



A report on

**St Joseph's R.C.High School
Pencarn Way
Tredegar Park
Newport
NP10 8XH**

Date of inspection: January 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

St. Joseph's Roman Catholic High School, Newport, is a voluntary-aided, mixed, 11-18 school, in the city of Newport and within the Catholic Archdiocese of Cardiff. There are 1,480 pupils on roll, an increase of 93 since the last inspection in January 2007. There are 320 students in the sixth form.

Most pupils come from within the city of Newport, and a small minority come from Risca, Caldicot and Chepstow. Around 70% of pupils come from Catholic families and about 30% of pupils come from other Christian denominations and faith groups.

Pupils come from a wide range of socio-economic backgrounds. A total of 15.6% of pupils are entitled to free school meals. This is slightly below the national average of 17.4% for secondary schools in Wales. Around 29% of pupils live in the 20% most deprived areas in Wales.

Pupils 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. Fourteen per cent of pupils have a special educational need. This figure is also lower than the average for secondary schools.

Just over 15% of pupils come from minority ethnic backgrounds and 200 pupils currently speak English as an additional language. Overall, there are 34 different languages spoken by pupils. Very few pupils speak Welsh at home.

The headteacher has been in post for 16 years. There are also two deputy headteachers and two assistant headteachers, all appointed in the past three years.

In November 2004, the school moved from its previous premises to a completely new building on a new site.

Religious education and collective worship are inspected by a representative of the Archdiocese, under section 48/50 of the Schools' Inspection Act, and a separate report is published.

The individual school budget per pupil for St Joseph's Roman Catholic High School in 2012-2013 means that the budget is £3,726 per pupil. The maximum per pupil in the secondary schools in Newport is £4,885 and the minimum is £3,726. St Joseph's Roman Catholic High School is eighth out of the eight secondary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

St Joseph's Roman Catholic High School is excellent because:

- the standards achieved by pupils are consistently very high and well above expectations;
- pupils, including boys, the more able and those with additional learning needs, make very good progress;
- attendance is exceptional;
- behaviour is exemplary;
- learning experiences are extensive and meet the needs of pupils well ;
- teaching and assessment are of consistently high quality;
- the arrangements for care support and guidance are very well co-ordinated and highly effective; and
- the ethos of care and service to others is very strong.

Prospects for improvement

The prospects for improvement by St Joseph's Roman Catholic High School are excellent because:

- it is led very well by an inspirational headteacher;
- she is ably supported by a very good senior leadership team, effective middle leaders and an exceptional governing body;
- self-evaluation and improvement planning have a significant impact on the quality of teaching and learning and standards;
- the staff are well-trained and working groups are successful in improving standards;
- there is exemplary involvement by pupils in the evaluation of teaching and learning; and
- partnerships are strong and have a significant impact on the range of learning experiences and support and guidance available to pupils.

Recommendations

R1 Increase the use of Welsh in situations outside of Welsh lessons

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

The standards achieved by pupils are outstanding. The school has sustained high levels of performance over the last five years and there are a number of very strong features. These include the outstanding progress and achievement of all pupils including boys and more able pupils.

In key stage 3, performance has been very good over the last five years and usually well above expectations. Performance in English, mathematics and science combined has been among the best compared with that of similar schools. Performance in the core subjects individually has been consistently above that of similar schools. A particular strength is the high proportion of pupils achieving the very highest levels.

The key stage 4 performance is consistently well above family averages for all key indicators and each of the core subjects. Performance in the core subjects and key indicators has placed the school in the top quarter or top half of similar schools for the last five years. Performance in those indicators that include English and mathematics and a wide range of qualifications consistently exceeds expectations.

Pupils make very good progress from previous key stages. No pupils have left without qualifications in the past three years. Nearly all remain in full-time education and many continue their education in the school's sixth form. In the sixth form, pupils perform well and a very high percentage gain the level 3 threshold.

The gap between the performance of boys and girls, particularly in English has reduced significantly over the last three years. At all key stages the difference between the performance of boys and girls in all key indicators is far less than in similar schools and in Wales.

In 2012, the school significantly narrowed the gap between the performance of those entitled to free school meals and those who are not. Pupils with additional learning needs often achieve above expectations and more able pupils achieve very well. Pupils who join the school with less good literacy and numeracy skills make very good progress and by the end of key stage three achieve above expected levels.

The proportion achieving the top grades at the end of key stage 4 is significantly higher than expectations in the majority of subjects, including the core subjects and this is a significant strength of the school.

