



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

**Pontllanfraith Comprehensive
Coed Caeddu Road
Pontllanfraith
Blackwood
NP12 2YB**

Date of inspection: November 2012

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Pontllanfraith Comprehensive School is an 11 to 16, mixed, community school maintained by Caerphilly County Borough Council. There are 554 pupils on roll, a much smaller number than at the previous inspection in November 2006.

Pupils come from the full range of socio-economic backgrounds. Approximately 39% live in the 20% most deprived areas of Wales. Around 27% of pupils are entitled to receive free school meals, which is above the Welsh average of 17.4% for secondary schools.

Pupils represent the full range of ability. About 32% of pupils are on the school's special educational needs register. On site, there is a secondary specialist resource base, which caters for 51 pupils with statements of special educational needs from across the borough. These pupils are registered at the school. The percentage of pupils with a statement of special educational needs is 11%, compared with 2.6% for Wales as a whole.

The vast majority of pupils come from English-speaking homes. There are virtually no pupils who speak Welsh as a first language or to an equivalent standard. A very few pupils come from minority ethnic or mixed-race background.

The interim headteacher took up his post in April 2012. He is supported by a deputy headteacher and an extended senior management team comprising seven staff. A new headteacher is due to take up post in January 2013.

The individual school budget per pupil for Pontllanfraith Comprehensive School in 2011-2012 means that the budget is £4,437 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,476 and the minimum is £3,443. Pontllanfraith Comprehensive School is second out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- performance against the main indicators at both key stage 3 and key stage 4 over the last three years compares well with that of similar schools and pupils' prior attainment;
- most pupils make sound or better progress in line with their abilities and are well prepared for the next stages of their learning;
- pupils' attendance rates over the past three years have improved steadily and compare well with those of similar schools;
- the school offers a very wide range of academic and vocational courses at key stage 4;
- there is effective planning for, and co-ordination of, the development of pupils' skills, especially their literacy and thinking skills; and
- the effective organisation and contribution of a wide range of internal and external support services have a positive impact on pupils' standards and wellbeing.

Prospects for improvement

The school's prospects are judged to be good because:

- the headteacher provides strong leadership and, together with the senior management team, gives clear and purposeful direction to the work of others;
- the well-established process of self-evaluation and improvement planning, which focuses firmly on standards, teaching and leadership, has contributed to the considerable progress the school has made in recent years;
- the school works effectively with a wide range of partners and external agencies, for example to enhance the quality of learning experiences and to improve pupils' outcomes and wellbeing; and
- the school manages its resources well.

Recommendations

- R1 Raise standards in areas where there are shortcomings, in particular the level 2 threshold at key stage 4 and in science in both key stages;
- R2 improve the quality of teaching to match best practice in the school;
- R3 improve the quality and consistency of marking and feedback to pupils;
- R4 ensure greater consistency in the rigour with which managers hold staff to account for improving outcomes and provision for pupils; and
- R5 meet statutory requirements for the daily act of collective worship and the production of a suitable strategic equality plan.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's performance against the main indicators at both key stage 3 and key stage 4 over the last three years compares well with that of similar schools and pupils' prior attainment.

At key stage 4, performance shows an improving trend. In each of the last three years, the proportion of pupils attaining the level 2 threshold including English and mathematics has been above that of similar schools. Value added information for the last three years shows that pupils make very good progress relative to their prior attainment. The proportion of pupils attaining the core subject indicator improved in 2012 and was above the family average. Performance in those indicators that include a wide range of qualifications has also improved in recent years, but has generally been below that of similar schools.

Over the last three years, performance in mathematics has been well above that of similar schools. In mathematics, pupils make very good progress relative to their prior attainment. Performance in English and science improved in 2012. Performance in English is now broadly in line with that of similar schools. However, performance in science remains below that of similar schools.

At key stage 3, performance in the core subject indicator has improved significantly over the last five years and in 2012 it compared well with that in similar schools.

