupils' literacy and numeracy skills. This recent initiative is having a positive impact on classroom practice, particularly in developing higher order reading skills. Well-targeted intervention programmes support pupils' numeracy, reading and spelling skills effectively. A minority of pupils in key stage 4 take the Welsh BaccaLaureate and have suitable opportunities to gain qualifications in wider key skills.

The school promotes the Welsh dimension well in all subject areas and through a range of extra-curricular activities including a community Welsh evening, eisteddfodau, and residential visits. The recent appointment of a co-ordinator has raised the profile of bilingualism across the school and many staff use incidental Welsh regularly in their lessons. However, the use of incidental Welsh by pupils is limited.

Education for sustainable development and global citizenship is well developed. The school makes sure that pupils understand the need to recycle and live sustainably. Pupils lead a variety of projects in collaboration with Amnesty and Fair Trade and raise a significant amount of money for a number of charities.

Teaching: Excellent

The high quality of teaching makes a significant contribution to the standards achieved by pupils.

Nearly all teachers have very good subject knowledge and high expectations. They plan well-structured lessons that cater very well for a range of pupils' abilities. Lesson aims and objectives are clear and teachers often link these well to assessment and success criteria that are shared with pupils. Relationships with pupils are strong. Most teachers manage behaviour effectively and use a wide range of stimulating learning activities to interest and enthuse pupils.

Teaching is outstanding in a minority of lessons. In these lessons, there is skilful sequencing of progressively challenging learning activities, which promote thinking and learning and help to build pupils' confidence and resilience. This has a positive impact on the very high standards pupils achieve. Teachers develop high quality, topical and relevant resources, which support the development of pupils' higher order reading skills and thinking skills well. These teachers provide good opportunities for learners to reflect on their learning at regular intervals throughout lessons to review progress. They also use skilful questioning to develop pupils' understanding.

Teachers provide frequent opportunities in lessons for pupils to assess their own and others' work. This is a particular strength across the school. In many lessons, teachers use a wide range of strategies to help pupils understand how well they are progressing and to improve their work. Beneficial resources that allow pupils to practise and assess their work outside school hours are available through the school's website.

Nearly all teachers mark books regularly and provide detailed comments in key assessments, with clear targets for improvement. However, the quality of written feedback in pupils' books is inconsistent within and between subject areas and too many comments lack detailed advice to pupils on how to improve their work.

The school sets pupils challenging aspirational targets and tracks their progress effectively. Teachers and managers identify underachievement promptly and provide relevant support. Where pupils are achieving or exceeding their targets, teachers revise them as appropriate to maintain challenge. This has a significant impact on raising and maintaining high standards.

Reports to parents are clear and informative and set out areas for improvement. The school provides helpful opportunities for students to contribute to the report and most parents feel that they are well informed about their child's progress.

Care, support and guidance: Excellent

The school promotes a very supportive environment where pupils develop a mature understanding of their role within the school and local community. The school encourages pupils of all ages and abilities to show initiative and contribute to decision-making through the work of the school council and other pupil-led groups. The school also encourages pupils to take responsibility for the quality of their own work and wider achievements. This has had a positive impact on attendance and on consistently high levels of attainment.

The well-planned spiritual, moral, social and cultural programme within the school teaches pupils how to respect and care for one another. Pupils learn how to

celebrate each other's strengths and respect each other's values. Extensive opportunities for mentoring and volunteering are strengths of this provision. School assemblies and the thought for the week provide pupils with valuable opportunities to develop their own beliefs and an understanding of the beliefs of others. A focus on topical issues allows pupils to explore their feelings about current affairs. Nearly all pupils have useful opportunities to lead assemblies. This adds to their maturity and self-assurance.

There are very effective arrangements to support pupils' health and wellbeing through a thoughtfully structured pastoral programme that includes sex and relationships education.

Pupils receive beneficial advice and guidance at key transition points. A range of supporting materials together with well-attended information evenings successfully support learners as they move on to the next stage in learning.

The school works well with partners and specialist services to provide pupils with valuable advice and guidance. This allows pupils to make informed and considered decisions about their future careers and studies. Initiatives include working with local employers to enable pupils to practise interview techniques and job-seeking skills in a real-life context.

Pupils with additional learning needs receive beneficial support and are included very effectively in all aspects of school life. Vulnerable pupils are able to access a very supportive 'safe haven' room during breaks and lunchtime. However, the school supports them so effectively that they are confident enough, on frequent occasions, to join with other pupils at these times.

The school makes very good provision for pupils within the Special Teaching Facility to join in with all parts of the school curriculum and extra-curricular activities.

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

Learning environment: Excellent

The school's positive and fully inclusive ethos has a significant impact on the exemplary attitudes and behaviour of all pupils. The school's main aim, to be an 'outstanding learning community based on mutual respect' is shown through its values and culture. Pupils receive equal access to all areas of the school's provision. A strength of the school is in the very clear emphasis on recognising, respecting and celebrating diversity, allowing all pupils to be included in the curriculum and wider life of the school.