In lessons and over time nearly all pupils make very good progress in developing their knowledge, understanding and skills. Nearly all pupils work enthusiastically and productively on their own, in pairs and in groups. They make very good use of their prior learning when presented with new ideas and information.

Most pupils have good literacy skills. In many subjects they write fluently and at length for different purposes. They use a good range of descriptive and specific vocabulary to communicate their ideas and present their knowledge well. The most able use sophisticated language in very well constructed writing. Nearly all pupils read a wide range of texts with understanding and expression. Many extract information from their reading skilfully and are able to analyse texts successfully. Nearly all pupils listen very well to each other and their teachers. They speak clearly and confidently, using a wide range of general and subject-specific vocabulary. Pupils are respectful of the views and backgrounds of others and are careful in their choice of words.

Most pupils respond very positively to tasks that challenge their thinking. They are able to make creative connections between ideas, and respond well to activities that demand that they explore and evaluate information. This has a positive impact on their learning and the standards they achieve.

In key stage 3, pupils make suitable progress in Welsh second language. Over the past three years there has been an upward trend in performance at level 5 and in 2012 their performance was above that of similar schools. In key stage 4 nearly all pupils take a GCSE course in Welsh and a majority make good progress. However, pupils do not use Welsh regularly enough outside of Welsh lessons.

Wellbeing: Excellent

Pupils are very proud of being part of St Joseph's Roman Catholic High School. They really enjoy coming to school and taking part in all the learning experiences and opportunities the school provides. Their positive attitudes to learning have a very strong impact on attendance, behaviour and standards.

Attendance levels over the last five years are outstanding and consistently place the school in the top quarter of similar schools in Wales. This is an outstanding feature.

Pupils' behaviour is exemplary. They are courteous and relate very well to one another as well as to all staff and visitors.

The school council and other pupil groups make highly valued contributions to decision-making and school improvement. They have impacted on a range of initiatives and policies, including offering suggestions about the ways in which they learn, as well as contributing towards senior staff appointments. They are successful in bringing about change, for example, in improving lesson starters and endings.

Pupils feel very safe and very well supported by form tutors and heads of year. Pupils understand the importance of healthy eating. Many participate in the extensive programme of extra-curricular events, community activities and charity work. They develop self-confidence and have great satisfaction in serving the school community well.

Nearly all pupils have a strong work ethic. They are enthusiastic, confident learners with extremely positive attitudes towards their studies. They have very well developed thinking skills, good skills to improve their own learning, and are able to work productively with others. This means that they are well prepared for the next stage of their learning.

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

The learning experiences provided by the school have a significant impact on standards and wellbeing. Very strong features include the provision for more able and talented pupils, arrangements to ensure progress in skills, an extremely wide range of extra-curricular activities and high quality education for sustainable development and global citizenship.

The school provides a broad and balanced curriculum that fully meets statutory requirements and effectively meets the needs of all learners. The curriculum at key stage 3 builds constructively upon pupils' learning in their primary schools. At key stage 4, the availability of a wide range of general and vocational choices fully meets pupils' needs and aspirations. In the sixth form, pupils can follow a wide variety of courses, either at the school itself or at partner schools and the local further education college. The arrangements for the Welsh Baccalaureate Qualification broaden considerably and enrich the range of experiences on offer.

A wide range of very well attended extra-curricular opportunities complement and extend pupils' experiences. There are highly effective arrangements in key stage 3 to support pupils who need additional help with their literacy and numeracy skills. They receive exceptional support that allows them to reach, and often exceed their expected levels of performance by the end of Year 9. The school provides high-quality, targeted support to stretch more able and talented pupils. This has a very beneficial effect on their overall progress.

The Welsh dimension of the curriculum and Welsh ethos of the school are appropriate. The school makes suitable arrangements to develop pupils' use of the Welsh language.

Education for sustainable development and global citizenship is extremely well developed. The eco group is long established and they are currently working toward their third Green Flag. Very large numbers of pupils are actively involved in recycling and improving the school environment. The school also provides plenty of worthwhile opportunities for pupils to learn about the lives of others in the world and their role and responsibilities as global citizens.

Teaching: Excellent

Consistently high quality teaching contributes significantly to the very high standards achieved by pupils.

In around a third of lessons there is exceptional teaching that successfully develops pupils' thinking and shows them how to be highly effective learners. Teachers provide a range of stimulating activities to extend and challenge pupils and encourage them to develop as independent, confident learners. In these lessons there are very high expectations of what pupils can achieve. During these lessons teachers check understanding and progress and modify teaching in order to meet fully the needs of pupils. This leads to high levels of concentration, participation and reflection on progress. As a result, pupils of all abilities have a thorough understanding of how to achieve their aims and make very good progress.