The proportion of pupils staying on in full-time education after 16 is broadly in line with local authority and Wales averages. The proportion who left school at 16 who are reported as being not in education, employment and training is better than local authority and Wales averages.

In 2012, the gap between the performance of girls and boys was larger than the family and Wales averages in all core subjects at key stage 3 and in those indicators including English and mathematics at key stage 4. However, in the previous year, boys performed better than girls at key stage 3. At key stage 4 there is no consistent pattern in the relative performance of boys and girls.

Although the performance of pupils entitled to free school meals is improving at both key stage 3 and key stage 4, these pupils do not perform as well as other pupils.

Pupils with special educational needs make good progress relative to their abilities.

In lessons and over time, most pupils make sound or better progress in line with their abilities. Many show a secure recall of previous learning, and build on this to extend their knowledge and understanding of new concepts and develop and refine their skills. In a few lessons, where pupils make particularly good progress, they evaluate their work well and set themselves appropriate targets for improvement. In a few

lessons, where pupils make limited progress, this is largely because learning activities do not challenge them enough or because their work lacks depth and detail.

Nearly all pupils listen attentively to teachers' explanations and instructions and to the views and opinions of other pupils. As they pass through the school, pupils develop their speaking skills well. Many speak confidently and fluently when answering questions or expressing their opinions. More able pupils are articulate and give thoughtful extended responses.

Most pupils develop their reading skills well, often from a low base. Those pupils whose reading skills on entry prevent them accessing all areas of the curriculum make good progress as a result of the targeted support they receive. Most pupils display an increasing ability to read independently and for pleasure, with many demonstrating a critical appreciation of the novels they read. Most use a range of strategies to select relevant features from text and use this information well to make considered judgements and solve problems. As they progress in their learning, many pupils select and analyse information well to draw reasoned and balanced conclusions.

Over time, most pupils improve their ability to write persuasively for a range of purposes, for example to express their views or support a particular argument. They organise their writing more effectively across a range of forms and use a wider range of vocabulary to express their thoughts with more clarity and greater effect. Many pupils spell correctly and use grammar and punctuation accurately. A minority of pupils, particularly in key stage 3, make occasional spelling errors and do not use grammar and punctuation appropriately.

In Welsh second language at key stage 3, performance does not compare well with that of similar schools. However, at key stage 4, entry levels for Welsh second language qualifications are high. Those pupils who take the full course perform well. Those that take the short course perform broadly in line with expectations. Pupils' reading and speaking skills in Welsh lessons are good. In other contexts, pupils are acquiring greater confidence in the use of the Welsh language.

Wellbeing: Good

Pupils have positive attitudes to healthy living and keeping safe. Most pupils know that they have someone to talk to if they are worried and almost all feel safe in school. Pupils understand the importance of diet and exercise to becoming and staying healthy. They enjoy participating in a wide range of extra-curricular sporting activities and there is a high take-up for these activities, particularly at key stage 3.

Almost all pupils behave well in lessons and around the school. They speak respectfully to adults and to one another, and are polite and welcoming to visitors. Most pupils have a positive attitude to their learning and engage well in lessons. Pupils' attendance rates over the past three years have improved steadily and compare well with those of similar schools.

Pupils' involvement in the school and in the wider community is extensive. This includes older pupils training as counsellors or supporting younger pupils in their role

as reading mentors. Members of the school council contribute constructively to decision-making, for example in influencing improvements to the school environment and behaviour-management processes.

Pupils' social and life skills are sound. They work together well in pairs and small groups, and show respect for the ideas and views of others. When asked to do so, pupils are enthusiastic about taking responsibility for particular tasks and duties. Most pupils are well prepared for the next stage of their learning and life outside school.

