



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

**Llancarfan C.P. School
Llancarfan
Bonvilston
Barry
Vale of Glamorgan
CF62 3AD**

Date of inspection: March 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

Llancarfan Primary School opened in 1875. It serves the village of Llancarfan and surrounding hamlets in the rural Vale of Glamorgan, although a few pupils travel from outside the catchment area.

The school currently has 117 pupils on roll from the ages of four to 11. There are two mixed-age and three single-age classes. There is no nursery provision.

Approximately 3% of pupils are eligible to receive free school meals, which is well below the national average. Around 19% of pupils have additional learning needs, which is a little below the national average. Very few have a statement of special educational needs or come from an ethnic minority background. No pupils speak English as an additional language or use Welsh as a first language.

The school was last inspected in March 2008, since when there have been three headteachers. The current headteacher took up the post in September 2012.

The individual school budget per pupil for Llancarfan Primary School in 2013-2014 means that the budget is £4135 per pupil. The maximum per pupil in primary schools in the Vale of Glamorgan is £7758 and the minimum is £2718. Llancarfan Primary School is seventh out of the 48 primary schools in the Vale of Glamorgan 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:

- although results vary due to small cohorts, pupil performance at the end of key stage 2 at both the expected and higher levels has mainly placed the school in the top 25% or higher 50% of similar schools over the last five years;
- nearly all pupils make good progress from their starting points;
- standards in literacy and numeracy are good overall;
- most pupils make good progress in speaking Welsh;
- pupils' behaviour is good overall;
- learning experiences are broad and balanced;
- there is good quality care, support and guidance for pupils; and
- the learning environment is varied and stimulating.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides purposeful and sensitive leadership and has developed a clear strategic direction for the school;
- the school has introduced several beneficial initiatives recently that are helping to move the school forward;
- the senior management team has a good knowledge of the strengths of the school and the areas where it needs to improve;
- governors are very knowledgeable and supportive, yet hold the school to account effectively;
- the school has established a robust self-evaluation system; and
- the school works with a wide range of partners successfully.

Recommendations

- R1 Provide opportunities for pupils to develop better skills in reading and writing in Welsh
- R2 Ensure teachers in key stage 2 match tasks sufficiently well to pupils' different abilities and provide enough opportunities for them to work independently
- R3 Ensure that marking procedures are consistent across the school so that pupils know how to improve their work

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

In the Foundation Phase, nearly all pupils speak confidently and provide detailed responses to questions. They listen well in class and explain their ideas clearly. In key stage 2, most pupils discuss ideas well with each other and adults. Across the school, many speak confidently, but in a minority of cases they do not always listen as well as expected.

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.

Pupils' writing skills develop well through the school. By the end of the Foundation Phase, many pupils write simple accounts, stories and poems. In key stage 2, many write in a wide range of genres and use a suitable variety of styles. They use their writing skills effectively across the curriculum, for example in their topic work and when writing up investigations in science. Overall, the whole-school emphasis on writing has a positive effect on the standards pupils achieve.

Nearly all pupils develop appropriate skills in numeracy, although progress slows towards the end of key stage 2. By the end of the Foundation Phase, most pupils read and write numbers to 100 and the more able to 1000. They compare and order two-digit numbers and calculate using simple addition, subtraction, multiplication and division. A few understand that subtraction is the opposite of addition. Pupils start to use standard units of measurement, such as centimetres and metres, and gather and record data in various ways related to their topic.

By the end of key stage 2, most pupils tackle problems confidently and select different strategies to reach correct answers. Nearly all make accurate calculations using decimals and percentages and are familiar with negative numbers and metric conversion tables. However, a few are less confident in their understanding of fractions and when answering random questions on multiplication tables. Nearly all pupils know the language and properties of common two and three-dimensional shapes, but they are less familiar with more complex geometrical concepts, such as measuring angles and calculating degrees.

In Welsh, most pupils make good progress in learning a range of sentence patterns, sequences and new vocabulary. They use greetings confidently and readily engage in a simple dialogue with adults and other pupils. They apply their skills thoughtfully in different contexts. However, reading and writing skills develop less effectively and the books pupils read offer few challenges. Most pupils write well in simple

sentences. They follow established patterns and use the present and past tense, but the amount they write is limited.

