A report on

**Abercanaid Community School
The Park
Abercanaid
Merthyr Tydfil
CF48 1SZ**

Date of inspection: July 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.

Publication date: 03/09/2014

Context

Abercanaid Community Primary School is in the village of Abercanaid about two miles south of Merthyr Tydfil. The school opened in 2003 and currently has 204 pupils from the ages of three to eleven. The number on roll has increased since the last inspection. Over the last five years, the majority of pupils in the school have been boys. There are three mixed-age and five single-age classes, including a full-time nursery class. The school's learning resource base for Foundation Phase age pupils transferred to another school in September 2013.

Approximately 11% of pupils are eligible to receive free school meals, which is below the national average of 21%. Around 20% have additional learning needs, which is also below the national average. A very few pupils have a statement of special educational needs or come from an ethnic minority background or are looked after by the local authority. No pupils speak Welsh as a first language and very few speak English an additional language.

The school was last inspected in June 2008. The headteacher was appointed in September 1989.

The individual school budget per pupil for Abercanaid Community School in 2013-2014 means that the budget is £3,482 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,219 and the minimum is £3,257. Abercanaid Community School is 19th out of the 23 primary schools in Merthyr Tydfil 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:

- nearly all pupils make good progress through the school;
- standards in literacy and numeracy are effective in all classes;
- there is a trend of recent improvement in English;
- pupils' behaviour is good;
- levels of attendance place the school in the top 25% when compared to similar schools;
- the school provides a wide range of interesting and challenging learning experiences; and
- the quality of teaching is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides sensitive leadership and exercises an effective oversight of the school;
- the deputy headteacher provides very efficient support;
- all members of the senior management team work together well;
- the faculty team arrangements match the needs of the school well;
- governors are very supportive of the school and most have a good knowledge of the school's performance and context;
- the school has well-established and robust procedures to evaluate its own effectiveness; and
- the school works constructively with a wide range of partners to improve pupils' standards of achievement and wellbeing.

Recommendations

R1 Improve levels of attainment at the end of the Foundation Phase and key stage 2 to ensure that they reflect pupils' progress and achievement more accurately

R2 Raise standards in pupils' Welsh oracy skills in key stage 2

R3 Increase opportunities for pupils to develop their knowledge and understanding of global citizenship

R4 Address issues affecting the school's budget to ensure long-term financial stability

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

In both key stages, nearly all pupils make good progress in their literacy and numeracy skills from their starting points. In all classes, most are good listeners. They give their full attention when their teacher is speaking and listen carefully to their partners' ideas, when working in pairs and small groups.

Most pupils start school with limited speaking skills that are below those expected for their age. However, during the Foundation Phase, nearly all learn to speak clearly and fluently to adults and each other. As they progress through key stage 2, most speak with increasing confidence and use a broader vocabulary.

Most pupils make good progress in reading through the school. In the Foundation Phase, they develop a good understanding of the relationship between letters and sounds. By the end of Year 2, many recognise groups of letters that blend together and use their knowledge to sound out unfamiliar words well. In Year 3 and Year 4, many pupils read clearly and with good expression, paying careful attention to punctuation. They use their phonic knowledge to tackle unfamiliar words effectively and they deduce meaning from the context of the story well. Towards the end of key stage 2, many pupils acquire more advanced reading skills, such as skimming and scanning. In Year 6, a few pupils recognise when a report might contain bias.

Many pupils in the Foundation Phase acquire good pencil control and write neatly, using well-formed and appropriately-spaced letters. They write simple sentences with capital letters and full stops for a range of purposes. More able pupils write freely at length. In key stage 2, most pupils develop a good awareness of their audience and adapt their writing styles accordingly. In Year 5 and Year 6, many use figurative language effectively to write vivid stories with a clear structure. Most present their work neatly using a well-developed cursive style.

Most pupils make steady progress in developing their numeracy skills. They acquire effective strategies to answer mental mathematics questions quickly and accurately. They apply their knowledge and understanding well across the curriculum and to real-life situations. They develop good thinking and problem-solving skills.

By the end of the Foundation Phase, nearly all pupils add, subtract, multiply and divide simple numbers and count forwards and backwards in twos, fives and tens up to one hundred. They double and halve numbers and place them in sequence. Nearly all pupils know the names and properties of basic shapes and recognise simple fractions and rotation. They produce accurate tally charts, pictograms and block graphs and use standard units of measurement well.

