



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

Report on

**Ysgol Gynradd Rhostryfan
Rhostryfan
Caernarfon
Gwynedd
LL54 7LR**

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

The school is situated in the village of Rhostryfan, which is about six miles from the town of Caernarfon in Gwynedd.

There are 86 pupils between the ages of three and 11 on roll, including 16 part-time nursery children. They are arranged as a nursery class and three mixed-age classes. The school admits pupils to the school full-time in the September following their fourth birthday.

About three-quarters of pupils come from homes where Welsh is spoken as a first language. Very few pupils are from an ethnic minority background. Nineteen per cent of pupils have additional learning needs, which is similar to the national percentage. A very few pupils have a statutory statement of special educational needs. Seven per cent of pupils are entitled to free school meals, which is much lower than the national figure.

The individual school budget per pupil for Ysgol Rhostryfan in 2013-2014 is £3,518. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Rhostryfan is in 88th position of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

The headteacher was appointed to the post in September 1997.

The school was last inspected by Estyn in April 2008.

Summary

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

Current performance

Performance is good because:

- most pupils' literacy and numeracy skills are good;
- nearly all pupils give of their best in lessons and make good progress in their learning;
- standards of behaviour are good and pupils show respect and care for each other;
- teaching is consistently good and there are effective arrangements for using assessment information in order to identify the next steps in learning;
- a wide range of interesting learning experiences meets the needs of all learners successfully;
- the school is a caring community in which a high priority is given to pupils' wellbeing;
- there is good provision for pupils who have additional learning needs; and
- an inclusive ethos ensures that all pupils have equal rights and have full access to the curriculum.

Prospects for improvement

Prospects for improvement are good because:

- there are clear strategic aims and objectives in order to move the school forward and implement improvements;
- the headteacher prioritises effectively in order to maintain the school's strategic direction;
- governors act effectively as a critical friend and offer an appropriate level of challenge to the school;
- self-evaluation is thorough and is rooted firmly in the school's work;
- a range of partnerships has a positive effect on pupils' wellbeing and attainment; and
- the school provides good value for money.

Recommendations

R1 Improve pupils' ability to evaluate and improve their work

R2 Ensure that feedback on written work shows pupils clearly how to improve it

R3 Ensure that pupils have a stronger voice on the content of the school curriculum

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The literacy skills of pupils of all ages are good. All pupils in the Foundation Phase listen attentively during group sessions and express their ideas confidently and accurately. They have an interest in books and almost all of them choose books independently by the end of the stage and use a wide range of ways to enable them to read unfamiliar words. By the end of the Foundation Phase, all pupils write in a comprehensible way and use words, phrases and sentences effectively to communicate their ideas.

In key stage 2, nearly all pupils listen attentively during lessons and contribute purposefully in group and class discussions. Many are confident readers, and by the end of the key stage they glean information in an orderly way from various sources, such as books and websites. Many of the oldest pupils are very skilful in using information collected from reference books in English in order to support their work in Welsh. By Years 5 and 6, many pupils write skilfully for an appropriate number of purposes and display increasing fluency and accuracy in their work.

Pupils' numeracy skills across the school are good. By the end of the Foundation Phase, nearly all pupils use the correct mathematical phraseology when talking about their ideas and are very confident when reading and writing numbers up to 100. They use standard measurements with increasing precision to measure objects of various sizes and they are very confident when describing the properties of solid and flat shapes. These pupils' ability to transfer their mathematical skills to play and problem-solving activities in the classroom is developing well.

By the end of key stage 2, most pupils' ability to transfer their mathematical skills to a variety of everyday contexts and situations is good. They have a firm grasp of number and measure and are becoming increasingly confident when using mental calculations. Most pupils' data handling skills are good and, by Year 6, nearly all are very skilful when using information and communication technology (ICT) software to collect, interpret and present data.

Nearly all pupils give of their best in lessons and make good progress in their learning. They work harmoniously on tasks, concentrate well and are alert to questioning and asking questions. When addressing problem-solving tasks, such as discovering the effect of friction on the force that is needed to drag a shoe along various surfaces, most pupils in Years 5 and 6 make effective use of their thinking skills. Pupils of all ages recall previous learning well and apply it successfully to new situations. However, by the end of key stage 2, only a few pupils can evaluate their work and identify what needs to be done to improve it.

