



*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**

**St Joseph's Catholic School and 6th Form Centre  
Newton Avenue  
Aberavon  
Port Talbot  
SA12 6EY**

**Date of inspection: February 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 11/04/2013**

## Context

St Joseph's Catholic Comprehensive School and Sixth Form Centre is an English medium, 11-18 school in Neath Port Talbot local authority. There are 763 pupils on roll including 221 in the sixth form. St Joseph's is the designated school within the local authority for pupils with a physical disability.

The school is situated on the Sandfields estate and serves the parishes of St Joseph's (Neath), Our Lady of Margam, Our Lady of the Assumption (Briton Ferry), St Joseph's (Port Talbot), St Therese's (Sandfields) and St Benedict's (Clydach). A small number of pupils come from outside the local authority, principally from the City and County of Swansea. The school's admission policy gives priority to Catholic children but accepts pupils from other faith backgrounds including those with no faith background.

Pupils come from a broad range of socio-economic backgrounds. The proportion of pupils entitled to free school meals, at 19%, is above the national average of 17.4% for secondary schools in Wales. Most pupils speak English as their first language and very few pupils speak Welsh at home. Seven per cent of pupils come from minority ethnic groups.

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 an additional educational need.

The current headteacher was appointed in April 2012. Since his appointment the senior leadership team has been re-structured and includes two deputy headteachers. In addition, three middle leaders have been given specific whole school responsibilities and act as part of the senior leadership team.

The individual school budget per pupil for St Joseph's RC School and 6th Form Centre in 2012-2013 means that the budget is £3,937 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £5,882 and the minimum is £3,808. St Joseph's RC School and 6th Form Centre is 10th out of the 11 secondary schools in Neath Port Talbot in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance at St Joseph's Catholic Comprehensive School and Sixth Form Centre is good because:

- pupils achieve well in most indicators at key stage 4;
- standards of pupils' oracy, reading and writing are above those of similar schools in key stage 3;
- pupils demonstrate very good behaviour and positive attitudes to learning;
- high quality of teaching is provided by many staff, and has a considerable impact on maintaining high standards; and
- the school has a caring and inclusive ethos.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher and senior leadership team share a clear strategic vision for the development of the school;
- there is a shared culture of high expectations within the school;
- the school has developed a systematic approach to self-evaluation and planning for improvement.
- the whole-school self-evaluation report is detailed and self-critical and accurately identifies areas for improvement; and
- the school has robust performance management procedures.

However:

- the high teaching commitment of about half of senior leaders limits the time they have to carry out their strategic roles;
- a minority of middle leaders do not manage their areas of responsibility well enough and carry out their roles fully; and
- the school has a significant budget deficit and a lack of detail in financial planning.

## **Recommendations**

- R1 Improve the quality of marking and assessment across all subjects
- R2 Improve the quality and impact of individual education plans
- R3 Ensure that all senior leaders carry out their strategic roles effectively
- R4 Strengthen line management and accountability amongst all leaders
- R5 Improve financial planning to ensure that resources are allocated effectively to meet the school's identified priorities

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

In key stage 4, performance in the indicator that includes English and mathematics has declined over the last three years. However, this performance has been consistently above modelled expectations and higher than the family of schools average. The school's performance in indicators that include a wide range of qualifications has been consistently above the similar schools average. Pupils make good progress between key stage 2 and key stage 4.

In key stage 3, boys' performance is significantly lower than that of girls. However, in key stage 4, there is little difference between the performance of boys and girls in the indicator that includes English and mathematics.

In 2012 at key stage 4, pupils receiving free school meals did not perform as well on average as those in similar schools. However, pupils with English as an additional language and those from minority ethnic groups make good progress. Pupils with a special educational need make good progress. The proportion of pupils leaving the school, not in education, employment or training is similar to the local average.

Performance at key stage 3 in the indicator that includes English, mathematics and science has improved over the last four years and has been consistently above the average for similar schools. Performance at the higher levels in English and mathematics is better than the similar schools average. Standards of pupils' oracy, reading and writing are above the similar schools average.

A few pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Overall, these pupils make good progress after accessing intervention support.

In a minority of lessons, pupils respond positively to very challenging activities and make exceptional progress. They often make highly effective use of assessment criteria to achieve the very highest levels of achievement. Across a wide range of subjects, more able pupils write at length with fluency and show sophistication in their selection of vocabulary.

