



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 Y Gorlan
Tremadog
Porthmadog
Gwynedd
LL49 9RN**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol y Gorlan is situated in the village of Tremadog in Gwynedd. The school serves the village itself and the nearby area, namely Golan, Cwmystradllyn, Penmorfa, Treflys and Prenteg.

The school provides education for pupils between three and 11 years old. Children are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 109 pupils on roll. Pupils are divided into six classes. Welsh is the school's everyday language. In line with the local authority's policy, Welsh is used as the teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, and the intention is to ensure that pupils develop to be completely bilingual by the end of their period at the school.

About three-quarters of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background and no pupils receive support with Welsh or English as an additional language. There are no pupils in the care of the local authority. About 6% of pupils are entitled to free school meals, which is considerably lower than the percentage for the county and the percentage for Wales. Eighteen per cent of pupils are on the school's additional learning needs register, which is lower than the national figure.

There have been considerable changes in the school's staffing since the last inspection in 2008. The headteacher has been in post since April 2014. The deputy headteacher was appointed in September 2013.

The individual school budget per pupil for Ysgol y Gorlan in 2013-2014 is £3,505. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol y Gorlan is in 90th position of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol y Gorlan's performance is good because:

- most pupils make sound progress and achieve well;
- nearly all pupils are confidently bilingual by the end of key stage 2;
- most pupils across the school behave well and show courtesy, care and respect towards each other, staff and visitors;
- the school provides interesting learning experiences that promote most pupils' motivation;
- the quality of teaching is good and support staff support learning effectively; and
- the school has an inclusive and caring ethos in which pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- leaders implement robust objectives that focus well on raising standards and improving provision
- all members of staff co-operate effectively as a team;
- leaders have an accurate understanding of strengths and areas that need to be improved;
- the school development plan focuses clearly on raising standards; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

Recommendations

- R1 Ensure that whole-school planning offers clear guidance to teachers for developing pupils' skills across the curriculum
- R2 Ensure consistency in assessment for learning practices in order to ensure that pupils are more aware of what needs to be done to improve their work
- R3 Improve attendance
- R4 Ensure that staff roles and responsibilities have been defined clearly

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The results of Ysgol y Gorlan pupils' foundation assessments on entering the school show that most of them have skills that are appropriate to their age, apart from in Welsh, which is new to about a quarter of them. Most pupils, including those who have additional learning needs and those of higher ability, make sound progress and achieve well during their period at the school. They recall previous learning successfully and show good knowledge and understanding of what they have learnt.

Most pupils across the school make good progress in their literacy skills in Welsh. In the Foundation Phase, most pupils listen well to instructions by adults and other pupils' oral contributions. They communicate naturally orally in Welsh, increasingly correctly and confidently. The oral skills of pupils who come from non Welsh-speaking homes develop quickly. By the end of key stage 2, most pupils discuss fluently in Welsh and English and use an appropriate range of suitable vocabulary when expressing an opinion and talking about their work in class. Nearly all pupils attain a high standard of bilingualism and are able to change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. By the end of the Foundation Phase, nearly all pupils read according to their age and ability with accuracy. They use a good range of strategies to read and understand texts. They apply their reading skills well when reading aloud what they have written. In key stage 2, most pupils read increasingly correctly and confidently in Welsh. By the end of the key stage, many pupils read fluently with good expression and understanding in English.

Across the school, most pupils' writing skills are developing effectively. Nearly all pupils in the Foundation Phase write in an appropriate manner for various purposes according to their age and ability. The majority write a series of sentences that convey meaning and many of them spell and punctuate increasingly correctly. By the end of key stage 2, most pupils write confidently across a range of topics in Welsh. However, they do not always apply their extended writing skills in English across the subjects.

Across the school, most pupils' standards in mathematics are good and they use an appropriate variety of calculation methods accurately. By the end of the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems. They collect information successfully and transfer that information into the form of a graph.

In key stage 2, most pupils' standards of mathematics are good. Many of them use an appropriate variety of mental and written calculation methods accurately. They use mathematical language increasingly accurately, for example when estimating and weighing various objects. Many of them make appropriate use of data across

the curriculum. An example of this is the way in which they record and present information about the climate in two contrasting countries. However, pupils do not use and apply their numeracy skills consistently across the curriculum.

There are small numbers of pupils in every year group, which can have a significant effect on the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

In comparison with similar schools, the school's performance in the Foundation Phase has placed it in the upper 50% in language, literacy and communication skills in Welsh in the last two years. The school's performance in mathematical development has moved the school from the upper 50% to the lower 50% of similar schools during the period. Performance at the higher outcome 6 in language, literacy and communication skills in Welsh and mathematical skills has placed it in the upper 50% during the last two years.

In key stage 2, performance at the expected level 4 in English, Welsh, mathematics and science has varied over the last four years. In comparison with similar schools in the last three years, the school's performance has placed it in the lower 50% or the bottom 25%. Performance at the higher level 5 has also varied. Performance in English and Welsh has varied, moving the school between the upper 50% and the bottom 25% of similar schools during the period. Performance in mathematics and science has varied, moving the school between the top 25% and the bottom 25%.

Wellbeing: Adequate

Most pupils have positive attitudes towards living and eating and drinking healthily. They feel safe at school and are confident that they are able to turn to anyone for help if needed.

Most pupils behave well and show high levels of motivation, interest and pride in their work. They treat everyone with respect and courtesy. The majority contribute their own ideas effectively to what they will be learning. However, their skills in improving their own learning are only beginning to develop.