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

The school offers a broad range of learning experiences in both key stages, which meets the needs of all pupils. The effective focus on developing pupils' skills prepares them well for the next stages in their learning. Through a well-established partnership with other schools and local colleges, the school offers a very wide range of academic and vocational courses at key stage 4.

There is effective planning for, and co-ordination of, the development of pupils' skills, especially their literacy and thinking skills. The school provides particularly effective interventions for pupils in need of additional support in literacy and numeracy.

There is a broad range of extra-curricular opportunities, including sporting, musical and academic activities. There are good opportunities for older pupils to gain qualifications in sports leadership and counselling, as well as to support younger pupils to improve their literacy skills.

Provision for Welsh at key stage 3 and key stage 4 is appropriate, although pupils do not have enough opportunities to develop their use of the language outside Welsh lessons.

Education for sustainable development and global citizenship is at an early stage of development. As part of the school council, there is an enthusiastic eco-committee, which is beginning to introduce useful approaches, for example to reduce litter. A few subjects promote work on sustainable development and global citizenship well.

Teaching: Adequate

In most lessons, teachers encourage and support pupils well to build their self-confidence and engage in their learning. Most teachers have good subject expertise and structure their lessons well, for example by planning a suitable range of activities to meet learning objectives.

In the majority of lessons, teaching helps pupils to make good progress. In these lessons, teachers provide clear explanations and use questioning well to test and extend pupils' understanding. There is a strong emphasis on developing pupils' communication and literacy skills, for example through frequent opportunities for pupils to work together to share their views and solve problems, and by extending

pupils' vocabulary. Teachers encourage pupils to extend their oral responses and provide helpful frameworks to support them to produce suitably-structured written accounts.

In a few lessons, where teaching is particularly effective, teachers have an especially secure understanding of the wide range of pupils' needs. They adapt and use a variety of strategies particularly well so that pupils make excellent progress.

In a minority of classes, although pupils make satisfactory progress, they could achieve more. This is most commonly because the pace of the lesson is too slow and learning activities do not engage and challenge pupils enough. In a few lessons, there are limited opportunities for pupils to produce extended oral and written responses, and teachers do not ensure that pupils have a secure grasp of new concepts and skills.

Verbal feedback to pupils is generally helpful and nearly all pupils' work is marked regularly. A minority of teachers provide pupils with detailed written feedback that gives clear information about the quality of their work and indicates specifically what they need to do to improve. However, this practice is not applied consistently across the school.

In a minority of lessons, teachers provide useful exemplar materials and clear success criteria that help pupils to carry out effective self-evaluation and peer-evaluation. Where these approaches are less helpful, teachers do not ensure that pupils take suitable action to improve their work, for example by redrafting written responses and correcting spelling or grammatical errors.

There are systematic arrangements for assessing pupils' work and monitoring their progress, for example through interim 'snapshot' reports. These arrangements help teachers to identify underachievement and initiate suitable intervention strategies. Pupils have regular opportunities to discuss their progress with form tutors and set appropriate improvement targets. As a result, most pupils are aware of how well they are progressing.

Reports to parents provide helpful information about their child's achievement and what they need to do to improve.

Care, support and guidance: Good

The effective organisation and contribution of a wide range of internal and external support services have a positive impact on pupils' standards and wellbeing.

Pupils' wellbeing and healthy development are promoted successfully in lessons, extra-curricular activities and specialist support sessions. These arrangements encourage pupils to live healthy lives and participate constructively in the community. The school's arrangements for promoting good behaviour and improving attendance are particularly effective.

The school's social inclusion unit makes an extremely important contribution to helping pupils to improve their behaviour and attendance. In this unit, staff employ a

range of appropriate strategies and make good use of specialist support services to help vulnerable pupils and those who find it difficult to engage in education. This has a positive impact on the progress, attendance levels and standards these pupils achieve.

The school promotes pupils' spiritual, moral, social and cultural development well, particularly through its personal and social education programme. However, the school does not meet the statutory requirement for a daily act of collective worship.