In nearly all lessons teachers provide well planned and resourced lessons. The activities are well matched to the needs of individual pupils. These develop pupils' knowledge and skills well, enabling most pupils to make good progress. High expectations, enthusiasm and very good working relationships engage and motivate pupils and contribute to an exceptionally positive learning environment. Teachers provide frequent opportunities for pupils to work together to develop their communication, problem solving and independent learning skills. Teachers provide good support and guidance for writing tasks.

In a very few lessons there is insufficient pace and the level of challenge and expectations are too low. In these lesson pupils make less progress.

Nearly all teachers provide valuable verbal feedback and guidance to pupils on how to improve their work. Most marking is thorough and provides high quality information on progress and advice on how to improve. This has a significant impact on pupil progress. In a very few cases, feedback is too general and fails to identify clear targets for improvement.

Most teachers provide good opportunities for pupils to assess their own and others work. This well established practice enables pupils to set effective targets and improve their understanding. Pupils know what they need to improve and how to do it.

Most teachers use a good range of assessment tasks. They use the outcomes from these extremely well to track pupil progress, set challenging targets, and identify a wide range of very successful intervention strategies. Pupils are provided with very good opportunities to discuss their progress and receive good quality mentoring. This system is highly effective and contributes significantly to outstanding pupil outcomes.

Parents receive good quality reports outlining pupils' achievement and effort. These reports indicate clearly the progress pupils are making and in nearly all cases provide useful targets for improvement.

Care, support and guidance: Excellent

The quality of care support and guidance is a significant strength that contributes appreciably to high standards of wellbeing and performance.

The systems for supporting and guiding pupils are very well co-ordinated and highly effective. The system for sharing concerns and praising success, mentoring arrangements, learning support centre, work with other agencies and purposeful staff meetings provide timely and valuable support for pupils. The range and extent of support identified for individual pupils are well communicated and closely monitored and result in excellent attendance, behaviour and performance.

The school promotes pupils' spiritual, moral and cultural development very effectively through all aspects of school life, including lessons and assemblies.

The school provides good quality information, advice and guidance about option choices at each key stage. The arrangements include careers advice, guidance events and one to one meetings for every pupil in Year 9 and Year 11 with a member of the leadership team. As a result pupils follow appropriate learning pathways well matched to individual needs and aspirations. The impact of this provision is evident in the very good outcomes achieved by pupils

The school provides all teachers with useful advice and guidance on strategies to use with individual learners. Most teachers know how to match teaching and learning activities effectively to individual need. The well trained team of teaching assistants provides outstanding support for pupils. Individual education plans are specific, concise and reviewed regularly. Effective support enables pupils with additional learning needs to progress well.

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

Learning environment: Excellent

The school's stated mission is "Serving God through learning together". This commitment is evident in all aspects of school life. The school promotes care for and service to others and provides a friendly, caring, inclusive environment for all pupils. Most pupils are very keen to take on roles that support fellow pupils and the wider community. Pupils value highly the diversity of their school and have very positive attitudes towards those from different backgrounds and cultures. They demonstrate this in the careful and sensitive way that they treat each other. This strong ethos is a significant strength. The school actively promotes equal opportunities and pupils have access to all areas of the curriculum, facilities and extra-curricular activities.

All areas of the building are well maintained and high quality displays provide very useful support to learning. The school is very well resourced. It is a stimulating and pleasant learning environment for pupils.

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

The headteacher provides inspirational leadership and has a very clear strategic vision for the school. She is supported exceptionally well by other members of the senior leadership team. The team works very closely together and there is a high level of trust, respect and a strong commitment to raising standards. This culture has impacted positively on the high levels of performance in all key stages, as well as upon the quality of learning, teaching and wellbeing across the school.

Lines of accountability and individual roles and responsibilities are very clear. There are very strong and purposeful relationships between middle leaders and their senior colleagues. There is a shared commitment to an ethos of high expectation which is evident in all aspects of school life.

Leaders at all levels work very effectively together to develop appropriate strategic priorities which are reviewed regularly and robustly on nearly all occasions. There is an exceptionally high priority placed on improving quality and standards.

The analysis of performance data, which identifies areas for improvement clearly, is extensive. Leaders take positive action to improve the performance of subjects and individual teachers where necessary, through targeted intervention. There are clear strategies to address any shortcomings.

The school's performance management system is highly effective. The development needs of all members of staff are identified and acted upon appropriately. Over 30 teachers have undertaken leadership and management training successfully over the last two years. This drive to develop leadership has had a significant impact on standards.

