



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

**Our Lady of the Angels R.C School
Victoria Street
Cwmbran
Torfaen
NP44 3JR**

Date of inspection: June 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

Our Lady of the Angels Primary School is a Roman Catholic voluntary-aided school in Cwmbran. The school caters for 225 pupils aged three to 11. Pupils come mainly from Catholic homes in Cwmbran and the surrounding area.

Around 17% of pupils are entitled to free school meals, which is below the national average. The school has identified around 18% of the pupils as having additional learning needs, which is below the national average, and very few pupils have statements of special educational needs. No pupils speak English as an additional language and a few are from ethnic minority backgrounds. No pupils come from homes where Welsh is the first language. Very few pupils are looked after by the local authority.

The headteacher was appointed in January 2002. The school was last inspected in June 2008.

The individual school budget for Our Lady of the Angels Roman Catholic School in 2013-2014 means that the budget is £3,088 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. Our Lady of the Angels Roman Catholic School is 24th out of 29 primary schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress from their starting points;
- most pupils are enthusiastic, listen attentively and contribute well in classes;
- pupils receive very effective care and support from the school;
- the school has an inclusive and caring ethos, which supports pupils' personal and social development well;
- most pupils' behaviour is very good; and
- the quality of teaching is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear understanding of the school's strengths and areas for development;
- there is a strong sense of teamwork among staff;
- the school has effective systems in place to track and to monitor pupils' progress;
- well-established links with a wide range of partnerships are having a positive impact on pupils' wellbeing and enrich the curriculum;
- the governing body supports the school well and acts as a critical friend; and
- the self-evaluation process is detailed and provides a generally accurate picture of the school's strengths and areas for development.

Recommendations

- R1 Raise standards in Welsh at key stage 2
- R2 Improve the achievement of pupils eligible for free school meals
- R3 Improve planning for writing and numeracy across the curriculum
- R4 Ensure appropriate coverage of all National Curriculum subjects
- R5 Improve provision to challenge the more able pupils

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions well. As they mature, many pupils listen well to the ideas of their friends and sustain concentration for appropriate periods during whole-class teaching sessions. Many pupils in key stage 2 have a well-developed vocabulary and enjoy experimenting with and using new words. Most listen appropriately to adults and use their language skills well to provide clear explanations.

Nearly all pupils' reading skills are good. By the end of the Foundation Phase, most enjoy reading stories. They use appropriate strategies to tackle unfamiliar words and have a good knowledge of letters and sounds. In key stage 2, most pupils read a good range of fiction and non-fiction books. They use their reading skills effectively to research topics and can skim a text for specific information confidently. Most can discuss their favourite books and authors knowledgeably.

Nearly all pupils' writing skills develop well throughout the school. Most make good progress with their early writing and mark-making. By the end of the Foundation Phase, many write successfully to describe events, simple accounts and stories using appropriate punctuation. Most pupils in key stage 2 write independently, confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. However, they do not always develop their writing skills well enough across the curriculum.

Across the school, most pupils make good progress in developing their number skills in mathematics lessons. By the end of Year 2, many pupils use a good range of strategies to solve simple addition and subtraction problems involving two-digit numbers. They double numbers to 20 confidently and read clocks to the hour and half hour. By the end of Year 6, many pupils convert simple fractions into decimals, can use the grid method for multiplication, and add and subtract three-digit numbers. However, pupils do not always develop and apply their numeracy skills well enough in other subjects.

Most pupils in the Foundation Phase make good progress in their early development of Welsh as a second language. Most respond confidently to basic instructions and develop an appropriate vocabulary linked closely to everyday activities. Throughout key stage 2, pupils use basic, familiar sentence patterns in designated Welsh lessons, but most do not use Welsh regularly as part of their daily routines. The majority of pupils have difficulty in sustaining a conversation confidently and speak very little Welsh around the school. Most pupils in key stage 2 do not write or read Welsh well enough.

Many pupils demonstrate effective information and communication technology (ICT) skills.

In 2013, performance in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% of similar schools for literacy and mathematical development. Performance placed it in the top 25% for both areas the previous year. Attainment of pupils at the higher outcome 6 in 2013 also placed the school in the higher 50% of similar schools for both literacy skills and mathematical development. In both areas of learning, pupil performance at outcome 6 placed it in the top 25% in 2012.