By the end of key stage 2, nearly all pupils multiply and divide large numbers using different methods. They understand about percentages, fractions and decimals and convert between them well. They measure length, weight and capacity accurately.

They comprehend and apply appropriately the concepts of negative numbers, probability, the use of formulae and the plotting of co-ordinates. They collate and interpret data successfully in different forms, such as line graphs and pie charts.

Many pupils in the Foundation Phase use Welsh freely throughout the day. They begin to build a wide vocabulary of numbers, colours and everyday objects. In key stage 2, many younger pupils make steady progress in writing and speaking Welsh. In the older classes, most pupils have a positive attitude to Welsh, but they find speaking in different contexts difficult and tend to rely too heavily on well-rehearsed set patterns.

Current standards in literacy and numeracy observed in lessons and in pupils' books during the inspection are better than previous assessment results indicate. At the end of the Foundation Phase in 2013, pupils' performance places the school in the lower 50% for literacy and in the bottom 25% for mathematical development when compared with similar schools at the expected outcome 5. At the higher outcome 6, pupils' performance places the school in the higher 50% for literacy and in the lower 50% for mathematical development.

At the end of key stage 2, pupils' performance in English over the last four years and in mathematics and science over the last three years has consistently placed the school in the bottom 25% or lower 50% when compared with similar schools at both the expected level 4 and the higher level 5.

Wellbeing: Good

Nearly all pupils have a clear understanding of the importance of healthy eating and drinking and regular exercise. They take part in a wide range of activities designed to promote their personal fitness. They feel safe in school and are confident to talk to an adult if they feel worried or upset.

Nearly all pupils enjoy school and behave well in lessons and on the playground. From a young age, they follow classroom routines carefully and move between tasks sensibly. Attendance levels, currently at around 96%, are improving and for the last year placed the school in the top 25% when compared with similar schools. Persistent absentees are declining and unauthorised absence is very low. Very few pupils are regularly late.

Most pupils take on responsibilities willingly and play an active part in the life of the school. The school council is an effective forum for pupil involvement in decision-making. It makes suggestions and raises funds for school improvement projects, such as the outdoor stage. However, there are no direct links with the governing body and elections are infrequent, so that only a few pupils have the opportunity to take part.

Nearly all pupils have positive attitudes to learning and engage well with their set tasks. They work on their own and with other pupils successfully. They show respect, courtesy and concern for one another and adults. They benefit from the effective links with the community, gaining good social skills for life outside school.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Based on a topic approach that includes theme days and focus weeks, the school provides a wide range of interesting and challenging learning experiences for pupils. These meet the requirements of the Foundation Phase and the National Curriculum, as well as the National Literacy and Numeracy Framework.

Staff plan collaboratively to ensure that the curriculum enables pupils of all abilities to develop their literacy and numeracy skills effectively and to build successfully on their prior learning, both inside and outside the classroom. They make good arrangements for supporting pupils whose progress is below, or better than, that expected for their age.

There is a good range of well-attended extra-curricular activities. In addition, a comprehensive programme of visits and visitors enhances pupils' experiences significantly. Older pupils benefit from residential visits to London and to an outdoor pursuits centre.

Provision for Welsh language development in the Foundation Phase is thorough and effective. However, in key stage 2, teachers do not challenge pupils enough to use Welsh in wider contexts. The curriculum provides frequent opportunities for pupils to learn about the geography, history and culture of Wales.

The school acts in a sustainable way. It provides good opportunities for pupils to understand recycling and the need to look after the environment. There is a recently established eco committee, but its role is relatively underdeveloped. Pupils learn about the lives of people in other countries and from different cultures. However, their awareness of their role as global citizens is limited and the school does not have any links with schools abroad.

Teaching: Good

All teachers prepare lessons thoroughly. They know pupils well, have high expectations for their achievement and cater for their different ages and abilities appropriately. They organise learning well, establish effective routines and conduct lessons at a brisk pace. They manage pupils' time and behaviour successfully. They have good up-to-date subject knowledge.

In the best practice in most lessons, teachers and support staff work very closely together to promote effective learning. They engage pupils continually in challenging activities that encourage them to think for themselves and to work independently. They establish very positive relationships with pupils and use a range of teaching and learning strategies that inspire them to achieve. They praise and celebrate pupils' efforts and successes continually.

The school has refined its assessment procedures effectively. It tracks and monitors pupils' progress accurately in order to identify individual needs and abilities and to inform planning and teaching. All teachers set appropriate targets for pupils,

particularly in literacy and numeracy. They use assessment for learning strategies consistently in lessons and involve pupils regularly in evaluating their own work and that of their peers. As a result, most pupils know how well they are doing and how to improve.