In many lessons, pupils recall prior learning effectively and build well on their subject knowledge and understanding. Nearly all pupils work well with one another in groups and pairs. Most pupils listen respectfully to other pupils' views and develop their own ideas effectively in lively discussions. However, in a few lessons, pupils do not make enough progress in their subject knowledge or skills. In these lessons, pupils, especially boys, do not concentrate enough and rely too much on assistance or direction from their teacher.

Most pupils have a wide general and subject-specific vocabulary and offer well-considered oral responses to questions. In many lessons, pupils read fluently and

are able to select relevant information and draw inference from a range of texts. In most subjects, pupils produce well-expressed extended writing for a wide range of purposes and audiences. Many pupils spell with accuracy and produce grammatically correct sentences and most pupils' work is well presented. However, a minority of pupils do not organise their written work into paragraphs well enough. A few pupils have missing or incomplete work and do not follow-up on this when identified by the teacher.

In a very few subjects, pupils use their numeracy skills appropriately. However, the range of numeracy techniques they use is too narrow.

Pupils make very good progress in Welsh and are enthusiastic about learning the language. Many pupils speak confidently and with expression, and produce accurate extended writing. Since 2009, performance in Welsh second language at key stage 3 has been consistently above the similar schools average. In 2012, all Year 11 pupils followed the full course GCSE in Welsh and achieved very high levels of attainment overall.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and most feel that the school deals well with any incidents of bullying.

Most pupils have positive attitudes about the importance of healthy eating and regular fitness. Participation rates in sporting activities are high and there is good initial take up of the 5x60 programme.

In lessons, most pupils are well motivated and show positive attitudes to learning. Punctuality to most lessons is good. Attendance rates in the last academic year were a little below modelled expectations. However, unverified data from the school shows that attendance in this academic year is improving. Behaviour in lessons and around the school is very good. There has been a significant reduction in fixed term exclusions in the last two years and no permanent exclusions in the last five years.

Pupils contribute very well to decisions about school life. The school council is an effective group and has been influential in bringing about changes such as improvements to the toilets and menu choices in the canteen. It has also been involved in the appointment of school staff. Members of the school council are associate governors.

Nearly all pupils have very good social skills. They show respect and concern for others, collaborate well in lessons and apply themselves enthusiastically to learning. Many pupils are involved in an extensive range of community and charitable activities. Many pupils take part in a wide range of stimulating cultural activities such as school plays, a debating society and school orchestra.

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

The school provides a broad and balanced curriculum that meets statutory requirements, and the interests of pupils. There are well-established links that contribute towards appropriate transition between key stage 2 and key stage 3. There is a good range of general and vocational courses at key stage 4 and post-16. The school provides a wide variety of extra-curricular activities. The school has recently implemented well-considered plans to develop pupils' literacy skills across all subjects. All departments identify worthwhile opportunities to develop skills in their schemes of work. However, the coordination for numeracy skills across all subjects is underdeveloped. Early indications show that strategies to improve pupils' writing are having a positive impact.

The school's provision for the Welsh language is a very strong feature and enables pupils to make very good progress. A particular strength is that all pupils follow full course Welsh in key stage 4, and attainment is high. The school provides a wide range of opportunities to develop pupils' knowledge and understanding of Welsh culture and language. These include residential trips and an Eisteddfod for pupils in key stage 3 and key stage 4. There are increasing opportunities for pupils and staff to use Welsh in contexts other than in their Welsh lessons.

There is effective provision to enable pupils to learn about sustainability issues. Pupils gain a very good understanding of global citizenship through international links, the personal and social education programme, and in subjects such as religious education and geography. Valuable links with organisations such as CAFOD and St Vincent de Paul provide useful experiences for pupils to participate in activities that support both the local and wider community.

**Teaching: Good**

There are exceptionally strong and beneficial working relationships between staff and pupils.

In a minority of lessons there is outstanding teaching. In these lessons, teachers have very high expectations of all pupils and set them extremely challenging tasks. These teachers are highly creative and plan stimulating lessons to promote very good progress in pupils' skills and subject knowledge. In these lessons, teachers provide pupils with detailed knowledge of assessment criteria and encourage them to develop responsibility for their own progress.

