



*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**

**Chepstow Comprehensive School  
Welsh Street  
Chepstow  
Monmouthshire  
NP16 5LR**

**Date of inspection: January 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:

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

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

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## Context

Chepstow Comprehensive School is an 11 to 18 mixed comprehensive school and is maintained by Monmouthshire local authority. The number of learners has decreased from the 1,320 at the time of the last inspection to the current 1,000, including 269 in the sixth form.

The school serves the town of Chepstow and the surrounding area. Ten-point-three per cent of pupils are eligible for free school meals, which is lower than the national average of 17.4%. Less than 1% of pupils live in the 20% most deprived areas in Wales.

The school receives pupils from the full range of ability. Very few pupils receive support to learn English as an additional language and very few pupils come from an ethnic minority background. Four-point-eight per cent of pupils have a statement of special educational needs, which compares with the national average of 2.6%. The school has additional teaching resource for eight learners with more severe additional learning needs known as 'Jim's Class'. None of the learners speak Welsh as a first language or to an equivalent standard.

The headteacher took up her post in January 2012 just before the inspection.

The individual school budget per pupil for Chepstow Comprehensive School in 2011-2012 means that the budget is £4,369 per pupil. The maximum per pupil in the secondary schools in Monmouthshire is £4,369 and the minimum is £3,826. Chepstow Comprehensive School is first out of the four secondary schools in Monmouthshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The good features of the school's work includes:

- recent improvements in performance in key stage 4;
- many pupils making suitable progress in developing their knowledge, understanding and skills in lessons;
- pupils' wellbeing, including behaviour, attendance, and the development of social and life skills;
- effective teaching in the majority of lessons;
- an inclusive ethos and a high level of care, support and guidance; and
- a wide range of extra-curricular activities, especially in sport and music.

However, current performance is judged as adequate because:

- performance at key stage 3 is weak;
- performance in English and mathematics at key stage 4 is below expectations;
- pupils' literacy and numeracy skills are underdeveloped; and
- a few pupils, mainly the more able, do not make as much progress as they should.

### Prospects for improvement

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

- leadership has been effective in making recent improvements in performance at key stage 4;
- there is a clear and accurate understanding of the school's strengths and of the specific areas that need to be improved;
- appropriate self-evaluation procedures are in place and these link well to the improvement planning process; and
- governors provide a high standard of challenge and support.

However:

- many of the processes are too new to have their planned impact;
- the co-ordination of skills provision is at an early stage; and
- the quality of middle managers varies too much.

## Recommendations

In order to improve, the staff and governors of Chepstow Comprehensive School need to:

- R1 raise standards in English and mathematics;
- R2 improve the achievement and progress of more able pupils;
- R3 ensure that there is a consistent and systematic whole-school approach to the improvement of standards in literacy;
- R4 improve standards in numeracy through a co-ordinated whole-school approach;
- R5 increase accountability for improving standards and quality, especially through rigorous line management arrangements;
- R6 improve the consistency of self-evaluation and improvement planning at middle management level; and
- R7 meet statutory requirements for the daily act of collective worship and for associate pupils governors.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

## Main findings

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

Adequate

#### Standards: Adequate

Performance at key stage 3 is well below that of similar schools and has been so for the last five years. Performance in English and mathematics is weak. Pupils' progress from the previous key stage is below expectations.

Performance at key stage 4 in indicators that include English and mathematics has risen over the three years and is now just below average when compared with that of similar schools. There was a sharp rise in some of those indicators that include a wide range of qualifications over the last three years following below average performance in the years up to 2009. English and mathematics results have been below those of similar schools for each of the last five years. Pupils' progress from key stage 2 is generally as expected, but that from key stage 3 is lower than expected for the indicators that include English and mathematics.

No pupil left the school without a qualification and the proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as being not in education, employment and training, and this proportion is much lower than local authority and Wales averages.

In the sixth form, students perform generally as expected.

In key stage 3, there are large differences between performances of girls and boys. At key stage 4 in the indicators that include English and mathematics, boys do not perform as well as boys in similar schools, but girls perform worse than them and much worse than girls in similar schools. Pupils eligible for free school meals generally achieve as expected at key stage 3. In key stage 4, pupils eligible to free school meals achieve well in those indicators that include a wide range of qualifications, but they do not do as well as expected in those indicators that include English and mathematics. Pupils with special educational needs achieve as expected.

