



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

**Ysgol Pant-y-Rhedyn
Ffordd Penmaenmawr
Llanfairfechan
Conwy
LL33 0AA**

Date of inspection: Chwefror 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Pant y Rhedyn is a predominantly English medium primary school with significant use of Welsh. The school is located on the outskirts of Llanfairfechan and serves the village and its surrounding area. The vast majority of pupils transfer to this school from the infants' school located in the village. There are 128 pupils on roll. Numbers have increased substantially during the last year. Around 21% of pupils are entitled to free school meals. The pupils are taught in five mixed age classes.

The school has identified around 38% of its pupils as having additional learning needs and a few pupils have a statement of special educational needs. Around 94% of pupils are of white British ethnic origin. Around 10% of pupils speak Welsh as their first language.

There were three fixed term exclusions during the year prior to the inspection. The school was last inspected in March 2008. The current headteacher took up his post in September 2007.

The individual school budget per pupil for Ysgol Pant y Rhedyn in 2013-2014 means that the budget is £4,006 per pupil. The maximum per pupil in the primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol Pant y Rhedyn is 36th out of the 58 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- most pupils have good speaking and listening skills and nearly all pupils speak confidently in a wide range of situations;
- most pupils enjoy their lessons and are enthusiastic to learn; and
- attendance is good and has placed the school in the top 25% of similar schools in three of the last four years.

However:

- many pupils do not apply numeracy skills effectively and consistently across the subjects in all classes;
- the Welsh language skills of most pupils are underdeveloped; and
- tasks do not always challenge pupils of different ability appropriately and teaching does not always offer enough opportunities for pupils to develop into independent learners.

Prospects for improvement

Prospects for improvement are adequate because:

- the school has a suitable staffing structure in place and lead responsibilities are clear;
- self-evaluation procedures draw from an appropriate range of evidence sources, including regular book scrutiny and lesson observations; and
- there is a strong commitment to working with a range of partners, and the school benefits from extensive links with other schools.

However:

- senior leaders do not have an accurate picture of pupil standards across the school and how well the school is performing;
- the school's priorities for improvement do not include important aspects in need of improvement; and
- governors are not sufficiently aware of the school's current performance to enable them to act effectively as critical friends.

Recommendations

- R1 Improve pupils' numeracy and writing skills and develop them more effectively across the curriculum
- R2 Raise standards in Welsh
- R3 Ensure that the school's plans for developing skills across the curriculum are implemented consistently
- R4 Ensure that teachers challenge pupils at all levels and enable pupils to become independent learners
- R5 Ensure that marking and feedback are consistent and effective so that pupils know how to improve their work
- R6 Increase the rigour of the self-evaluation processes to ensure that senior leaders and governors identify areas in need of development clearly, and address them robustly

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?

Adequate

Standards: Adequate

Across the school, most pupils have good speaking and listening skills and nearly all pupils speak confidently in a wide range of situations. They listen attentively and respond well to each other and to the teacher. A few more able pupils use a rich and extended vocabulary to express their opinion and ideas.

Throughout key stage 2, many pupils enjoy reading a range of books and read with confidence and accuracy in line with their age and ability. A few more able pupils discuss and express opinions about books and favourite authors intelligently. By the end of the key stage, most pupils are developing good comprehension skills and are able to retrieve information from different sources including using information and communication technology (ICT). Year 6 pupils use their reading skills successfully to research topics, for example the Second World War.

A majority of pupils make steady progress in developing their writing skills. In lower key stage 2, many pupils write effectively in a wide variety of forms. By the end of the key stage, a majority of pupils have a sound understanding of different writing styles such as biographies and letters. However, the quantity and breadth of their written work are too limited. Most pupils do not write at length in a range of genres and across the curriculum subjects. There is inconsistency between different classes. Overall, the quality of spelling, punctuation, and presentation of most pupils' work is good. Recent whole school focus on developing pupils' literacy skills is having an impact on standards.

Across the school, most pupils make appropriate progress in developing their number skills. By the end of key stage 2, most pupils record results clearly and effectively in bar and line graphs, with a majority calculating averages within results. However, many pupils do not apply numeracy skills effectively and consistently across the subjects in all classes.