Provision of specialist advice for pupils is a particular strength. Staff from the secondary specialist resource base and the social inclusion unit work very closely with external agencies to provide high-quality support and guidance, which successfully meets individual pupils' needs.

Support for pupils with additional learning needs is effective. There are well-designed arrangements to identify at an early stage pupils' needs and to monitor their progress robustly through regular reviews. The school offers a wide range of sensitive and caring support depending on the level and nature of each pupil's needs.

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

Learning environment: Good

The school is an inclusive and caring community. Its ethos to support the development of pupils' self-respect and self-esteem, and to promote these values within the school and local community, is evident in all aspects of its work. This is particularly apparent in the extensive support the school provides to those pupils whose circumstances might prevent them from achieving their potential.

The school makes good use of its accommodation to provide a welcoming learning environment, for example through attractive wall displays that celebrate pupils' work and achievements. While some areas such as the sports facilities are of particularly good quality, the external fabric and condition of many of the buildings are no better than satisfactory. Learning resources meet pupils' needs well.

The school has not produced a Strategic Equality Plan as required by recent legislation. However, its procedures and arrangements are effective in advancing equality and promoting good relations.

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

Leadership across the school contributes well to improving pupils' standards and wellbeing. There is a clear vision to raise standards and support pupils to achieve their full potential. This vision is well understood by staff and shared by all members of the school community.

The headteacher provides strong leadership. He is well supported by the deputy headteacher and by other members of the extended senior management team, who work well together. Overall, they carry out their whole-school responsibilities effectively. Senior staff give clear and purposeful direction to the work of others. As a result, staff at all levels feel valued and recognise their particular responsibilities for addressing whole-school priorities aimed at raising standards.

A well-established programme of meetings ensures effective communication at all levels. The subject leadership roles of many of the extended senior management team assist in the communication and implementation of strategies to address priorities. Middle-managers generally carry out their roles effectively.

Senior and middle managers use data well to highlight strengths and areas for improvement, and to set suitable targets for pupils and staff. Senior leaders have taken robust action to address under-performance in specific areas of the school's work. There are clear lines of accountability, although there is not enough consistency in the rigour with which managers hold staff to account for improving outcomes and provision for pupils.

Governors have a sound appreciation of the school's main strengths and areas for improvement. Their understanding and use of data to evaluate performance and provide challenge to the school are developing well. There are useful links between members of the governing body and individual subject departments, although the purposes of these links are not always clear enough.

The school pays appropriate attention to national priorities, for example in working closely in partnership with other providers to extend the range of options at key stage 4, ensuring smooth transition between primary and secondary phases of education, and improving pupils' literacy skills.

Improving quality: Good

The school has made considerable progress over the last five years. From a low base, it has improved significantly the standards that pupils achieve, attendance and behaviour. The school has also addressed well the recommendations from the previous inspection. These outcomes are the result of a well-established process of self-evaluation and improvement planning that focuses firmly on standards, teaching and leadership.

Self-evaluation procedures are primarily based on a detailed analysis of data and first-hand evidence from lesson observations. These provide a secure assessment of standards and teaching. Lesson observations evaluate teaching well, but do not assess fully the impact of teaching on the standards pupils achieve. The school makes good use of external agencies to provide an objective perspective on their own judgements of standards and quality. Pupils' views are gained appropriately, for example through various surveys, but procedures for consulting parents about the school's work are underdeveloped.

The findings of self-evaluation are set out in a detailed, realistic and self-critical whole-school report that identifies the key aspects needing improvement. This report

is complemented by departmental reports that are generally detailed and cover many aspects of their work. The majority of departmental reports include a thorough analysis of data and provide useful summaries of the areas for improvement. However, a minority of reports are not rigorous enough.