In key stage 2, performance at the expected level 4 in English has placed the school in the higher 50% of similar schools in three of the last four years and in the top 25% in 2012. Performance in mathematics placed it in the higher 50% in 2010 and 2013 and in the top 25% in the remaining years. Performance of more able pupils at level 5 has varied over the same period in English, moving the school from the bottom 25% in 2011 to the top 25% in 2012. In mathematics, performance has placed the school consistently in the higher 50%, apart from in 2011 when it dipped to the bottom 25%.

In key stage 2, those who have free school meals have tended to do less well than others in three of the last four years, while in the Foundation Phase there is no clear trend over the last two years. Pupils with additional learning and special educational needs generally make good progress during their time in school.

Wellbeing: Good

Nearly all pupils have positive attitudes to healthy eating and drinking and are aware of the importance of an active lifestyle. They are happy and safe in school. Many take part in a rich variety of extra-curricular clubs, which enhance their wellbeing and enjoyment of school life. Most pupils take an active part in a wide range of community activities and this has a positive effect on their development as responsible individuals.

The school council is well established and members make a valuable contribution to decision-making in the school. They are proud of their achievements and take their roles seriously. For example, the school council contributed effectively to the recent review of the school's mission statement.

The behaviour of pupils around the school and in lessons is very good. Nearly all pupils participate conscientiously in lessons and are keen to learn. They demonstrate a high level of tolerance and respect towards each other.

The school's overall attendance rate last year placed the school in the top 25% when compared with similar schools. The school was also in the top 25% in the previous two years. The punctuality of pupils is very good and there have been no exclusions over the last twelve years.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Teachers organise a good range of interesting and exciting opportunities for learning in the Foundation Phase. The planning in key stage 2 generally ensures coverage of the National Curriculum, but it is less systematic in covering history and geography.

All teachers within a year group plan appropriately together. Overall, activities are well structured and this enables pupils to reinforce and build on their prior learning. Planning for the development of literacy and numeracy skills is good in English and mathematics lessons. However, there are not enough planned opportunities for pupils to develop their writing and numeracy skills across other subjects. Planning in key stage 2 ensures that most pupils receive an appropriate level of challenge in their work, but more able pupils do not always receive enough challenge to stretch them effectively.

Good use is made of the local community to enhance pupils' experiences and there is a good range of extra-curricular clubs.

The school makes appropriate provision for the promotion of the Welsh language in the Foundation Phase. However, there are too few opportunities for pupils to practise and develop their skills outside of Welsh lessons and planning does not ensure that pupils' reading and writing skills develop well enough. Provision for pupils to develop their understanding of the history and culture of Wales is a strong feature of the school.

The school promotes education for sustainable development and global citizenship well. There are appropriate opportunities for pupils to gain an understanding of the lives and cultures of other people across the world, for example through links with another school in Africa.

Teaching: Good

Teachers use a suitable range of approaches to enthuse pupils, and they share lesson objectives well with pupils. All staff ensure that pupils' behaviour is very good and this supports effective learning. The school deploys additional adults effectively in classes where they support pupils' well, especially those who are falling behind in aspects of their learning. In most cases, teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch most pupils effectively. However, teachers do not always adapt tasks enough to challenge more able pupils fully.

All teachers and support staff know pupils very well. They use praise and encouragement very effectively to ensure pupils remain engaged and motivated throughout the lessons. They use effective open-ended and extended questioning to promote pupils' thinking and problem-solving skills. Staff use a good variety of resources, including ICT and the outdoor environment, to enhance pupils' learning experiences effectively.

Teachers track pupils' progress effectively across the school using comprehensive and detailed assessment records. They give good oral feedback to pupils about their work and mark work regularly, but they do not always advise pupils how to improve their work enough. Assessments for learning strategies are developing appropriately throughout the school.

End-of-year reports to parents provide a suitable overview of progress in all aspects of the curriculum, as well as suggesting areas for development. There are appropriate opportunities for parents to reflect on the report and to respond in writing. The school holds formal consultation meetings with parents three times a year and parents value these opportunities to review their child's work and to discuss their child's progress with the class teacher.