All teachers mark work conscientiously and regularly. They provide positive and supportive comments that often invite pupils to respond. Annual reports to parents provide relevant information about their children's achievements and include appropriate targets for improvement. Parents appreciate the regular opportunities they have to discuss their children's progress with teachers.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. It places a high priority on supporting the health and wellbeing of its pupils.

The provision for pupils' spiritual, moral, social and cultural development is good. The school integrates personal and social education successfully into the curriculum and the daily life of the school. There are effective systems in place to monitor pupils' behaviour and to improve attendance. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The level of security of the school site is good.

The school liaises well with many outside agencies and specialist services, for example the educational psychologist and health personnel, which provide good guidance and support and which meet pupils' needs appropriately.

The school has very effective procedures for identifying and monitoring pupils with additional learning needs. Frequent visits by the learning support teacher have a positive impact on pupils who require extra help. Staff review pupils' individual education plans regularly and monitor their progress closely. Both parents and pupils take part in discussing, setting and reviewing targets. Full integration into all aspects of school life ensures that vulnerable pupils make good progress in their learning.

Learning environment: Good

The school has a calm, inclusive and caring ethos. It promotes tolerant attitudes successfully to ensure that pupils and staff are free from harassment and oppressive behaviour. Each pupil has equal access to every area of the school's provision and accommodation. All pupils and staff treat each other with mutual respect. They are equally valued regardless of their background.

The well-maintained buildings and grounds meet the needs of pupils well. All classrooms are bright and stimulating. Attractive wall displays throughout the school celebrate pupils' work effectively. The outside areas are well developed and pupils use them successfully and frequently for outdoor learning, particularly in the Foundation Phase. However, the infant playground is small for the number of pupils it has to accommodate.

There is a good range of learning resources of good quality that meet the needs of

pupils well, including a well-stocked library, a pupils' kitchen and an art room. The provision for information and communication technology (ICT) is good and up-to-date. It includes a well-equipped ICT suite and a sufficient number of lap tops and tablet computers for use in classrooms. These resources help pupils to develop their computer skills well across the curriculum.

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

Leadership: Good

The headteacher provides sensitive leadership and exercises an effective oversight of the school. He has established very positive relationships with staff, governors and parents. The deputy headteacher provides very efficient support and undertakes a suitable range of responsibilities, linked particularly to raising standards and the delivery of basic skills across the curriculum.

All members of the senior management team work together well, although they only meet formally about twice a term. This limits their collective role in school improvement and strategic planning, for example with regard to the budget. Each of the four teaching and learning post-holders leads a faculty team that includes all teachers and support staff, as well as a designated governor. This is an effective collaborative arrangement and matches the needs of the school well, particularly in relation to monitoring standards and the curriculum. All teachers have areas of responsibility, which they evaluate effectively. The school addresses local and national priorities well.

Governors are very supportive of the school and most have a good knowledge of its relative performance and context. A majority visit regularly and attend training events. Overall, they hold the school's leaders to account well and ensure that all statutory requirements are in place. However, the full governing body's involvement in determining and reviewing the school's strategic priorities is limited overall, for example in relation to its procedures for discussing committee minutes and the school development plan.

Improving quality: Good

The school has well-established and robust procedures to evaluate its effectiveness. Senior leaders and staff gather a wide range of first-hand evidence, which makes a significant contribution to the self-evaluation process. For example, they seek the views of pupils and their parents regularly and analyse a wide range of attainment data rigorously and accurately.

Senior leaders monitor the quality of teaching and the work in pupils' books across the school regularly and thoroughly. In addition, the school takes good account of periodic reviews by the local authority and other external agencies. As a result, all staff have a clear understanding of the school's strengths and opportunities for improvement.

There is a clear link between the self-evaluation process and school development planning. The school uses the outcomes of self-evaluation to identify and prioritise

opportunities for further improvement. For example, it has introduced an intervention programme that is leading to higher attainment for more able pupils.

The main targets in the current school development plan are manageable and focus securely on improving outcomes for pupils. Where appropriate, they have measurable criteria for assessing pupils' progress. The plan identifies appropriately those with responsibility for action, sets realistic timescales and considers any cost implications clearly.