Pupils' attitudes towards learning Welsh are good. Most pupils listen and respond enthusiastically to a range of instructions, greetings and questions in Welsh. However, the Welsh language skills of most pupils are underdeveloped. Few are able to hold basic conversations. The majority of pupils lack confidence and vocabulary is limited. Most pupils use simple phrases and patterns in their writing, although their progress is limited. Pupils' reading skills are well developed and many show a good understanding of the text.

By the end of key stage 2, a majority of pupils achieve appropriate standards, but a minority do not achieve as well as they could. Pupils with additional learning needs make good progress in relation to their individual learning targets.

In key stage 2, performance at the expected level in science and mathematics has generally placed the school in the lower 50% over the last four years when compared

to similar schools. In English, the school's performance has fluctuated, placing the school between the bottom 25% and the upper 50% during this time. In 2013, performance in all core subjects placed the school in the lower 50% when compared to similar schools. The school's performance in Welsh as first language has declined, moving it from the top 25% to the bottom 25% in 2013. At the higher level 5, performance in English, mathematics and science, when compared to that in similar schools has varied over the last four years, but has generally placed the school in the higher 50%.

Wellbeing: Good

Most pupils have a good attitude towards healthy eating and drinking and know what to do in order to keep fit. They have a good understanding of the positive impacts of physical exercise.

Nearly all pupils feel safe in school and know that adults will listen to them and respond to their needs. Most pupils demonstrate good levels of behaviour within the classroom and on the school yard. Nearly all pupils are courteous and show respect for each other.

The school council works hard and is effective in influencing decisions made by the school. An example of this is their contribution to the school newsletter and the school's fruit shop. They have had a positive impact on improving behaviour in the playground through the buddy system and 'Friends of the Week'.

Most pupils enjoy their lessons, are enthusiastic to learn and respond appropriately to their tasks. However, many pupils rely heavily on adult guidance in lessons and, as a result, have not developed enough confidence in making choices about their own learning.

Through a range of activities in school, extra-curricular experiences and their participation in concerts and religious services within the village, most pupils' social and life skills develop effectively.

School attendance is good and has placed the school in the top 25% of similar schools in three of the last four years. Punctuality is good.

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

The school has suitable curriculum plans in place that meets the needs of most pupils. However, some learning experiences across the National Curriculum and religious education are inconsistent and are not always evident in pupils' work.

Schemes of work pay appropriate attention to the development of skills across the curriculum, but more able pupils do not always receive enough challenge. Provision for developing ICT and thinking skills is good, but there are not always enough opportunities to develop extended writing and numeracy skills consistently.

The school provides a wide range of extra-curricular activities and educational visits that enhance pupils' learning well.

The school makes extensive provision through the medium of Welsh in a minority of subjects. However, the opportunities for pupils to develop their speaking and writing skills in a progressive way are limited.

The school is effective in teaching pupils to act sustainably. The Eco committee plays an active role in promoting recycling and conservation. The provision for enabling pupils to learn about global citizenship is good, and links with schools in Zambia and France help pupils to develop a broader understanding of diversity and respect for different cultures and nationalities.

Teaching: Adequate

Teachers plan lessons carefully and set interesting tasks that engage most learners. Teachers have good, up-to-date subject knowledge and help pupils to build on previous learning. All staff manage pupils' behaviour well.

Where teaching is at its best, the pace of the lesson is good and teachers question effectively in order to encourage extended responses from pupils. However, in around half the lessons, where teaching is not as effective, tasks do not always challenge pupils of different abilities. Throughout the school, teaching does not always offer enough opportunities for pupils to develop into independent learners.

All teachers mark pupils' work regularly. A majority make constructive comments and generally provide targets to help pupils to improve their work. However, there are limited opportunities for pupils to respond to comments and improve their work. In general, teachers use assessment for learning techniques appropriately, but this aspect of their work is not consistent across the school.

The tracking of pupils' progress is good and has had a positive influence on improving the standards that pupils achieve and the quality of support they receive. Teachers assess pupils' progress and record their assessments regularly on an electronic database. Target-setting procedures are beginning to enable pupils to have a better understanding of what they need to do to improve their work.