Care, support and guidance: Good

The school is a caring community where adults and pupils treat each other with respect. As a result, the supportive ethos that exists supports good learning by pupils. Circle time, religious education lessons and daily acts of worship contribute well towards developing pupils' spiritual, moral, social and cultural awareness. Within these daily acts of worship, pupils have appropriate opportunities to reflect on the messages presented.

The school has a suitable range of programmes and initiatives to develop aspects of pupils' wellbeing effectively and to promote healthy eating and drinking. There are effective policies and strategies that promote very good behaviour and attendance successfully. Pupils and parents feel confident about approaching members of staff for advice and guidance, where necessary.

The school's arrangements for safeguarding pupils meet the requirements and are not a cause for concern.

Provision for additional learning needs is thorough and effective. The school identifies pupils' needs early and plans suitable provision of a high standard. Teachers, support staff and parents discuss the progress of pupils in meeting the targets within their individual development plans appropriately. Staff monitor and review the plans regularly. The school makes effective use of the knowledge and guidance of specialist external agencies to support pupils' learning.

Learning environment: Good

The school is a happy, caring community where adults and pupils show respect for each other. The school is a fully inclusive community and is effective in promoting a welcoming, caring ethos in line with the school's Christian values and mission. Nearly all pupils are confident to approach staff for guidance and feel that the school deals effectively with any rare instances of bullying. Effective policies and arrangements are in place for promoting pupils' wellbeing.

The outdoor area in the Foundation Phase offers varied and interesting opportunities for pupils and the school makes purposeful use of outdoor resources in order to meet the needs of the Foundation Phase and to promote pupils' knowledge of

sustainability. Classrooms and learning areas are laid out effectively and well resourced. There is a particularly good range of books throughout the school.

The school site is well maintained. Around the school, colourful displays promote children's learning effectively, and Christian and moral values feature strongly in the displays. Pupils have access to a broad range of appropriate learning resources for all subject areas. The school has a good range of ICT equipment in the classrooms, as well as a well-equipped ICT suite.

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

Staff and governors share a purposeful vision for the school, which focuses clearly on high expectations for pupils' wellbeing and achievement. The school's management team has a significant impact on raising standards and the quality of provision. The headteacher leads the school effectively and she receives good supported from the deputy headteacher. The senior management team is also effective in taking forward school priorities.

Staff have clearly defined roles and responsibilities, which they undertake conscientiously and thoroughly. They meet regularly, share good practice well and contribute appropriately to strategic planning.

Governors are supportive and ensure that the school meets all statutory requirements. The chair visits the school for one day each week. Each governor has an allocated subject or aspect and governors participate in focused visits to monitor the quality of the school's provision. They contribute well to the school's strategic direction and act appropriately as a 'critical friend' to the school.

The school takes good account of local and national priorities. For example, the Foundation Phase is well established, and raising standards in literacy and numeracy across the school is a major focus of the current school improvement plan.

Improving quality: Good

Leaders and staff have a good understanding of the school's performance and how well pupils are progressing as a result of rigorous monitoring and self-evaluation procedures. They base their judgements on a suitable range of first-hand evidence and a thorough analysis of up-to-date information on pupil performance.

The school seeks the views of pupils and parents systematically and acts on their suggestions, when appropriate, to implement improvements. The school also ensures that all teachers assess their own performance in order to improve standards and provision.

Planning for improvement is effective, for example in developing pupils' literacy and numeracy skills. The detailed self-evaluation report provides a clear picture of the school's strengths and areas for development. It contains suitable links to the school improvement plan, which outlines relevant, manageable priorities for improvement

with measurable outcomes where appropriate. The plan identifies realistically the necessary resources, timescales and staff required to ensure that the priorities are achievable.

Partnership working: Good

Nearly all parents are very supportive of the school and they have helped to improve the accommodation and outdoor learning areas. These improvements have had a positive impact on pupils' learning experiences. Many parents regularly attend workshops on English and mathematics in school to help them to support their children at home. These are having a measurable impact on raising pupils' standards of achievement.

The school plays a central role in the community and members of the community regularly visit the school to support pupils with their reading activities. There are very strong links with the local church and clergy. A positive link with a local housing association provides many opportunities for pupils to watch house building on site and this enhances their awareness of the world of work.

The school works well in partnership with the local authority, social services and health authority to support pupils' learning and wellbeing.