Due to the variable and sometimes small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance. At the end of the Foundation Phase in 2013 in language, literacy and communication skills at the expected outcome 5 and the higher outcome 6, pupil performance places the school in the top 25% of similar schools. In mathematical development, attainment places the school in the bottom 25% at the expected level and in the higher 50% at the higher level compared to similar schools. Overall, results were similar to 2012 at the expected level, but better at the higher level.

Pupil performance at the end of key stage 2 at the expected level 4 overall has mainly placed the school in the top 25% or higher 50% of similar schools over the last five years. However, attainment in all three core subjects at both the expected and higher levels has varied between the top 25% and lower 50% or bottom 25% of similar schools. There was a sharp decline in 2013 at the higher level in English and science.

Nearly all pupils make good progress through the school and a few exceed their targets. No specific groups of pupils continually underachieve.

Wellbeing: Good

Pupils are aware of the benefits of healthy eating and regular exercise. They participate in a wide variety of initiatives, including physical activities, to ensure they adopt a healthy lifestyle. School council members have devised healthy eating rules, which they ensure all pupils follow.

Pupils feel safe in school. They enjoy lessons, are well motivated and demonstrate good attitudes to learning. They work productively with others and strive to complete tasks to the best of their ability.

Behaviour overall is good throughout the school. Nearly all pupils are polite, courteous and respectful.

The school's overall attendance figure for 2012-2013 was nearly 95%, which was a little below the average for similar schools. Rates over the last two years show a trend of gradual improvement, rising to around 96% in the current year. Both unauthorised absence and persistent absentee rates are low. Nearly all pupils are punctual at the start of the school day.

Pupils play an active part in school life through the activities of the enthusiastic school council and eco committee. Members represent their peers well and staff and governors take their views seriously. Pupils benefit from participating in cultural and environmental activities in their local area, such as the village show.

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

The curriculum is broad and balanced and covers all statutory requirements. Learning experiences, especially in the Foundation Phase, engage pupils in a good range of interesting activities.

Teachers' plan thoroughly and take good account of the Literacy and Numeracy Framework. They encourage pupils purposefully to use their skills across the curriculum, particularly in literacy.

The school provides appropriate intervention strategies to cater for pupils who need extra support in basic skills, but teachers, especially in key stage 2, do not always plan sufficiently well to challenge the more able.

Provision for the development of pupils' oral skills in Welsh is good across the school. Teachers build on the sentence patterns pupils know to ensure steady progression. However, opportunities for pupils to read a range of texts and to write for a variety of purposes are limited. Staff promote positive attitudes towards Welsh and develop pupils' understanding and appreciation of their Welsh culture and heritage effectively.

All pupils benefit from regular visitors and visits to places of interest, such as the theatre and the beach. Many pupils, particularly in key stage 2, participate in a range of extra-curricular activities and Year 6 go on an annual residential adventure week. All these experiences enrich pupils' learning.

The school promotes education for sustainable development well. There is an active eco committee, whose members are knowledgeable and keen to look after the planet, for example in protecting turtle eggs in Thailand. The school has links with a range of schools in Europe through a recycling project that involves reciprocal teacher visits. This work enhances pupils' and teachers' knowledge of their role as global citizens.

Teaching: Adequate

All teachers prepare, organise and structure lessons well. They establish good relationships with pupils and monitor their progress effectively.

In the best practice, teachers have high expectations and use a range of relevant teaching and learning methods. They give pupils responsibility to follow their own lines of enquiry and to reach their own solutions. They conduct lessons at a lively pace and manage time and behaviour successfully. Their continual use of praise and rewards motivates pupils to succeed.

Where teaching at times is less successful in key stage 2, teachers do not explain tasks clearly enough and do not allow pupils sufficient opportunities to work independently. They do not match tasks closely enough to pupils' different abilities, so that the more able, in particular, are not appropriately challenged.

Teachers undertake a range of relevant assessment procedures that provide them with an accurate profile of each pupil's abilities. The school has introduced its own tracking system alongside a commercial scheme, which enables staff to monitor and analyse pupils' needs and progress effectively and to set appropriate targets.

Procedures for individual target setting in literacy and numeracy are well established. Teachers are developing assessment for learning strategies successfully and involve pupils regularly in evaluating their own progress.