Partnership working: Good

The school works constructively with a wide range of partners to increase opportunities for pupils to learn and to improve their standards of achievement and wellbeing. There is good liaison and communication with parents, for example through newsletters and the informative website. Reading sessions, where parents and grandparents work alongside pupils, promote pupils' literacy skills beneficially.

The school has appropriate links with the local community. For example, pupils sing at the parish church and a local business supports pupils' charity fundraising events. Volunteers have a positive impact on pupils' wellbeing and enthusiasm for learning, particularly through the support they provide in the classroom and in extra-curricular activities, such as the knitting club.

Transition arrangements with the secondary schools include curricular and pastoral co-operation, for example in a joint music and drama project. The links are effective in helping pupils prepare for the next stage in their learning. Moderation meetings with cluster schools are ensuring that teachers develop greater consistency in assessing pupils' work. Students on placement from a local further education college also contribute effectively to pupils' learning, particularly in the Foundation Phase.

Resource management: Good

The school has a generous number of well-qualified and experienced teachers in relation to its number on roll and budget. The staffing structure is currently under review.

Support staff have appropriate roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing. Newly-qualified teachers receive suitable monitoring and professional development support. The arrangements for teachers' planning, preparation and assessment time are appropriate. The school also allocates relevant management time for senior leaders every fortnight.

Performance management procedures, led by the headteacher and deputy headteacher, are effective and meet statutory requirements. They involve all teachers and support staff. Targets focus appropriately on priorities in the school development plan. All staff receive relevant training, linked to their performance management targets.

Day-to-day administrative routines operate effectively. The school employs a

full-time caretaker, who takes on a range of additional responsibilities, such as fund raising.

The school manages its accommodation and resources well. It bases its spending decisions on school priorities and achieving best value. However, due largely to the withdrawal of the learning resource base, the school is currently running a deficit budget that has been agreed with the local authority. The governing body is implementing an appropriate financial plan to address this situation.

Despite the current deficit, the school provides good value for money, because pupils' performance and the quality of provision are good.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013, pupils' performance is below the family average in literacy, mathematical development and personal and social skills at the expected outcome 5 and is only above the family average at the higher outcome 6 in literacy. When compared with similar schools, attainment in all three areas of learning places the school in the lower 50% or bottom 25% at both the expected and higher outcomes, except in literacy at the higher outcome. Performance at both outcomes is below that in 2012 in mathematical development, but above that in 2012 in literacy. In personal and social skills, performance is below that in 2012 at the expected outcome, but above at the higher outcome.

At the end of key stage 2 in 2013, pupils' performance in all three core subjects is below the family average at the expected level 4, but above the family average in English and mathematics at the higher level 5. When compared with similar schools, attainment in English over the last four years and in mathematics and science over the last three years has consistently placed the school in the bottom 25% or lower 50% at both the expected and higher levels. However, there is a trend of recent improvement in English.

Overall, girls tend to attain better than boys in literacy across the school and more able pupils do not always demonstrate their full potential, for example in mathematics. Pupils eligible to receive free school meals generally attain less well than other pupils.

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.	96		93 97%	3 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	96		90 94%	6 6%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	95		87 92%	8 8%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
The school teaches me how to keep healthy.	95		90 95%	5 5%		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.	95		88 93%	7 7%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school.	90		84 93%	6 7%		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.	96		95 99%	1 1%		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.	95		88 93%	7 7%		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.	93		76 82%	17 18%		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.	96		85 89%	11 11%		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.	89		62 70%	27 30%		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.	93		73 78%	20 22%		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.	57	47 82%	10 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	57	52 91%	5 9%	0 0%	0 0%	0	Mae fy mhlentyn 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.	57	47 82%	10 18%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	57	47 82%	10 18%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	57	29 51%	25 44%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	57	43 75%	14 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	57	42 74%	15 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	57	34 60%	22 39%	1 2%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	57	37 65%	18 32%	1 2%	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.	57	37 65%	20 35%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	57	47 82%	10 18%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	31 56%	16 29%	3 5%	0 0%	5	Mae fy mhlentyn 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.	57	34 60%	19 33%	4 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	57	43 75%	10 18%	4 7%	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.	57	27 47%	19 33%	7 12%	1 2%	3	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.	57	39 68%	18 32%	0 0%	0 0%	0	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.	54	23 43%	21 39%	2 4%	0 0%	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.	57	35 61%	17 30%	4 7%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	56	44 79%	11 20%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Peter David Ellis	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Helen Brigid Potts	Lay Inspector
Kay Emanuelli	Peer Inspector
David Thomas	School 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.