Most teachers are enthusiastic, have a secure subject knowledge and provide good language models for pupils. Many lessons are well planned, follow a logical and progressive structure, and provide a high level of challenge. This careful planning leads to high-paced and enjoyable lessons. In many lessons, teachers direct questions skilfully to probe and extend individual pupils' understanding. Teachers deploy learning support assistants effectively to support pupils who have additional learning needs.



However, a few lessons are not planned well enough and do not offer enough challenge. In these lessons there is over-direction by teachers. In addition, they make overly-long presentations and do not question pupils effectively enough.

Most teachers mark and assess learners' work regularly. A majority provide appropriate subject-specific feedback to pupils that helps to secure progress. However, a minority do not give clear enough guidance on how to improve. In lessons, a majority of teachers provide useful opportunities for pupils to learn through assessing their own work and that of others.

The school has developed systematic arrangements to track pupils' progress. This allows timely identification of the progress of individuals and specific groups. However, it is too early to evaluate the impact of recently introduced strategies to address underachievement.

Annual and interim reports provide parents with detailed information on their children's progress. However, a minority of targets for improvement in annual reports are not clear or useful enough.

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

The school provides a safe, caring environment that supports pupils' wellbeing and personal development well. There is a well-understood behaviour policy and sensitive arrangements to bring about improvement in pupils' behaviour.

The school works effectively with a wide range of specialist agencies including the police, local fire services and health professionals to supplement the personal and social education programme. A wide range of extra-curricular physical activities contributes significantly to pupils' health and wellbeing.

The school promotes pupils' social and cultural awareness very well. Tutorials, assemblies, masses, and pupil retreats provide valuable opportunities for pupils to reflect on their spiritual and moral development.

Pupils receive useful guidance, advice and support to help them to make appropriate choices at the end of key stage 3 and key stage 4. Learning coaches and mentors provide pupils with valuable emotional and educational support.

The school provides effective support for pupils with additional learning needs in intervention groups. There are beneficial systems in place to identify individual pupils who need additional help. However, a minority of individual education plans do not provide teachers with clear enough guidance on how to support pupils in mainstream lessons.

The school has valuable connections with a wide variety of specialist agencies to support pupils' individual needs. Close links with the minority ethnic achievement service ensures early identification, appropriate information transfer and well-targeted provision for pupils with English as an additional language.

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

## **Learning environment: Good**

The school provides an inclusive environment for its pupils. It has a strong Catholic ethos, expressed in its motto, 'Becoming fully human in Christ', which celebrates diversity and promotes a sense of tolerance and community. Concern for others, respect, courtesy and friendship filter through all aspects of school life. The school actively challenges stereotypes and provides equal access to pupils of all areas of the curriculum. The school encourages pupils to reflect on their own beliefs and values as well as those of others.

The school is secure and well maintained and has a wide range of beneficial learning resources including new technologies. The library, reading room and lecture theatre provide a stimulating variety of learning environments. The school has extensive playing fields. There are appropriate toilet and changing facilities. Attractive displays celebrate pupils' work in corridors and most classrooms.

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

The headteacher has a very clear strategic vision for the development of the school. Since his appointment in April 2012, he has successfully implemented a number of changes that have led to improvements in self-evaluation and planning.

The senior leadership team was restructured in July 2012 and includes two deputy headteachers and three middle leaders who act as assistant headteachers. This team provides supportive leadership and has high expectations of all staff and pupils.

The roles and responsibilities of the senior leadership team are listed clearly. However, the high teaching commitment of about half of senior leaders limits the time they have to perform their leadership roles. The job descriptions of middle leaders have not been updated to reflect current responsibilities.

Line management structures to ensure greater accountability are becoming more rigorous. However, a few leaders do not carry out their roles effectively enough. All middle leaders meet senior leaders to discuss standards and evaluate their departments. However, formal line-management meetings are not regular enough. In addition, areas in need of development and agreed actions are not recorded clearly enough to ensure accountability.

Senior leaders are beginning to provide effective support, challenge and intervention to a few departments where there is underperformance.

Many middle leaders lead their departments well and most are developing a good understanding of how to use performance data effectively. However, a few subject leaders do not manage their areas of responsibility well enough. This results in poor outcomes or low uptake of pupils on courses in key stage 4. A majority of pastoral leaders use data to monitor pupils' progress well and provide timely and effective intervention. However, a minority of pastoral leaders do not use data well enough to identify underachievement and secure improvements.

Recently, the school has significantly revised performance management arrangements and these are implemented consistently. Individual and whole-school targets focus appropriately on raising standards. However, targets for improvement are not always measurable enough.