Teachers mark work conscientiously and provide positive and supportive comments. However, these do not always indicate what pupils need to do to improve their work. Pupils' annual reports provide parents with relevant information about their children's achievements.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. For example, it participates in the Healthy Schools' programme and provides a fruit tuck shop.

The school has effective whole-school strategies to foster good behaviour and to monitor attendance. Pupils receive rewards for achieving success in these aspects, which motivates them to improve.

The school promotes pupils' spiritual, moral, social and cultural development effectively through various initiatives, such as the focus on values during assemblies and lessons.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security of the school site is good.

Provision for pupils with additional learning needs is good. The co-ordinator supports teachers very well and ensures that they implement effective procedures to support pupils fully. Identification of pupils who need extra support takes place at an early stage. Comprehensive procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need. All pupils with additional learning needs have individual education plans and teachers monitor and update these regularly. These plans include pupils' and parents' views when discussing and identifying targets.

The school has many beneficial links with specialist services and external agencies to ensure pupils' health and wellbeing.

Learning environment: Good

The school is a happy inclusive community, which values and treats all pupils equally. It bases its ethos on positive values, where all learn tolerance, respect and fairness. It celebrates and respects racial and cultural diversity, for example through assemblies and in circle time. There are very supportive relationships between

pupils. For example, the school has a buddy system, where older pupils help those who are younger than themselves.

The buildings and site provide a stimulating and varied learning environment. Staff use the limited internal space effectively. Recent developments, such as the new demountable classrooms and conservatory extension, are of a high quality. The school is well equipped with appropriate facilities and resources.

Pupils make good use of the outdoor learning environment and its wildlife and wooded areas. The site is clean and well maintained. Staff use the locality well to extend pupils' experiences, such as pond dipping in the local ford.

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

The staff and governing body share a common vision and have developed a clear strategic direction for the school. The headteacher provides purposeful and sensitive leadership. Since his appointment, he has introduced several beneficial initiatives, such as the robust tracking system, that are helping to move the school forward.

Staff, led effectively by the senior management team, work well together. The cross-phase monitoring groups, which include support staff and governors, enable teachers to focus on a chosen area of school improvement by co-operating successfully on a whole-school basis. This process encourages them to share good practice and is having a positive impact on standards and provision.

Governors are very knowledgeable and well informed about the school. They are very supportive, yet hold the school to account effectively. Many attend training sessions and school events regularly. They are fully involved in school improvement procedures, understand how well the school is performing and place a high priority on raising standards and good governance.

The school takes good account of local and national priorities. For example, raising standards in literacy and numeracy and ensuring that the more able, in particular, reach their potential are major aspects of the current school development plan.

Improving quality: Good

The school has established a robust self-evaluation system. It has a good range of effective monitoring processes, which include lesson observations and the scrutiny of teachers' planning and pupils' books. This ensures that the senior management team has a good knowledge of the strengths of the school and the areas where it needs to improve.

The school takes good account of the views of parents and pupils by means of questionnaires. Leaders record and analyse comprehensive data on the performance and wellbeing of pupils. Staff also make a valuable contribution to the self-evaluation process through focused discussions in staff meetings.

The self-evaluation report provides a clear picture of the school's performance. It is mainly evaluative and gives sound judgements about standards of pupils' work, provision and leadership.

There is a clear link between the self-evaluation process and the priorities identified in the school improvement plan, which sets out a sensible number of targets with success criteria, lead personnel, costs and timescales. Staff work together well to implement the plan and to evaluate progress against the targets. For example, improved provision for the teaching of writing has already had a positive impact on pupils' work in literacy.

Partnership working: Good

The school works with a wide range of partners successfully. It keeps parents well informed through texts, social media, its website and newsletters. The headteacher and staff work successfully with the active parent-teacher association, which supports the school well, for example through its provision of an outdoor classroom.

Arrangements for pupils to transfer to secondary education are effective, involving good curriculum links and visits. A detailed transition plan is in place for the local cluster. The school works well with outside agencies, such as the police, health services and road safety officers, to support pupils' learning.

There is good collaboration with other local primary schools for the standardisation and moderation of pupils' work. The school also participates in regular cluster meetings to share good practice. All staff use portfolios of levelled work to ensure that they assess and moderate pupils' work accurately in the core areas of learning.