Many pupils make suitable progress in lessons, with pupils in key stage 4 progressing better than those in key stage 3. Many pupils recall previous work accurately and build on this appropriately by adding to their knowledge and understanding, and developing their skills in different subjects. The majority have a firm understanding of concepts and successfully apply their understanding to new and unfamiliar situations. They are competent in analysing a wide range of information, explaining ideas and processes, and providing balanced and supported opinions. A few pupils, often the more able pupils, do not make as much progress as they should and their work lacks depth and detail.

Pupils' speaking and listening skills are well developed. Most pupils listen very well to instructions and many pupils offer clear explanations when questioned. Many pupils work well in pairs or groups to exchange information and discuss ideas. They

listen to each other's views respectfully and collaborate well in gathering and presenting information clearly or making notes. A few pupils give limited responses in group or whole-class discussion.

Many pupils extract information well from texts and select appropriate details. A majority of pupils re-present this information into a suitable written response. Although many pupils read fluently and accurately, a few pupils struggle to read texts in class confidently, including pupils with English as an additional language. Generally, more able pupils do not make enough progress in developing their higher-order reading and writing skills.

Most pupils write accurately and use a wide range of subject terminology well. A few more able pupils show sophistication in adapting their writing for different purposes and in editing each other's work. Many pupils spell accurately, although there are punctuation errors in the work of a minority of pupils. Many pupils write at length in a variety of forms, including persuasive arguments, reports and descriptive accounts. However, a few pupils' writing is brief and does not show their ability to develop ideas through more extended responses.

Pupils' numeracy skills are developed very well in science and well in design technology, but are largely underdeveloped elsewhere. In mathematics lessons, although many pupils have secure numeracy skills, a few pupils make basic errors in calculations and lack confidence in their number skills to complete more complex calculations.

Pupils' performance in Welsh second language in key stage 3 has been below that of similar schools for the last five years. At key stage 4, only small proportions of the cohort enter level 2 qualifications in Welsh, but those who do enter perform well.

### **Wellbeing: Good**

Pupils feel safe in school and many feel that the school deals well with bullying. Many understand what it is to be healthy and take part in the regular opportunities for exercise through a wide range of extracurricular activities at lunchtime and after school.

Most pupils behave well. They are punctual to lessons and show a keen interest in and enjoyment of learning. Attendance has improved over the last two years and is now as expected compared with that of similar schools. Pupils have a valuable say in what and how they learn, for example by contributing to the improvement to the school's assessment procedures.

The school council is effective. Pupils are involved in school improvement processes, for example the development of a new anti-bullying policy and the format of reports to parents. Although there are suitable links between the school council and the governors, there are no associate pupil governors. Pupils take part in a wide range of community activities such as working with the local housing association and the elderly.

Pupils have well-developed social and life skills. Most show respect, care and concern and take on responsibility for their actions and work. Pupils regularly raise money for charity and organise a food festival promoting local produce. Most pupils have the skills to move on to the next stage of learning.

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

At both key stage 3 and key stage 4 the curriculum meets pupils' interests and needs. There is a satisfactory range of options at key stage 4 and the sixth form, including a few courses delivered through collaboration with the college, other schools and local training providers. Worthwhile collaborative provision for a small group of vulnerable pupils in key stage 4 enables them to gain suitable qualifications. There is a good take-up of a few vocational courses, particularly in sport and business subjects. The expansion of courses has contributed to the improvements in those indicators that do not include English and mathematics. The school offers a wide range of extra-curricular opportunities including music, drama, art and sports, and many have high participation rates. A few of these provide opportunities to gain valuable qualifications.

Policies and co-ordination for skills are relatively new. The school's provision for literacy skills has started to focus on writing accuracy and in giving more opportunities for pupils to read independently. However, the strategies are too new to have had an impact in providing consistency and progression for learners. Numeracy across the curriculum is under-developed. There is appropriate support for pupils with weak basic literacy and numeracy skills through a wide range of suitable withdrawal programmes. However, the timetabling of these programmes results in a few pupils missing important lessons.

The school has appropriately increased the time for Welsh second language in key stage 4 and more learners are taking courses leading to qualifications. The Welsh dimension features appropriately in subjects other than Welsh, and in the ethos and activities of the school, through the annual eisteddfod and residential visit to the Urdd camp in Llangrannog.

Despite the effective provision for sustainable development through the Year 7 thinking skills projects, the work on this aspect across the school is underdeveloped. There is better provision for global citizenship, for example through the sixth form links with an orphanage in Kenya.