Governors are aware of their statutory and legal responsibilities and support the school well as critical friends. The governing body is committed to helping the school improve and is appropriately involved in developing strategies for improvement.

Comprehensive reports regarding the school's progress and performance, including improvement plans and self-evaluation reports, are shared with governors. Members of the recently established data sub-committee have a secure knowledge of the school's performance. The data sub-committee communicates this information effectively to the whole governing body.

The school responds appropriately to local and national priorities, including the Welsh dimension, Learning Pathways 14-19 and improving literacy skills.

### **Improving quality: Good**

Since the appointment of the headteacher and restructuring of the senior leadership team, the school is developing a strong culture and systematic approach to self-evaluation and planning for improvement.

The school has a wide range of procedures to gather first-hand evidence to evaluate the quality of teaching and learning. These include accurate lesson observations, book scrutiny, data analysis and tracking progress. As a result of these activities, the school knows its strengths and areas for development well. The school takes good account of pupils' and parents' views and outcomes from external reviews.

The whole school self-evaluation report is very detailed and contains a comprehensive analysis of performance from examinations and teacher assessment. It clearly identifies strengths and areas that need improving. The school's improvement plan focuses well on improving outcomes. This plan includes projects that link effectively with the whole school self-evaluation report. A majority of these projects include well-considered actions, costs and success-criteria. However, a minority of these lack clear timescales for monitoring and tracking progress.

Most departmental self-evaluation reports analyse examination performance and teacher assessment data well. Most reports are evaluative, honest and suitably self-critical in judging areas for improvement. Department improvement plans link closely with outcomes from departmental self-evaluation. However, a few objectives within these plans are not precise enough to judge progress.

Regular training for staff has helped promote good practice in teaching. In addition, there have been valuable opportunities for staff to develop their understanding of self-evaluation, performance data and lesson observation. These activities have resulted in improvements to the quality of teaching and self-evaluation.

The school has made suitable progress in establishing working groups both within the school and with other schools to improve further the quality of teaching and learning. Most of these are at an early stage of development.

### **Partnership working: Good**

The school works well with a wide range of organisations and partners.

There are strong partnerships with parents and parents' evenings are attended well. Communication with parents is effective and contributes successfully to the well-disciplined ethos of the school.

Links with primary partner schools are effective and secure smooth transition.

The school works well with other secondary schools, a local college and the local authority to deliver shared 14-19 provision. There are robust arrangements to ensure the quality of courses run in partnership.

An effective work-experience programme, together with sound links with local employers, industry and other organisations, provides pupils with valuable advice. This raises pupils' expectations and aspirations well.

Effective partnerships with a wide range of multi-disciplinary agencies contribute effectively to pupils' wellbeing. The school works well with initial teacher training and higher education establishments to widen pupils' experiences.

There are strong links with the local community and the school makes provision for pupils to contribute to activities such as Christmas concerts for senior citizens.

### **Resource management: Adequate**

The school currently has a budget deficit. The headteacher and governors are working well with the local authority to help reduce this and an advisory board is leading an approved recovery process. The bursar and the headteacher are making good progress in reducing the budget deficit. However, high staffing costs and unforeseen additional costs continue to contribute to the deficit. The school is currently undertaking a rigorous review of staffing, curriculum priorities and costs.

A minority of whole-school and departmental improvement plans and professional development activities are not fully costed.

The school is staffed with appropriately qualified teachers and nearly all teach within their area of expertise. A suitable number of support staff are deployed well. However, a minority of teachers teach outside their subject specialisms. In a few subjects this has had an adverse impact on standards and the quality of teaching.

In spite of the good standards achieved by pupils, the school offers adequate value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, over the last four years, performance in the core subject indicator has improved and has generally been above the average for its family of schools. Performance in English has fluctuated during the last four years and is consistently above its family average, but placing the school in the lower half or bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance in mathematics has fluctuated over the past four years and, in 2012, placed the school above the family average but in the lower half of similar schools based on the proportion of pupils entitled to free school meals. Performance in science has also fluctuated over the last four years and has placed the school above the family average for two out of the past four years but in the bottom quarter of similar schools for the last three years. At level 6 and above, performance in English, mathematics and science is above the family average. A higher proportion of pupils achieve level 7 or above in mathematics and science compared with the average for the family and a similar proportion pupils achieve level 7 or above in English. In key stage 3, standards of oracy, reading and writing have fluctuated over the last four years and in 2012 were above the average for the family.