The proportion of pupils who attained the expected outcome 5 and the higher outcome 6 at the end of the Foundation Phase in 2013 in literacy and mathematical development is higher than the average for schools in the family and the national

averages. Although performance in both areas in 2012 placed the school in the bottom 25% in comparison with schools that have a similar percentage of pupils who are entitled to free school meals, it rose to the top 25% in 2013.

In key stage 2, performance at the expected level 4 in comparison with that of schools with a similar percentage of pupils who are entitled to free school meals, has varied considerably over the period between 2010 and 2013. Performance in Welsh, English, mathematics and science has varied, moving the school between the upper 25% and lower 50% of similar schools. In 2013, performance at the expected level 4 and at level 5 for more able pupils placed the school in the top 25% for almost all of the four subjects.

Wellbeing: Good

Nearly all pupils enjoy coming to school. They feel safe at the school and are confident that staff would deal effectively to any threats to their health and wellbeing. Pupils of all ages have a robust understanding of how to become healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Nearly all pupils' social skills and life skills are good. As they co-operate on tasks or move around the school, they behave responsibly and show respect and care towards each other and towards visitors. They are industrious and enthusiastic learners who work together harmoniously and keep diligently on task over extended periods.

From an early age, most pupils are very confident when making choices about their learning and they address problem-solving tasks skilfully. A good example of this is the way in which pupils in the Foundation Phase lead their own learning when choosing which activity they wish to follow.

Pupils have a strong commitment to the school and staff and, as they mature, they are willing to shoulder additional responsibilities. Although the school council undertakes its work conscientiously, pupils have little influence on the content of the school curriculum.

The school's attendance has fallen a little during the last two years. In comparison with similar schools on the basis of free school meals, the school has been in the lower 50% in 2012 but in the bottom 25% in 2013.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of interesting and stimulating experiences, which meet all pupils' needs successfully. Detailed schemes of work that are implemented in all classrooms ensure that the school meets the requirements of the Foundation Phase, the National Curriculum and religious education fully. Pupils' learning experiences are supported well by a number of valuable visits to places such as Bangor University and Penrhyn Castle, and also from experts who visit the school to work with pupils.

Appropriate plans are in place to meet the requirements of the National Literacy and Numeracy Framework. However, there are not enough opportunities in key stage 2 for pupils to write at length across the curriculum. Provision for ICT skills and thinking skills is effective and enriches pupils' learning experiences considerably.

A strong feature of the school is the prominent place that is given in pupils' experiences to the Welsh dimension. There is a strong focus on Welsh history and culture in every theme and pupils are encouraged to compete in local and national eisteddfodau.

Provision for sustainable education and global citizenship is developing appropriately. The school recycles paper and card regularly and is taking suitable steps to save energy.

Teaching: Good

Teachers and teaching assistants are good language models for pupils and the working relationship between adults and pupils is very good. Teachers use a wide range of teaching strategies in an imaginative way and present lessons in a lively and enthusiastic manner. Most activities are challenging and offer worthwhile opportunities for pupils to practise and develop their literacy and numeracy skills.

Through purposeful intervention and skilful questioning, teachers and support staff extend pupils' knowledge and understanding and develop their learning skills well. In all classes, teaching assistants make a significant contribution to improving pupils' learning.

There are effective arrangements in the Foundation Phase for assessing and recording individual pupils' progress, and teachers use the information that is collected purposefully to identify the next steps in learning. Although key stage 2 teachers mark pupils' written work regularly, feedback does not always show clearly enough how to improve it.

The detailed whole-school system that is used to record and track pupils' progress as they move through the school enables teachers to set personal targets for individual pupils and to intervene purposefully if there are suspicions about underachievement.

The annual reports for parents are of good quality and they provide beneficial information to them about their children's progress and wellbeing.

Care, support and guidance: Good

The school is a caring community in which pupils' wellbeing is given a high priority. Staff ensure that the environment is warm and welcoming and that every individual's needs are met. The school makes appropriate arrangements for eating and drinking healthily.

Pupils' personal, spiritual, moral, social and cultural development has been embedded firmly in the curriculum and the school's day-to-day procedures. The regular opportunities that pupils have to take part in community activities have a

positive effect on the development of their social skills. The school promotes high values that help pupils to differentiate between what is right and wrong and encourages them to take responsibility for their actions. The joint worship sessions are significant in creating a caring and spiritual atmosphere.