### **Teaching: Adequate**

Most teachers use their subject knowledge well and provide good language models for pupils. They plan lessons appropriately and foster positive working relationships with pupils.

Many teachers ask a variety of questions that check pupils' understanding and help the lessons to move at a suitable pace. In a few lessons, teachers are particularly demanding of pupils, providing very challenging activities and skilfully asking probing

questions that extend pupils' understanding. Many teachers provide effective support to individual pupils by intervening when necessary. The majority of lessons have suitable specific objectives, follow a logical and progressive structure, and involve an appropriate range of activities. In these lessons, teachers provide well-judged presentations and explanations that help pupils to make good progress.

The majority of teachers have suitable expectations of what pupils should achieve. However, in a minority of lessons, teachers do not have high enough expectations of pupils, especially of more able pupils. In these lessons, intended outcomes are imprecise, questions do not promote thinking and tasks do not fully engage pupils' interests or meet their needs adequately. The pace towards the end of these lessons often slows down and pupils do not work as hard as they could. In a very few lessons pupils make little progress and spend too much time on undemanding tasks that do not add enough to their knowledge, understanding and skills.

Most teachers mark work regularly and give appropriate oral feedback to pupils during lessons. Many teachers also provide helpful written feedback on the standard of pupils' work and what they need to do to improve. However, in a few books, comments are not specific enough to help pupil to progress. A few teachers encourage pupils to evaluate their own work and that of others but this practice is underdeveloped.

Senior leaders analyse performance data thoroughly and provide this analysis to middle leaders. Senior leaders use well a new tracking system to set pupil targets and monitor pupils' progress, but its use by middle managers is too inconsistent.

Parents receive detailed reports on the progress of their children. Most reports identify strengths and weaknesses. Many parents feel that they are well informed about their child's achievements and progress, but a few do not feel they receive enough information.

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

The school develops and supports pupils' health and wellbeing well, and this has a positive impact on pupils' attendance and behaviour. Pastoral programmes and a wide range of extra-curricular physical activities promote healthy lifestyles successfully.

The school has suitable procedures for dealing with inappropriate behaviour and bullying. Trained sixth form pupils support younger pupils through an effective mentoring programme. Learning coaches provide high quality emotional, social and educational support for vulnerable pupils within the discrete Bungalow Centre.

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

An informative induction programme ensures pupils settle into school quickly. Pupils receive effective guidance through activities such as option evenings and careers events that allows them to make informed choices.

The school has very good provision for additional learning needs. Experienced staff work well with a range of specialist agencies and provide very effective individual support for pupils with additional learning needs. Jim's Class develops pupils' confidence, independence and learning skills very well. The school gives pupils with physical disabilities very effective care, support and guidance and this has encouraged these pupils to progress to the sixth form.

The school has procedures and an appropriate policy for safeguarding.

### **Learning environment: Good**

The school has a positive and inclusive ethos that challenges stereotypes effectively. The school develops well pupils' awareness of diversity, equality and race in variety of ways through the personal and social education programme, in several subjects and in assemblies. Pupils show a good understanding about matters of equality and diversity. The school has made effective steps to ensure that there is satisfactory access across the school for pupils with disabilities.

The school provides a bright, caring and welcoming environment for all learners, although there is litter in a few outside areas. Accommodation and learning resources are in good condition and sufficient to meet pupils' needs. There is also particularly good provision for sports at the school and in the on-site leisure centre.

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

Recently there have been significant changes to the leadership of the school and some improvement in standards and provision. Based on a thorough understanding of the strengths and weaknesses of the school, the headteacher has already established a clear sense of direction and identified the significant matters that need to improve first. There is a well-communicated vision based on improving outcomes and developing a collaborative and inclusive approach to the leadership and management of the school. Appropriate plans to improve outcomes for all pupils, and increase challenge and accountability for all staff are being implemented. Leadership in the period leading up to the appointment of the new headteacher made a good start on improving standards.

The school has a clearly understood management structure, but arrangements for holding middle managers to account are not systematic or challenging enough. Although most staff understand well their roles and responsibilities, there is too much variation in the quality of middle leadership.

Performance management arrangements are in place for all teaching staff, but many resulting targets lack focus and challenge. Although the school has tackled effectively a very few instances of underperformance, a few areas of under-performance remain.