The leadership provided by the governing body is exceptional. Governors have a very good understanding of their roles. They know the school very well and monitor, evaluate and review the life of the school and their own contribution. They provide rigorous and enthusiastic challenge and support. They contribute significantly to setting priorities for the school improvement plan. They monitor the impact of budgetary expenditure against pupil outcomes extensively.

The governing body plays an important role in supporting the Catholic ethos of the school.

The school takes full account of nearly all national and local priorities. These are prominent in policy documents and improvement plans. The school is used frequently to pilot local and national initiatives. It does this very successfully. Furthermore, the school is very active in supporting others by sharing its excellent practice with institutions and individuals across Wales.

Improving quality: Excellent

Improving quality is a significant strength of the school.

The school has systematic and rigorous procedures to gather first hand evidence for self-evaluation. These include a thorough programme of joint lesson observations and scrutiny of pupils' work by senior and middle leaders. The school has a methodical approach to gathering pupils' views which contributes substantially to its evaluation of teaching and learning. Governors are self-critical and evaluate their own impact objectively. As a result of these very strong features, the school knows very well its strengths and areas for improvement.

The school's self-evaluation report is comprehensive and contains an accurate and detailed analysis of performance. It offers an honest appraisal of performance in all areas and accurately identifies strengths as well as areas for improvement. Challenging goals and well-considered strategies in the school's improvement plans have led to outstanding standards in important areas such as the level 2 threshold including English and mathematics, attendance and pupils' wellbeing.

All middle leaders analyse data accurately and carry out thorough evaluations of performance in their areas of responsibility. However, a very few do not make enough use of evidence from lesson observations, discussions with pupils or scrutiny of work. Priorities for improvement in departmental improvement plans link clearly with the outcomes of self-evaluation. These plans include challenging targets and clear success criteria. Regular meetings between senior leaders and heads of

department focus strongly on evaluating progress against departmental and whole school objectives.

The school provides staff with a wide range of professional development activities that are carefully matched to their areas of responsibility. Most staff are members of effective working groups that have a positive impact on the quality of teaching and standards achieved by pupils. The school has successfully addressed all of the recommendations in the previous inspection report.

Partnership working: Excellent

The school has developed strong and purposeful partnerships to extend learning experiences and strengthen their arrangements to care, support and guide pupils. The combined impact of these partnerships makes a significant contribution to outstanding outcomes for pupils.

There is highly beneficial collaboration with the partner Catholic primary schools. This helps ensure a smooth transition for pupils, for example by promoting continuity in the development of literacy and numeracy skills as they move from the primary to the secondary school. There are also very effective transition activities involving pupils and parents which mean that pupils settle very well when they join the school.

The school's partnership with a broad range of outside agencies is highly effective in supporting pupils who are vulnerable. There are also effective links with local businesses which provide valuable support for mentoring pupils and interview practice.

The school works well within the post-16 partnership and this has allowed for a wider curriculum choice for pupils in the sixth form. There are beneficial systems for quality assuring the partnership arrangements.

The school has particularly strong relationships with its parents and carers. Parents and carers are actively involved in a wide range of consultation, discussion and guidance activities. Parents are very supportive of the school and attendance at all events is very high.

The school has long established partnerships with initial teacher training and education institutions. These make a useful contribution to the school's learning culture.

Resource management: Excellent

The school has an appropriate number of well-qualified and experienced staff. They are deployed effectively and very good use is made of their expertise. Support and administrative staff provide very high quality assistance to staff and pupils.

The management of the budget by the headteacher, bursar and the governing body's finance sub-committee is careful and rigorous. Budgetary decisions are based on whole-school priorities. The school makes very good use of its financial resources to meet pupils' needs. Sixth form provision is cost effective.

In view of the very high quality of teaching and learning and the exceptional standards achieved by learners, the school provides excellent value for money.

Appendix 1

Commentary on performance data

Performance in key stage 3 in all indicators, including at level 6 or above and level 7 or above is consistently better than the average for the family of schools and the average for Wales. In four of the past five years the performance in the core subject indicator placed the school in the top quarter of similar schools. Pupils make good progress from key stage 2.

In 2012, performance in the core subject indicator was well above expected levels. Performance was the highest in the family of schools and above the Wales average.

Performance in English at level 5+ has been consistently above the family average and the Welsh average for the last five years. Performance at the higher levels has also been consistently better than the family average and Wales average. In 2012, performance at level 6 or above was the best in the family and 26 percentage points higher than the family average.

In mathematics, performance at level 5 or above has been consistently above the family average and has placed the school in the top quarter of schools with similar levels of free school meals for three of the past five years. Performance at level 6 or above and level 7 or above has also been consistently better than family average and Wales average. In 2012 performance was the strongest in the family.