There are appropriate procedures and policies in order to ensure care and support for all pupils. The school uses external agencies and services effectively to teach children about aspects of personal safety. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There is good provision for pupils who have additional learning needs, which ensures that they have full access to all areas of the curriculum and that they make appropriate progress in their learning. Pupils who need additional support are identified quickly and a good variety of stimulating experiences is provided for them. Individual education plans are of a good standard and ensure pupils' effective input when drawing up suitable targets. Recently, the school has started to use a purposeful strategy for identifying more able and talented pupils.

Learning environment: Good

The school is a happy, friendly and welcoming community in which adults and pupils treat each other with respect and care. There is an inclusive ethos that ensures that all pupils have an equal right to the whole provision and full access to the curriculum. The school has effective plans that lead to a tolerant ethos, equality and appreciation of diversity.

Although space is limited in the classrooms, the school succeeds particularly well in creating a positive educational environment. Good use is made of all the space that is available and the school adds to it by taking advantage of pupils' creative work to create a colourful and attractive learning environment.

There is a wide range of suitable equipment and resources in the classrooms, which are used purposefully by teachers to promote and enrich pupils' learning experiences. The learning area outside, along with the school grounds and the local area, are used extensively to add to pupils' learning experiences.

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

The headteacher, staff and the governing body have clear strategic aims and objectives for moving the school forward and implementing improvements. The headteacher prioritises effectively in order to maintain the school's strategic direction and members of staff undertake their roles and responsibilities very conscientiously and play a full part in the school's development. Under the headteacher's guidance, they meet regularly and ensure that there is constructive co-operation on the school's priorities for improvement.

The school works well to meet local and national priorities. Developing provision in the Foundation Phase, improving assessment for learning and planning for the Literacy and Numeracy Framework are all part of the current development plan.

Members of the governing body have a strong commitment to their responsibilities and clear knowledge of the school's performance data, its strengths and its weaknesses. They visit the school regularly and contribute effectively to the self-evaluation process. Governors act effectively as critical friends and offer an appropriate level of challenge to the headteacher and staff.

Improving quality: Good

Self-evaluation is thorough and is rooted firmly in the school's work. There are clear and purposeful processes for evaluating pupils' standards and the quality of provision. The headteacher, the teaching staff and governors all contribute effectively towards those processes.

Under the headteacher's guidance, staff and governors analyse performance data in detail, monitor provision and review all aspects of the school's work. This leads to identifying purposeful priorities for improvement.

The opportunities that parents have to give their opinion on the school's work contribute effectively to the school's understanding of provision and standards. Questionnaires on pupils' attitudes to safety and physical exercise gives a clear picture to the school in order to improve provision for wellbeing.

The school's self-evaluation report is of good quality. It conveys an objective picture of the school's strengths and identifies clearly those aspects that need to be improved.

The school development plan is a detailed document that includes a reasonable number of clear and purposeful priorities. The plan reviews previous years' targets and identifies further issues that need to be acted upon. It also includes clear priorities for the next three years, as well as relevant details about the allocation of funds to achieve the work.

Partnership working: Good

Through effective co-operation, the headteacher has gained the support of a range of partnerships in the community and this has had a positive effect on pupils' wellbeing and attainment. Parents are very supportive of all the school's work and have contributed extensively to buying learning resources, for example ICT resources and large equipment for the Foundation Phase. The close co-operation with the community has also ensured that the school is able to use the village hall and the park daily in order to improve provision for pupils.

The nursery group meets at the school and the close co-operation means that pupils settle very quickly at the school. There are strong links with the secondary school in the family and arrangements for transferring older pupils to the secondary school prepare them thoroughly for the next stage in their education. The school works closely with other schools in the family to standardise and moderate pupils' work and this strengthens teachers' assessment systems.

There are productive links with local societies and organisations. Good examples of this are the opportunities that pupils have to develop their awareness of their area through local archaeological work and to develop their water sports skills by attending courses on the river Menai. An art teacher visits weekly to ensure specialist provision and to develop pupils' creative skills and the effect of this can be seen clearly in the high quality of displays around the school.