Accommodation is very good and has been improved over the last few years and more recently with the new purpose built specialist teaching facility. It is very well maintained, safe, secure and used to good effect. Improvements to the learning resource centre and sporting facilities support effective teaching and learning. Colourful and attractive displays stimulate learning and celebrate pupils' creative and written achievements.

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

Leadership: Excellent

Strong leadership at all levels has resulted in consistently high levels of performance and high quality of teaching and learning across the school. It has also had a significant impact on wellbeing, behaviour and attendance.

The headteacher provides clear strategic direction with a strong commitment to developing the school as a vibrant learning community. He communicates his vision enthusiastically and effectively to staff, parents and pupils. His leadership is visible and impacts clearly on all aspects of school life. All staff and pupils share this common vision, values and purpose. An outstanding feature of leadership is the way that the school involves senior prefects in their strategic planning and direction.

The headteacher is supported by a capable senior leadership team who have very clear areas of responsibility. They play an effective role in supporting and challenging middle managers and have high expectations of the areas that they manage. Lines of accountability are clear to ensure that pupils fulfil their potential and achieve aspirational targets.

Middle leaders make a significant contribution to the school's success and carry out their role and responsibilities very effectively. They share good practice within their departments and a minority work effectively with other middle leaders within the school to improve their practice. A majority have shared their effective teaching practice with other schools, including those in their family of schools.

Leaders and managers know the school well and have high expectations. Systems are clearly focused upon improvement. They analyse data thoroughly to inform strategic planning. Communication is very effective at all levels. Leaders and managers place a high priority on improving quality and standards, in a supportive ethos where all feel valued.

Performance management is well organised. All teaching staff have an identified target to deliver excellent teaching. Carefully organised and appropriate professional development activities support teachers to reflect and refine their teaching practice.

The governing body is well informed, has a good understanding of the school's performance and challenges the school to improve. Governors have a very good understanding of their roles and provide rigorous 'critical friendship' to the school. There is a suitably high level of support and challenge to the headteacher and senior leadership team.

The school takes full account of local and national priorities and these are incorporated well in the school's development plan.

Improving quality: Good

Senior leaders use a wide range of first-hand data to make reasoned judgments on all aspects of the school's performance. Their detailed and careful analysis of

examination results, lesson observation and scrutiny of pupils' work provides an accurate view of the school's performance. This information is shared effectively with the governing body and all teachers so that they can use it to evaluate their practice. The school regularly seeks external reviews to verify its judgements, as well as taking account of the views of pupils and parents to improve the quality of education provided.

Planning for improvement draws appropriately on the results of self-evaluation. Senior leaders use these results to establish priorities for the school's development plan. In recent years their planning has had noticeable success in bringing about improvement in the quality of teaching and maintaining high standards of attainment, particularly for more able pupils.

The plans identify targets for improvement, resource allocations, monitoring arrangements and responsibilities. However the targets are not expressed with enough precision and it is not always clear how the impact of activities can be accurately measured.

Middle leaders prepare similar development plans. Around half of these plans pay due attention to both whole school priorities and issues identified by review of their areas of responsibility. Others are too vague and merely repeat aspects of the whole school plan.

The school is a strong learning community. Staff development needs are clearly identified and the school uses a range of methods to meet both the individual's professional needs and the overall needs of the school. The effectiveness of training is rigorously evaluated to ensure good value for money. The way in which the school shares good practice with other members of its family of schools and with local primary schools is a particular strength.

The school has recently established several innovative 'professional development posts' where staff lead on developing strategies to drive forward progress in a number of national priority areas, including bilingualism, literacy and numeracy.

The school has made generally good progress in addressing the recommendations from the last inspection, although a very few issues regarding self-evaluation processes and assessment remain unresolved.

Partnership working: Good

The school works effectively with a wide range of partners to improve standards for pupils and expand the range of options available to pupils at key stage 4. Staff work closely with local schools and colleges to monitor pupils closely and the school is kept fully informed about the pupils' progress, attendance and wellbeing.

Many well-established transition events with the partner primary schools impact positively on the wellbeing and academic needs of pupils as they move to the comprehensive school. The jointly-planned and effectively-managed transition programme supports consistency in standards and ensures a smooth transition for pupils.

The school has productive partnerships with initial teacher training providers, local businesses and other agencies.

Very good relationships exist with the school's parents and carers. Pupils benefit from the many strategies used to involve parents, including a very supportive parent teachers association who play an active role in organising fundraising events.

Resource management: Excellent

The school has sufficient appropriately qualified and experienced teachers to teach the curriculum. Effective performance management procedures identify and meet the professional development needs of all staff. There are enough support staff to ensure the smooth administration of the school and provide good support for pupils and their learning needs.

The headteacher and the governing body have an accurate understanding of the costs of running the school and budget accordingly. In recent years, their prudent budgeting has allowed the school to enhance its curriculum while re-organising the staffing structure. Further savings have been used to support curriculum development and to allow for modest improvements to the buildings.