Whole-school and departmental improvement plans reflect closely the issues identified in self-evaluation reports. The priorities in the whole-school plan focus directly on raising standards and improving the quality of teaching and leadership. The plan provides a sound basis for further improvement. Strategies, responsibilities, resources, and arrangements for monitoring and evaluating the impact of these actions are specified clearly. Where appropriate, there are suitable numerical targets, although a few targets are not precise enough. Timescales are generally appropriate, but for a few priorities there are no interim milestones. The majority of departmental plans set out a clear range of initiatives, although in a few plans there are too many priorities.

The school has established a number of useful initiatives and activities to help teachers to extend their professional knowledge. All teachers are involved in a peer observation scheme that has contributed to improvements in specific aspects of teaching. Over the last year, working groups have had a significant impact on the use of assessment to support pupils' learning and the implementation of more consistent approaches to developing pupils' skills.

Partnership working: Good

The school works effectively with a wide range of partners. Partnerships with primary schools and local special schools are well-established. There are useful transition days for all pupils in Year 5 and Year 6. The transfer of relevant assessment and attendance data ensures that the school puts appropriate intervention and support in place at the start of Year 7. These arrangements help pupils to settle quickly and contribute well to continuity and progression in their learning. The school takes appropriate steps to monitor the quality of wide range of courses provided through the key stage 4 partnerships.

The school works well with local businesses, agencies and various organisations to improve pupils' outcomes and wellbeing, and to develop their awareness of life skills and the world of work. For example, the 'Step-up' programme, supported by staff from the Cynon Valley Crime Prevention team, helps vulnerable pupils engage with education and impacts positively on their wellbeing and self-esteem. Community links, such as with the Rotary club, support curriculum initiatives, young enterprise competitions and business mentoring scheme.

Parents find it easy to approach the school about any concerns they might have and are confident that the school will address such concerns appropriately.

Resource management: Good

Despite falling rolls placing constraints on funding, careful management of spending has ensured that the school has a balanced budget and that there is a suitable level of staffing to deliver the curriculum. As a result of these arrangements, pupils have

access to a suitable range of learning resources, and buildings and accommodation are maintained in a satisfactory condition.

The school generally deploys support staff and teachers well to make best use of their knowledge and expertise. Staff development needs are identified appropriately through performance management arrangements and supported well. The headteacher and senior managers ensure that expenditure is suitably linked to the priorities identified through the whole-school improvement plan and departmental improvement plans.

The school manages its resources efficiently and provides good value for money.

Appendix 1

Commentary on performance data

At key stage 4, the proportion of pupils attaining the level 2 threshold including English and mathematics improved in 2012 and was above modelled expectations. Performance has been above the family average in each of the last three years. When compared with that of similar schools based on the proportion of pupils entitled to free school meals, performance has placed the school in the top half in each of the last three years. Value added information for the last three years shows that pupils make very good progress relative to their prior attainment. The proportion of pupils attaining the core subject indicator also improved in 2012 and was above the family average, although progress has been inconsistent in the last five years.

Although performance in the level 2 threshold improved in 2012, it has been below the family average in four of the last five years. Performance in the level 1 threshold improved significantly in 2012 and is now above the family average. Performance in the capped points score also improved in 2012, but has been below the family average in the last three years. In 2012, when compared with modelled expectations, performance in the capped points score was below that to be expected.

Over the last three years, performance in mathematics has been above the family average and has placed the school in the top quarter of similar schools in terms of free-school-meal benchmarks. In mathematics, pupils make very good progress relative to their prior attainment. Performance in English and science improved in 2012. Performance in English is now broadly in line with that of similar schools. However, performance in science remains below that of similar schools.

The proportion of pupils leaving the school without a qualification is higher than family and Wales averages. The inclusion of several pupils with statements of special educational needs from across the borough who are educated in the secondary specialist resource base affects this figure considerably. The proportion staying on in full-time education after 16 is broadly in line with local authority and Wales averages. The proportion of pupils who left school at 16 that are reported as being not in education, employment and training is better than local authority and Wales averages.