Resource management: Good

The headteacher and the governing body monitor the budget carefully, and this has enabled the school to maintain the current staffing level and ensure appropriate provision for the whole range of ages. There is a good supply of resources for pupils in order to meet the requirements of all aspects of the curriculum and effective use is made of the building.

Performance management arrangements identify the needs of teaching staff and support staff and there is a close link between their targets and the school's priorities. There is good use of staff expertise and assistants support the teaching and learning appropriately. Teachers make effective use of their planning, preparation and assessment time.

Staff have benefited from professional networking within the school. They observe each other's good teaching practices, and, as a result, evaluate the quality of provision. They standardise pupils' work regularly in order to have a clearer picture of standards across the school. Staff take every opportunity to develop their skills as providers and to attend courses.

Considering pupils' good outcomes and the careful and effective monitoring of the budget, the school provides good value for money.

Appendix 1

Comments on performance data

The proportion of pupils who attained the expected outcome 5 at the end of the Foundation Phase in 2013 in literacy and mathematical development is higher than the average for schools in the family and national averages. In 2013, the proportion of pupils achieving at outcome 6 was also higher than the averages for schools in the family and the national averages in both areas. The proportion of pupils who achieved the Foundation Phase indicator, namely outcome 5 or higher in both learning areas, was much higher than the average performance of the family and the whole of Wales.

In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, the school's performance in literacy and numeracy in the Foundation Phase in 2013 placed it in the top 25% in both areas.

All pupils in key stage 2 attained the expected level 4 in English, mathematics and science in 2013. In Welsh, the school's performance was a little below the average performance of schools in the family and the whole of Wales. With over half of the cohort attaining level 5 in the four areas, the school's performance at the higher level exceeds the average performance of the schools in the family and the average for the whole of Wales considerably.

Although the proportion of pupils who attained level four or higher in Welsh or English, mathematics and science (the core subject indicator) has varied considerably during the last four years, the school's performance has mostly been as good as or better than the average performance of the family and the whole of Wales. Except in 2009, the proportion who attained the expected level 4 and the higher level 5 in Welsh, mathematics and science over the period was higher than the averages for the family and the whole of Wales. Except in 2013, performance in English at levels 4 and 5 was lower than the averages for the family and the whole of Wales.

In key stage 2, performance at the expected level 4 and the higher level in comparison with that of schools with a similar percentage of pupils who are entitled to free school meals has varied considerably over the period from 2010 to 2012. Performance in the four subjects has varied, moving the school between the top 25% and the lower 50% of similar schools. In 2013, performance in English, mathematics and science placed the school among the top 25% of similar schools, whilst performance in Welsh placed it in the lower 50%.

There was no consistent trend of differences in performance between boys and girls from one year to the next. Pupils who are entitled to free school meals perform as well as the remainder of the cohort.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	35	34 97%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	33	31 94%	2 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.	35	35 100%	0 0%	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	35	35 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	35	33 94%	2 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	33	30 91%	3 9%	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.	35	35 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	35	34 97%	1 3%	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.	34	30 88%	4 12%	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.	35	32 91%	3 9%	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.	34	31 91%	3 9%	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	35	32 91%	3 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to learner questionnaires.

Denotes the benchmark – this is a total of all responses to date 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.	24	15 62%	7 29%	2 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	20 83%	4 17%	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.	24	17 71%	7 29%	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.	24	16 67%	6 25%	0 0%	1 4%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	11 48%	9 39%	2 9%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	24	15 62%	6 25%	2 8%	1 4%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	15 62%	6 25%	2 8%	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.	22	10 45%	6 27%	3 14%	2 9%	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.	24	13 54%	10 42%	1 4%	0 0%	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.	24	10 42%	10 42%	1 4%	0 0%	3	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.	24	14 58%	10 42%	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'.	15	6 40%	6 40%	1 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	24	12 50%	11 46%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	24	15 62%	8 33%	1 4%	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.	24	7 29%	8 33%	5 21%	0 0%	4	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.	24	13 54%	9 38%	1 4%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	7 44%	2 12%	3 19%	0 0%	4	Mae fy mhentyn 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.	24	13 54%	8 33%	1 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	23	16 70%	5 22%	2 9%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

William Williams	Reporting Inspector
Aled Davies	Team Inspector
Huw Roberts	Lay Inspector
Jonathan Cooper	Peer Inspector
Trystan Larsen	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