In key stage 4, performance in the level 2 threshold including English and mathematics has declined over the last three years. Performance in this indicator in 2012 placed the school above modelled expectations and around the average for its family but in the lower half of similar schools in terms of free-school-meal benchmarks. Performance in the core subject indicator has fluctuated over the last four years and in 2012, placed the school well above the average for its family and in the top half of similar schools in terms of free-school-meal benchmarks.

Performance in the capped wider points score is consistently above family average and has placed the school in the top half of similar schools for the last three years. Performance in the level 2 threshold has fluctuated over the last four years. However, performance in this indicator in 2012 placed the school in the top half of similar schools. Performance in the English level 2 threshold has fluctuated over the last four years but has been consistently above family averages. In 2012, performance in this indicator placed the school in the top half of similar schools in terms of free-school-meal benchmarks. Performance in mathematics at level 2 has declined since 2010 but has been consistently above family averages. Performance in 2012 placed the school in the second quartile of similar schools. Performance in science at level 2 has fluctuated in the last four years, and placed the school below the family average and in the bottom quarter of similar schools in 2012. Performance in the level 1 threshold improved between 2009 and 2012, placing the school in the top quarter of similar schools.

When compared with their performance in previous key stages, pupils make good progress in most indicators. The percentage of pupils leaving school without a qualification has reduced since 2009 in line with family, local authority and Wales averages.

In key stage 3, boys perform worse than girls in all indicators. The difference in performance is greater than the family average in English, mathematics and science. Girls consistently perform better than boys in English at level 2. However, in key stage 4 in 2012, boys performed better than girls in the level 2 threshold including English and mathematics, the core subject indicator, science and mathematics.

In key stage 4 in 2012, pupils receiving free school meals did not perform as well as those in similar schools. Pupils with English as an additional language and those from minority ethnic groups make good progress. Pupils with a special educational need progress generally in line with their abilities.

In Welsh second language at key stage 3, performance has been consistently better than the average for the family since 2009. At key stage 4 a high proportion of pupils gains a level 2 qualification in Welsh.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Response to pupil questionnaires**

Estyn received responses from 195 pupils, selected at random across all year groups.

Nearly all pupils feel safe at school and most feel that they have someone to talk to if they are worried. Many pupils believe that the school deals well with any bullying and a majority think that pupils behave well. Most pupils feel that they are encouraged to take on responsibility and to do things for themselves. Nearly all pupils feel that they are doing well and most think that teachers help them to progress and prepare for their future. Most pupils consider that the school helps them to understand and respect people from other backgrounds and feel that staff treat them fairly and with respect. Many pupils think that their homework helps them improve.

Many learners feel that the school takes account of their views. Most pupils think that they have enough books, equipment and computers to do their work. Many pupils say that the school teaches them to be healthy and that they have plenty of opportunities at school to get regular exercise. Most pupils feel that the school prepares them well for their next stage in life.

Nearly all of the responses above are more positive than in other secondary schools across Wales.

#### **Response to parent questionnaires**

Estyn received 75 completed questionnaires from parents or carers. Of those that responded, nearly all parents gave a positive or very positive response to most questions.

All parents are pleased with the school, and think that their children like school and that they are doing well. Nearly all parents feel that their children are safe in school and most think pupils behave well. All parents feel that the school is well led.

Nearly all parents believe that their children are expected to work hard and that teaching is good. Many say that there is a good range of activities, visits and opportunities for exercise. Most consider that homework helps their children to make progress. Most parents understand the school's procedures for dealing with complaints and nearly all feel comfortable about approaching the school if they have any questions or concerns.

Most parents think that the school helps their children to mature and take on responsibility. Nearly all parents believe that their children receive the right level of additional support for their learning and that their children are well prepared to move on to their next stage of education or employment. Most parents feel that staff treat pupils fairly and with respect.

All of the responses above compare favourably with those in other secondary schools in Wales.

### Appendix 3

#### The inspection team

Ceri Jones	Reporting Inspector
Jackie Gapper	Team Inspector
Jennifer Williams	Team Inspector
William Thomas	Team Inspector
Stephen Walters	Lay Inspector
Keith Maher	Peer Inspector
Dr John Felton	School Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

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



## Glossary of terms

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