There are effective links with the local cluster of schools and there are regular cluster meetings to moderate pupils' work in order to ensure the consistency and accuracy of the assessment of pupils' work. Transition planning from primary to secondary school is successful.

Resource management: Good

There are sufficient qualified teachers and support staff to deliver the curriculum and to support pupils. Staff are deployed effectively. The school identifies and meets the needs of staff appropriately through a performance management process that staff understand well. There are effective arrangements for teachers' planning, preparation and assessment, and leaders and managers in the school receive appropriate time away from teaching to undertake their roles.

The school has a good range of learning resources and ICT equipment, which staff and pupils use well. The school makes best use of all the available accommodation.

Professional learning communities are developing appropriately. They have particularly increased individual members of staff's understanding of effective ways to develop pupils' skills in mental mathematics.

The headteacher and governing body manage the school budget well and ensure that spending is in line with school priorities. The school is effective in securing additional funding for specific projects aimed at improving standards, pupils' wellbeing and the learning environment. Due to the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013 pupil performance at the expected outcome 5 was above the family average in literacy skills, mathematical development and personal and social skills. At the higher outcome 6 in 2013, more able pupils performed above the family average in literacy skills and mathematical development and below the family average in personal and social skills.

In 2013, performance in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% of similar schools for literacy and mathematical development. Performance placed it in the top 25% for both in the previous year. Attainment of pupils at the higher outcome 6 in 2013 also placed the school in the higher 50% of similar schools for both literacy skills and mathematical development. In both areas of learning, pupil performance placed it in the top 25% in 2012.

At the end of key stage 2 in 2013 at the expected level 4, pupil performance was above the family average in English, mathematics and science. At the higher level 5, pupil performance was also above the family average in the three core subjects.

In key stage 2, performance at the expected level 4 in English has placed the school in the higher 50% of similar schools in three of the last four years and in the top 25% in 2012. Performance in mathematics placed it in the higher 50% in 2010 and 2013 and in the top 25% in the remaining years. Performance of more able pupils at level 5 has varied over the same period in English, moving the school from the bottom 25% of similar schools in 2011 to the top 25% in 2012. In mathematics, performance has placed the school consistently in the higher 50% apart from in 2011 when it was in the bottom 25%.

In the Foundation Phase, over the last two years, there is no clear difference between the performance of boys and girls at the expected outcome 5, but the girls tend to perform much better at the higher outcome 6 in personal and social skills. In key stage 2 over the last two years, girls have tended to perform better in English at the expected and higher levels. In science, boys have performed much better than girls at the expected level 4 over the last three years and girls have been better than boys at the higher level over the same period.

In key stage 2, pupils who have free school meals have tended to do less well than other pupils in three of the last four years, while in the Foundation Phase there has been no clear trend over the last two years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100	97 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	92 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	95 95%	5 5%	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	100	99 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	100	94 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	97 97%	3 3%	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.	100	100 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	100 100%	0 0%	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.	100	97 97%	3 3%	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.	100	99 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.	98	80 82%	18 18%	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	100	80 80%	20 20%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 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.	81	55 68%	24 30%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	81	59 73%	21 26%	1 1%	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.	81	63 78%	18 22%	0 0%	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.	81	50 62%	28 35%	1 1%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	79	43 54%	28 35%	6 8%	1 1%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	81	53 65%	26 32%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	80	54 68%	23 29%	1 1%	0 0%	2	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.	77	35 45%	30 39%	10 13%	1 1%	1	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.	81	53 65%	24 30%	3 4%	0 0%	1	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.	78	48 62%	24 31%	4 5%	0 0%	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.	81	58 72%	21 26%	2 2%	0 0%	0	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'.	76	40 53%	28 37%	3 4%	1 1%	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.	80	45 56%	30 38%	3 4%	1 1%	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.	81	55 68%	21 26%	4 5%	1 1%	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.	79	38 48%	30 38%	4 5%	1 1%	6	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.	81	47 58%	31 38%	1 1%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	68	34 50%	24 35%	1 1%	1 1%	8	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.	77	42 55%	26 34%	7 9%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	79	55 70%	20 25%	2 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Sarah Botterill	Lay Inspector
Mrs Gillian Cheverton	Peer Inspector
Sheila McCool	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – 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.