Governors have a very accurate and detailed understanding of the school's performance and provide a high level of challenge. They have managed a smooth

transition to a new leadership structure. Governors work well with the leadership team in setting the school's strategic direction. The newly-appointed governors have brought a range of appropriate knowledge, skills and experience, which has contributed well to the recent changes.

The school takes full account of national priorities and has made sound progress in broadening the range of options in key stage 4 and the sixth form through collaborative working, promoting healthy living, improving partnership working with primary schools, and focusing on literacy as a priority for improvement.

### **Improving quality: Adequate**

The school, in its self-evaluation report, shows that it has an honest and self-critical understanding of its strengths and weaknesses. The report is thorough and identifies clearly the specific areas needing improvement. It contains an accurate and detailed analysis of performance data.

Over the last year, the school has introduced a systematic approach to self-evaluation. Self-evaluation procedures appropriately include a programme of lesson observations and scrutiny of pupils' work. The school has recently modified these procedures in order to evaluate the quality of teaching and learning more precisely. These new practices are contributing successfully to reducing the variation in quality of teaching and assessment in a few areas. However, leaders do not currently apply these approaches consistently or rigorously enough. The school regularly seeks views of pupils and parents, and these have an appropriate role in the school's self-evaluation processes.

Nearly all departmental self-evaluation reports contain a comprehensive analysis of data. However, most of these reports do not evaluate effectively important areas such as the quality of teaching nor do they identify well enough the specific matters that need to improve.

The school improvement plan is firmly based on the findings from self-evaluation activities. It provides clear and suitable priorities that concentrate on improving standards and teaching, and includes precise quantitative targets, sensible strategies and appropriate timescales. Most departmental improvement plans link closely to self-evaluation outcomes.

There is a suitable range of professional development activities that provides opportunities to improve teaching approaches, for example by staff observing each other and sharing good practice in teaching. Newly-formed working groups are appropriately building on this and have a suitable focus on improving teaching and learning. However, the work of these groups is at a very early stage of development and at present does not have an impact on standards.

The school has not fully addressed all the recommendations from the previous report.

### **Partnership working: Good**

The school works effectively with a wide range of community partners, multi-agency groups and local businesses. These partnerships successfully widen the range of options available to pupils, contribute significantly to improving their wellbeing, and provide stimulating additional learning experiences.

Effective partnerships with other secondary schools, the local college and work-based learning providers extend the range of collaborative courses for pupils in key stage 4 and the sixth form. These partnerships have a positive impact on pupils' learning experiences, especially for those where traditional curriculum options are not appropriate. The school works effectively with the 14-19 network 'quality champion' to assure the quality of shared courses.

The school works well with its partner primary schools and organises a wide range of suitable activities to help pupils settle smoothly into school life. Close links with partner primary schools have led to common approaches in improving pupils' literacy and a shared understanding of the levelling of pupils' work.

There are constructive relationships with parents and many attend important events such as progress evenings.

### **Resource management: Adequate**

The school has a significant budget deficit and, with the knowledge of the local authority, has developed a detailed recovery plan. There are appropriate arrangements to monitor spending which have led to good levels of cost-effectiveness. Governors have the relevant information and contribute appropriately to financial decisions.

The school deploys teaching and support staff reasonably well. Most staff have the knowledge and expertise to cover all aspects of the school's curriculum. However, the school does not provide enough training and support for the very few teachers who teach outside their area of expertise.

The school provides adequate value for money because standards are judged to be adequate.

## Appendix 1

### Commentary on performance data

At key stage 3, the core subject indicator (the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum) declined in 2011 after a steady rise over the previous three years and is now below the figure of five years ago. Over the last five years, performance has been below the family average and, in 2011, it was well below and the lowest in the family. When compared with similar schools based on free school meals, the school has been in the bottom quarter or bottom half for the last four years and was well below the lowest quartile in 2011. When compared with modelled expectations, it is well below. In English, performance is weak. In 2011, performance in English declined and it is now below the figure for 2007. It is well below the family average and for the last five years it has been in the bottom quarter of that for similar schools based on the proportion of pupils entitled to free school meals. Performance in English at level 6 has declined over the last three years and is well below the family average. Mathematics performance improved up to 2009, but has declined since. In 2011, performance in mathematics was the worst in the family and in the bottom quarter of that for similar schools in terms of free school meal benchmarks. At level 6 or above, performance in mathematics has fallen sharply over the last three years and it is well below the family average. Performance in science has been uneven and in 2011 it was worse than in 2007. It is well below the family average and is in the bottom quarter of that for similar schools in terms of free-school-meal benchmarks. Pupils' progress from the previous key stage for 2011 was well below expectations for the core subject indicator, English, mathematics and science.