In view of the high quality of teaching and outstanding outcomes for pupils, the school offers excellent value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance has been very good over the last four years and well above expectations. Pupils make good progress from key stage 2. Performance in English, mathematics and science combined has been more variable at level 5 or above. However, in 2012, it was among the best compared with that of similar schools in the family of schools and has placed the school in the top quarter of similar schools in terms of the proportion of pupils entitled to free school meals. Performance in the separate core subjects English, mathematics and science has been consistently above similar schools averages, and English performance at level 5 or above was the highest in the family of schools. A particular strength is the high proportion achieving the very highest levels. In 2012, a quarter of pupils attained level 7 or above in English, two-fifths attained level 7 or above in science and more than half of pupils attained level 7 or above in mathematics. This is an outstanding feature.

The key stage 4 performance has been consistently well above family of schools' averages for all key indicators and each of the core subjects for the last four years. In 2012, performance in the level 2 threshold including English and mathematics and the core subject indicator placed the school as highest in its family of schools. When compared with similar schools based on the proportion of pupils entitled to free school meals, performance has placed the school in the top quarter of schools for the last four years in the level 2 threshold, capped points score, level 1 threshold, level 2 English and level 2 mathematics. Pupils make very good progress from previous key stages in the capped points score, level 1 threshold including English and mathematics and the core subject indicator. The school has exceeded expectations for all three measures in key stage 4. A particular strength is the high proportion achieving the very highest grades in key stage 4 examinations. In 2012, 45% of GCSE grades were awarded at 'A' or 'A*'.

No pupils have left without qualifications in the past two years. Many remain in full time education.

At both key stages the gap between the performance of boys and girls in many key indicators is smaller than national and family averages. However, girls do better than boys in key stage 4 in those indicators which include English, mathematics and science and the gap in performance is larger than family or Wales averages. The very few pupils entitled to free school meals do very well compared to those in Wales as a whole. The school has narrowed the gap between the performance of those entitled to free school meals and those who are not. Pupils with additional learning needs achieve above expectations. More able pupils achieve highly and this is a significant strength of the school.

In Welsh second language at key stage 3, pupils performed better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last four years and in 2012 the schools was in the top half of similar schools based on free-school-meal benchmarks. At key stage 4, entries for

Welsh second language qualifications have fluctuated over the last three years, but are generally low. In 2012, the proportion of pupils who achieved a level 2 qualification increased. However, no pupils took the full course qualification.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 302 pupils selected at random from across the age range. Responses are very positive and are generally higher than those from other schools.

Nearly all pupils believe that they are doing well in school and that they are safe in school. Most say that there is someone to talk to if they are worried. Most pupils feel that the school deals well with any bullying. These figures are higher than the proportion saying this in other secondary schools. Most say that the school teaches them how to keep healthy and that there are plenty of opportunities for them to get regular exercise. Nearly all pupils report that teachers help them to learn and make progress and that they have enough books and equipment to do their work. Nearly all pupils feel that they are encouraged to do things for themselves and to take on responsibility. Many say that homework helps them to understand and improve their work.

Most pupils say that the school helps them to understand and respect people from other backgrounds and most feel that staff respect them and their background and treat all pupils fairly and with respect. Most pupils feel that pupils behave well and that they can get their work done. The proportion of pupils saying this is significantly higher than those in other secondary schools. Many pupils believe that the school listens to their views and makes the changes they suggest. These figures are higher than the proportion saying this in other secondary schools. Most pupils report that they were given good advice for choosing courses and that the school helps them to be ready for college or their working life. These proportions are higher than average from other secondary schools.

Responses to parent and carer questionnaires

Estyn received 104 responses to the parent or carer questionnaires. Overall, parents expressed very positive views about the school.

Nearly all parents say that their child likes school and most parents are satisfied with the school. Most parents say that their child is making good progress and was helped to settle in when they started school. Most parents consider that their child is safe in school. All parents believe that teaching is good. Nearly all think that the school is well run and that staff expect their child to work hard and do his or her best.

Most parents feel that their child is encouraged to be healthy and take regular exercise and that pupils behave well in school. These figures are higher than the proportion of parents saying this in other secondary schools. Many parents consider that there is a good range of activities, including trips or visits. Most parents consider that their child is encouraged to become more mature and take on responsibility. Most agree that the school's homework builds well on school work. Most parents say that staff treat all children fairly and with respect. Most parents think that their child receives appropriate additional support in relation to any particular individual needs and most consider that their child is prepared well for the next stage of learning or employment. Most parents feel that the school keeps them well informed about their child's progress. Most are comfortable about approaching the school with questions, suggestions or a problem and most feel that they understand the school's procedure for dealing with complaints.

Appendix 3

The inspection team

Jackie Gapper	Reporting Inspector
Gill Sims	Team Inspector
David Hughes	Team Inspector
Rhian Griffiths	Team Inspector
Elizabeth Halls	Lay Inspector
Ian Gerrard	Peer Inspector
Jeff Bird	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.