At key stage 3, performance in the core subject indicator improved in 2012, maintaining a significant improvement of 23 percentage points over the last five years. When compared with modelled expectations, performance in 2012 was above that to be expected. In the last three years, performance has been above the family average and in the top half when compared with that of similar schools based on free-school-meal benchmarks.

In English, performance has improved significantly since 2008 although there was a slight dip this year. Performance has been above the family average in the last two years. However, when compared with that of similar schools based on the proportion of pupils entitled to free school meals, performance has been in the lower half in two of the last three years. Performance in English at level 6 and above improved in 2012, and has been above the family average in the last two years.

Mathematics performance has also improved significantly in recent years although there was slight dip in 2012. Performance has been above the family average for the last three years. When compared with that of similar schools based on the proportion of pupils entitled to free school meals, performance has been in the top half in each of the last three years. At level 6 and above, performance in mathematics has improved steadily in the last four years and been consistently above the family average.

Performance in science has improved since 2009 but has generally been below the family average. When compared with that of similar schools based on the proportion of pupils entitled to free school meals, performance has been in the lower half in each of the last three years.

At key stage 3 in the core subject indicator and in all core subjects, the gap between the performance of girls and boys was larger than the family and Wales averages in 2012. However, in the previous year boys performed better than girls in all core subjects. At key stage 4 in 2012, the gap between the performance of boys and girls was larger than family and Wales averages in those indicators including English and mathematics. However, there is no consistent pattern in the relative performance of boys and girls at key stage 4.

At both key stage 3 and key stage 4, pupils entitled to free school meals do not perform as well as other pupils. However, at both key stages the performance of these pupils is improving and at key stage 4 the gap between the performance of pupils entitled to free school meals and other pupils has reduced.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 116 learners, selected at random from across the age range. In many cases, learners' responses are more positive or broadly in line with national benchmarks. In a very few cases, learners express slightly less positive responses than national benchmarks.

Nearly all learners state that they feel safe in school. Many indicate that they have someone to turn to if they have any concerns and believe that the school deals well with bullying.

Most learners consider that they are doing well, are encouraged to take responsibility and feel well prepared for further education or employment.

Most say that staff help them to learn and make progress, while many say that homework helps them to understand and improve their work. Nearly all learners believe that they have enough books and equipment. Many learners state that the school teaches them to be healthy while most say that there are plenty of opportunities to get regular exercise. The majority of learners say that other pupils behave well.

Many learners confirm that staff treat them fairly and with respect and indicate that the school helps them to understand and respect people from other backgrounds.

The majority of learners feel that the school takes account of their views, although those in key stage 4 believe that they do not have enough opportunities to influence the school's work.

Responses to parent questionnaires

Estyn received 117 responses to the parent questionnaire. Of those that responded, many parents gave a positive or very positive response to all questions. Overall, parents' responses are broadly in line with national benchmarks.

Nearly all parents are satisfied with the school and believe that it is well run. Almost all parents indicate that their children are safe and state that their children were helped to settle in well when they started school. Most parents say that their children like the school.

Most consider that there is a good range of extra-curricular activities and trips, and say that their children are encouraged to be healthy.

Nearly all parents believe that their children are making good progress, and that staff expect their children to work hard and do their best. Most say that teaching is good while many say that homework reinforces learning. Most parents indicate that staff support their children well and many feel that their children are well prepared for moving on to the next school or college or work.

Most parents feel well informed about their children's progress and feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Many parents believe that pupils behave well in school and that staff treat all children fairly and with respect.

Appendix 3

The inspection team

John Thomas	Reporting Inspector
Denise Wade	Team Inspector
Sue Morgan	Team Inspector
Nigel Vaughan	Team Inspector
Alan Lowndes	Team Inspector
Stephen Walters	Lay Inspector
Geraint Rees	Peer Inspector
Gareth Edmonds	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.