The school provides parents and carers with informative written reports and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Good

The school is a caring community that promotes pupils' spiritual, moral, social and cultural development successfully. There are effective reward systems in place that promote good behaviour and use of the Welsh language. The school has recently set up a nurture group, which is already having positive impacts on pupils' behaviour and attitudes to school.

Members of staff work effectively with external agencies and specialist services in order to support pupils as required. All staff communicate well with each other,

parents and specialist services to ensure that they identify pupils' needs at an early stage. The school produces detailed individual education plans for all pupils with additional needs. Staff, parents and pupils review the plans regularly and staff and pupils are supported effectively through the use of a range of intervention strategies and small group work.

The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Learning environment: Good

The school is a happy community, and promotes a supportive ethos. Every child is encouraged to achieve their potential and the school recognises and celebrates the contributions that the pupils make. Pupils feel valued and the friendly atmosphere between staff and pupils is a strong feature.

The school has a good range of learning resources, including computers and interactive white boards that support teaching and learning effectively.

There is a pleasant spacious atmosphere within the school building, with murals in the corridor and children's work on display. The building is clean and is maintained in appropriate condition.

An appropriate range of policies and procedures are in place to ensure equal rights and opportunities, and the school promotes respect towards racial diversity and equality effectively through its thematic work.

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

There is a suitable staffing structure in place. The headteacher has allocated lead roles and responsibilities appropriately and these are understood clearly. Subject co-ordinators contribute usefully to the school's arrangements for monitoring provision in subject areas.

The school has a suitable number of priorities for improvement. These take good account of national priorities, including improving aspects of literacy and pupils' use of information technology. There is a clear commitment to working with other schools to share new initiatives. The school is not yet taking a sufficiently strategic approach to addressing other important areas that require improvement, including the achievements of pupils in receipt of free school meals and raising standards in writing and in Welsh. The school's leaders have introduced a number of initiatives that have had a positive impact on aspects of provision across the school. However, there continues to be too much variability in teaching and assessment and in pupil progress in lessons.

Formal staff meetings take place on a regular basis. These provide useful opportunities for sharing the findings of observations and book scrutiny. Senior managers produce detailed summary reports on school performance data. However, senior managers do not use performance data well enough to identify under-performance and to plan strategically for improvement. School staff do not have a clear enough understanding of how well the school is currently performing.

Members of the school's governing body visit the school on a regular basis. This includes volunteering to support and visits to classrooms to observe teaching and learning. Governors receive detailed reports on school performance data and usefully receive information resulting from book scrutiny and lesson observations. They are involved in major decisions regarding expenditure and in staff appointments. However, governors do not have a clear understanding of how well the school is performing. As a result, they do not challenge the school sufficiently in relation to areas of under-performance.

Improving quality: Adequate

The school's self-evaluation procedures generally make use of an appropriate range of evidence sources and the findings of self-evaluation link appropriately with improvement planning.

Curriculum leaders produce useful summative reports on provision in subjects across the school. The headteacher undertakes lesson observations in all classes on a regular basis. Formal records of observations are evaluative and there are appropriate opportunities for staff to discuss the findings. However, observation does not focus specifically enough on pupils' progress and does not summarise clearly enough the main areas in need of improvement. The school makes appropriate use of questionnaires to gather the views of pupils and parents on a regular basis.

The school's self-evaluation report is detailed and covers a wide range of aspects. It usefully includes a summary of main points arising from lesson observation, and identifies areas in need of improvement. However, the report is too descriptive in places and does not provide an accurate enough picture of strengths and areas for improvement.

The school development plan includes suitable priorities and draws appropriately from the findings of monitoring and evaluation. It identifies a range of actions to address priorities and indicates persons with lead responsibilities. Although the plan includes timescales, proposals are not prioritised sufficiently and there is a lack of measurable success criteria to monitor completion and impact.