In key stage 4, the level 2 threshold (the equivalent to five or more GCSEs at grade A\* to C) including English or Welsh and mathematics rose between 2009 and 2011, but this only brings it to the same level as it was in 2008. In 2011, it was below the family average and in the bottom half when compared with levels for similar schools in terms of free-school-meals benchmarks. Performance is close to modelled expectations. The core subject indicator shows a similar pattern. Performance in the level 2 threshold shows a sharp rise over the last three years and in 2011 it was above the family average after having been below it for the previous four years. Performance in the capped points score (comprising the best eight results from all qualifications approved for use in Wales at the age of 16) is at the family average. Performance in the level 1 threshold (the equivalent to five or more GCSEs at grade D to G) has also increased steadily over the last three years and is now above the family average for the first time. English performance in 2011 was just above the figure for 2007 and it has been below the family average for the last five years. Compared with levels in similar schools in terms of free-school-meals benchmarks, English performance was in the lower half after having been in the bottom quarter for the previous two years. Performance in mathematics is similar to that in English and it has been below the family average for each of the last five years. Pupils' progress from key stage 2 is very good for the level 2 threshold and generally as expected for most other indicators. However, progress from key stage 3 is much lower than expected in the level 2 threshold including English or Welsh and mathematics, and in the core subject indicator.

No pupil left the school without a qualification and the proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is much lower than local authority and Wales averages.

In the sixth form, students perform around the Wales averages for the level 3 threshold (equivalent to two A levels at grade A\* to E) and well below for the wider points score (comprising all qualifications approved for use in Wales at the age of 18). However, value-added information shows that pupils generally perform as expected.

At key stage 3, the difference between the performances of boys and girls in the core subject indicator is the largest in the family and well below the family average. This is mainly because of performance in English, but the gaps are also large in mathematics and science. At key stage 4, boys do better than girls in the level 2 threshold including English or Welsh and mathematics, and in the core subject indicator, which is in sharp contrast to the situation in the family and Wales where girls do slightly better than boys. This does not mean that boys are doing particularly well as their performance is below the family average. Girls, instead, are performing well below the family averages. In the level 2 threshold and capped points score, the gap between boys' and girls' performance is similar to that of the family, but it is larger for the level 1 threshold. Pupils eligible to free school meals generally achieve as well as expected at key stage 3. In key stage 4, pupils eligible to free school meals do much better than the family and Wales averages in the level 2 threshold, level 1 threshold and points score, but worse than the family and Wales for the level 2 threshold including English and mathematics and the core subject indicator. Most pupils with special educational needs achieve as expected.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 249 learners, selected at random from across the age range.

Most learners state that they feel safe in school and 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 and that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment and many say that homework helps them to understand and improve their work. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Most feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Most learners confirm that staff treat them fairly and with respect, and say 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, but about a third of them feel that this is not done enough. A majority of learners also state that pupils behave well and that they can get on with their work. These figures are much the same as those from other secondary schools.

#### Responses to parent questionnaires

Estyn received 100 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, for most of them the responses were not as positive as those from parents of pupils in other secondary schools.

Many parents are satisfied with the school and say that it is well run, but these are much lower proportions than those found in other schools. Most state that their children are safe and like the school. Nearly all parents indicate that their children were helped to settle in well when they started school. Most also consider that there is a good range of activities and that their children are encouraged to be healthy. Many feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Most parents believe that their children are making good progress. Many consider staff expectations to be good, but this is a lower proportion than that in other schools. Most indicate that teaching is good. Many say that homework reinforces learning and that staff treat all children fairly and with respect. Most parents feel that their children receive appropriate additional support where necessary and many say that their children are well prepared for moving on to the next school or college.

Many parents feel well informed about their children's progress, but this is a lower proportion than that in other schools. Many also believe that pupils behave well in the school.

## Appendix 3

### The inspection team

Nigel Vaughan	Reporting Inspector
Mark Evans	Team Inspector
Ceri Jones	Team Inspector
Claire Morgan	Team Inspector
Jackie Gapper	Team Inspector
Catherine Jenkins	Lay Inspector
Stephen Jones	Peer Inspector
Tony Price	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))

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. FPYear 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.