In science performance at level 5 or above has been consistently just above the family average and there has been a clear trend of improvement since 2010. At level 6 or above, science has been consistently better than the family average.

The gap between the performance of boys and girls in all indicators at key stage 3 is very small compared to that of the family of similar schools and national averages. The school has made very good progress in reducing the difference between boys' performance and girls' performance in all indicators and at all levels. Progress has been significantly better than in similar schools and nationally.

In key stage 4, the level 2 threshold including English and mathematics, the level 2 threshold, level 1 threshold, capped points score, English and mathematics performance individually at level 2 have all placed the school mostly in the top quarter and occasionally in the top half of similar schools for the last five years. Performance in science and the core subject indicator has been in the top quarter or above the median for four of the past five years. Performance in all indicators is consistently better than the average for the family of schools and Wales average. Performance in the capped points score has been better than modelled expectations for the past two years. The level 2 threshold including English and mathematics has been higher than expectations for the last three years. Pupils make very good progress from key stage 2 and in the last three years no pupil has left without a recognised qualification. Only a very few do not achieve at least the level 1 threshold. Nearly all pupils remain in full time education or training and many stay to join the sixth form.

Performance in the level 2 including English and mathematics has shown an upward trend and been consistently above the family average. In 2012 performance was 14 percentage points higher than the family average and best in the family. Similarly, performance in the level 2 and level 1 threshold has been consistently above the family average and shown trends of improvement. The capped points score has been in the top quarter benchmarked against performance levels in similar schools for the past three years.

In the separate core subjects, English and mathematics perform consistently above family averages and have both been in the top quarter of performance levels in similar schools for the past three years. Performance in science dipped in 2010 to the third quarter but has improved since then and over the last two years has been in the top quarter.

There is very little gap between the performance of boys and girls in all indicators in key stage 4. Four years ago there was underperformance of boys particularly in English but over three years this has been addressed successfully. The gender gap is far less than that in similar schools and national averages. Progress to address this underperformance has been better than in similar schools.

The school has been successful in reducing the gap between the attainment of pupils who receive free school meals and those who do not. In 2011 the difference in the level 2 threshold including English and mathematics was 42 percentage points. In 2012 the difference was reduced to around 18 percentage points.

Performance in the sixth form compares well to national averages. There has been a trend of improvement and the average points score has been above national and family figures for the past two years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 381 pupils, selected at random from across the age range. The responses of the pupils to every question were more positive than those of pupils from other secondary schools.

Nearly all pupils believe that:

- they are doing well in school;
- teachers help them to make progress; and
- teachers help them to understand and respect people from other backgrounds.

Nearly all pupils feel safe and are encouraged to take responsibility.

Most say that:

- they have enough books and equipment;
- there are plenty of opportunities to get regular exercise;
- the school teaches them how to be healthy;
- they have someone to turn to if they have any concerns;
- the school deals well with bullying; and
- staff treat all pupils fairly and with respect.

Many pupils report that:

- homework helps them to improve their school work;
- pupils behave well and they can get on with their work; and
- the school takes account of their views.

Many pupils in key stage 4 say that they received good advice when choosing their courses and most consider that they are well prepared for further education or employment. Nearly all pupils in the sixth form say that they were given good advice when choosing courses in the sixth form.

Parent questionnaire

Estyn received 26 responses to the parent questionnaire. Parents gave a positive or very positive response to most questions, and their views are slightly more positive than parents of pupils in other secondary schools.

All respondents said that their child liked the school and is making good progress. They also said that teachers expect pupils to work hard and overall they are satisfied with the school.

Nearly all parents said that:

- their children were helped to settle in well when they started school;
- their children are safe at school; and
- teaching is good.

Most parents also consider that:

- staff treat children fairly and with respect;
- the school helps their child to be mature and take responsibility;
- their child is well prepared for moving on to the next stage in education, training or employment;
- their children are encouraged to be healthy and take regular exercise; and
- the school is well run.

Many parents say that:

- pupils behave well in school;
- homework builds on what their child learns in school;
- they are kept informed about their child's progress; and
- there is a good range of activities available to their child.

Many parents are comfortable about approaching the school to discuss matters about their child's education and wellbeing, and know the procedure for making a complaint.

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Ceri Jones	Team Inspector
David Ivor Hughes	Team Inspector
William Gwyn Thomas	Team Inspector
Andrew Herdman	Team Inspector
Stephen John Walters	Lay Inspector
Janet Waldron	Peer Inspector
Trevor Brown	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.