A strength of the school is the number of very beneficial links with the surrounding community, including the parish church, village hall, local landowners and the tennis club, to deliver and enhance the curriculum, for example in outdoor education and studies of the local area.

Resource management: Good

The school has a full complement of suitably qualified and experienced teachers and support staff, all of whom have appropriate roles and contribute effectively to pupils' learning.

Performance management procedures include all staff and meet statutory requirements. Teachers and support assistants undertake regular training in line with their professional and personal development targets and whole school priorities. The school has established an effective network of professional practice to monitor and assess the curriculum. It also participates in networking with other schools within the cluster and further afield, for example in relation to assessment for learning strategies and thinking skills. All these arrangements are helping to improve the quality of teaching.

All teachers have suitable planning, preparation and assessment time each week. Members of the senior management team and each monitoring group have regular

non-contact management hours. These procedures lead to effective teamwork by enabling relevant staff to plan and review progress in their focus area together.

The school manages its accommodation, resources and budget well and good financial controls are in place. It bases its spending decisions on school priorities and achieving best value.

Due to the successful outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1

Commentary on performance data

Due to the variable and sometimes small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

At the end of the Foundation Phase in 2013 at the expected outcome 5 and the higher outcome 6, pupil performance in language, literacy and communication skills was above the family average and placed the school in the top 25% of similar schools. In mathematical development, attainment at the expected level was below the family average, but it was above the family at the higher level, placing the school in the bottom 25% and the higher 50% of similar schools respectively. In contrast, in personal and social skills, attainment was above the family average at the expected level, but below the family at the higher level, placing the school in the top 25% and lower 50% of similar schools respectively. Overall, results were similar to 2012 at the expected level, but better at the higher level.

At the end of key stage 2 in 2013 in all three core subjects at both the expected and higher levels, attainment was below the family average. In English, results over the last five years show that at the expected level the school has moved between the top 25% and lower 50% of similar schools and at the higher level between the top 25% and bottom 25%. In mathematics and science, results over the last five years show that at the expected level the school has moved between the top 25% and bottom 25% of similar schools. At the higher level, it has moved between the top 25% and bottom 25% in science and between the top 25% and lower 50% in mathematics compared to similar schools. There was a sharp decline in 2013 at the higher level in English and science.

Nearly all pupils make good progress through the school and a few exceed their targets. No specific groups continually underachieve and there is no significant difference in performance between boys and girls, although in key stage 2, until 2013, girls attained consistently better than boys at the expected level in English and science. The number of pupils on free school meals is very low and in various years, including 2013, there were none assessed in Year 2 or Year 6.

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.	78	73 94%	5 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	77	56 73%	21 27%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	77	67 87%	10 13%	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	77	58 75%	19 25%	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.	77	58 75%	19 25%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	78	70 90%	8 10%	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.	78	74 95%	4 5%	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.	78	72 92%	6 8%	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.	77	49 64%	28 36%	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.	77	67 87%	10 13%	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.	75	49 65%	26 35%	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	74	55 74%	19 26%	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.	19	13 68%	5 26%	0 0%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	16 84%	3 16%	0 0%	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.	19	18 95%	0 0%	0 0%	0 0%	1	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.	19	14 74%	4 21%	0 0%	1 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	16 84%	2 11%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	13 72%	3 17%	0 0%	1 6%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	13 68%	5 26%	0 0%	0 0%	1	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.	19	11 58%	5 26%	2 11%	0 0%	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.	19	13 68%	4 21%	0 0%	2 11%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	13 68%	4 21%	1 5%	0 0%	1	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.	19	15 79%	4 21%	0 0%	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.	18	12 67%	2 11%	2 11%	0 0%	2	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.	19	11 58%	5 26%	2 11%	1 5%	0	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.	19	13 68%	4 21%	2 11%	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.	19	14 74%	3 16%	1 5%	0 0%	1	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.	19	15 79%	2 11%	0 0%	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.	17	10 59%	3 18%	1 6%	1 6%	2	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.	19	12 63%	6 32%	0 0%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	12 67%	4 22%	2 11%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Dr David Peter Ellis	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Nick Penn	Peer Inspector
Colin Smith (Headteacher)	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.