Partnership working: Good

The school communicates effectively with parents, making use of a range of methods including the new school website and social media. It provides parents with appropriate opportunities to share their views and raise concerns. A number of parents visit the school regularly to provide additional support for reading. The school has arranged useful workshops for parents on how to support their children's

wellbeing and the use of tablet technology, although only a small number of parents attend these events.

There are suitable pastoral arrangements in place to support the smooth transition of pupils from the partner infants' school, and also the transition of pupils moving on to secondary education. There is effective exchange of information between the school and the infant school. However, the school has not developed curricular links to ensure continuity and progression in learning experiences and teaching approaches as effectively. It has participated successfully with local partner schools in joint moderation and standardisation of teacher assessments in Welsh second language and in the core subjects.

The school works extensively with a range of support services and agencies in relation to the wellbeing of vulnerable pupils and those in need of additional support. The current involvement of the local language initiative 'Menter iaith' provides pupils with valuable opportunities to participate in planned activities during school lunchtime that promote their use of Welsh beyond the classroom.

Resource management: Adequate

The school deploys teaching staff appropriately and support staff make a valuable contribution in providing effective support for groups of pupils and individuals. Members of staff with management responsibilities do not currently contribute enough to lesson observations.

All staff participate in the school's annual performance management reviews, which lead to identifying a suitable number of development objectives that link appropriately to school development plan priorities.

The school has established extensive links with a number of other schools to benefit from initiatives. This includes visits to other schools in the same family. Teachers do not have enough opportunities to develop their teaching approaches and methodology through observing good practice in teaching and learning internally or in other schools.

The school has taken appropriate steps to address the significant budget underspend in previous years. However, projections for the end of the current financial year indicate that the school will have financial reserves that continue to be significantly higher than Welsh Government guidelines. The school makes appropriate use of the Welsh government pupil deprivation grant to provide support for pupils in receipt of free school meals.

The school offers adequate value for money.

Appendix 1

Commentary on performance data

At the end of key stage 2, the percentage of pupils who attain the expected level or above in English, or Welsh, mathematics and science, when combined, is below the average for the family of schools. In 2013, pupils' performance in all core subjects was slightly lower than the average for the family of schools. In 2013, the proportion of pupils who achieved the higher level was slightly above the family average for English and mathematics. In comparison to the performance of all schools in Wales, the school's results are slightly above average in English.

Over the last four years, performance at the expected level in science and mathematics has generally placed the school in the lower 50% when compared to similar schools. In English, the school's performance has fluctuated, placing the school between the bottom 25% and the upper 50% during this time. In 2013, performance in all core subjects placed the school in the lower 50% when compared to similar schools. The school's performance in Welsh as first language has declined, moving the school from the top 25% to the bottom 25%. At the higher level 5, performance in English, Welsh, mathematics and science, when compared to that of similar schools, has varied, placing the school between the top 25% and the upper 50%.

Over time, pupils entitled to free school meals perform less well than their peers at the expected and higher level at the end of key stage 2. In general, over the last four years, girls have outperformed the boys in mathematics and English.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	107	107 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	107	105 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	107	106 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	107	107 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	107	104 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	107	101 94%	6 6%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	107	107 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	107	106 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	107	100 93%	7 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	107	106 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	107	81 76%	26 24%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	107	85 79%	22 21%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	62	21 34%	38 61%	3 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	62	31 50%	29 47%	2 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	62	28 45%	30 48%	4 6%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	62	23 37%	35 56%	3 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	59	12 20%	34 58%	3 5%	1 2%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	62	23 37%	36 58%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	28 46%	33 54%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	61	19 31%	35 57%	5 8%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	60	23 38%	30 50%	4 7%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	24 39%	31 50%	4 6%	1 2%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	62	28 45%	33 53%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	60	26 43%	27 45%	3 5%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	60	20 33%	31 52%	7 12%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	35 56%	23 37%	4 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	59	15 25%	37 63%	2 3%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	60	22 37%	34 57%	3 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	17 28%	26 43%	2 3%	2 3%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	60	20 33%	36 60%	4 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	60	26 43%	29 48%	1 2%	2 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Griffith	Arolygydd Cofnodol
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Margaret Watkins	Arolygydd Lleyg
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Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.