Over a period of three years, attendance has declined from the top 25% to the lower 50% in the last two years, in comparison with figures for similar schools. Most pupils arrive at school punctually.

The pupils' voice receives good attention, and the school responds well to their ideas through the school council. Members express an opinion, develop ideas and discuss in a mature and open way when contributing to decisions involving the school.

By taking part and contributing to a range of social events and activities, pupils have a strong awareness of their area. Pupils' entrepreneurial skills are developing well through developing activities such as the 'ieir y Gorlan' (Gorlan chickens) project.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The school provides interesting learning experiences that respond appropriately to most pupils' needs. Learning activities are enriched through extra-curricular activities and residential visits. Teachers plan lessons appropriately to ensure that most pupils make good use of their literacy and information and communication technology (ICT) skills to reinforce their learning. However, teachers in key stage 2 do not regularly extend pupils' numeracy skills and extended writing skills in English across the subjects. Teachers in the Foundation Phase do not make regular enough use of the outdoor area in order to provide experiences for pupils to develop all their learning skills.

Provision for the Welsh language and the Welsh dimension is core in the school. As a result, pupils show pride in their Welshness and their heritage.

The school provides rich opportunities across the curriculum for pupils to expand their knowledge and understanding of sustainable development and global citizenship. Through the work of the 'energy team', pupils increase their awareness of matters such as recycling and saving energy and helping the school to operate sustainably. The school has co-operated well in order to fund the Gorlan Cottage in Kenya as part of the Omwabani project. This promotes pupils' understanding of global issues.

Teaching: Good

Across the school, teachers have good subject knowledge and explain new concepts clearly. All staff provide a good linguistic model. They have high expectations of pupils and use a range of methods skilfully to ensure that classroom activities respond effectively to the wide range of ability within classes. They use a suitable range of resources, including ICT equipment, successfully to support learning. All teachers question probingly in order to extend pupils' understanding. For example, at times, over-direction limits opportunities for pupils to develop as independent learners.

Adults maintain a positive working relationship that ensures a supportive ethos and effective support for most pupils. Support staff play an effective role in supporting learning across the school.

In lessons, all teachers provide valuable oral feedback to pupils. They mark their work regularly and, in the best examples, constructive comments are given on how to improve work, based on success criteria. Opportunities that are provided for pupils to reflect on their own work and that of their peers are inconsistent. As a result, pupils' role in the process of setting targets and improving their work has not been established consistently throughout the school.

The school has appropriate procedures for assessing and tracking pupils' progress by using standardised tests and teachers' assessments. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are sound.

Parents and carers receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

Ysgol y Gorlan is a happy and inclusive school in which pupils safe. The school makes appropriate arrangements for promoting eating and drinking healthily. The school provides a variety of valuable opportunities to promote pupils' spiritual, moral and cultural development. Regular opportunities are also provided for pupils to understand the importance of caring for those less fortunate than themselves.

The school provides good individual support to individual pupils on education, social and personal issues. It co-operates very closely with external agencies to ensure that pupils benefit from relevant support that is available to them.

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

Provision for pupils who have additional learning needs is effective. Teachers identify these pupils' needs at an early stage and ensure appropriate support for them within classes. Beneficial use is made of individual education plans in order to provide sensitive and suitable intervention. The school makes effective use of the support of external specialist services when necessary.

Learning environment: Good

The school has a happy and inclusive ethos. All staff place a clear emphasis on recognising and respecting individuals' diversity and all pupils have equal opportunities. Full access is given to curriculum activities for all pupils. All staff ensure that all pupils are free from harassment.

The building and site provide an appropriate learning environment for pupils. The whole building is kept clean and is maintained suitably and displays create a colourful and stimulating learning environment. Staff make good use of the space that is available within the building but the outdoor area is not used consistently enough to enrich pupils' learning experiences in the Foundation Phase.

The school is on a pleasant site and pupils use the running track around the playground regularly in order to promote their fitness. Part of the school grounds is used to grow vegetables in tubs and pupils take pride in the 'chicken pen'. These activities encourage pupils' understanding of eating healthily and looking after animals effectively.

There are appropriate resources in all learning areas to promote learning and teaching.

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

Leadership: Adequate

Leaders have set firm objectives for the school, which focus well on ensuring pupils' high standards, happiness and wellbeing. The school is an orderly and caring community and there is a strong sense of co-operating as a team among all staff, who contribute successfully towards realising objectives. Regular staff meetings ensure that they have a good understanding of the way in which they contribute to the school's aims. However, no suitable management structure has been established in response to recent staff changes. As a result, staff roles and responsibilities are not defined clearly in relation to strategic aims, plans and responsibilities.

The governing body is very supportive. Governors have a sound understanding of the way in which the school's performance compares with the performance of similar schools. They have a thorough knowledge of the school's strengths, its priorities for development and the school's funds. This enables them to challenge the school and hold it to account for its performance effectively.

The school pays appropriate attention to national and local priorities, including beginning to plan in order to raise standards of literacy and numeracy across the school.

Improving quality: Good

Effective self-evaluation systems have been established firmly. The process makes good use of performance data. Teachers contribute effectively towards the process through observing lessons and scrutinising books in order to create comprehensive reports on pupils' standards of attainment and provision for them. Self-evaluation procedures consider the views of pupils, governors and parents successfully. As a result, the school has a good understanding of its strengths and areas to be improved.

These procedures contribute effectively to the self-evaluation report, which provides an accurate picture of the school. However, in parts, there is a tendency for the report to be too descriptive and to over-emphasise strengths rather than aspects that need to be improved.

Teachers and governors discuss all the outcomes of the self-evaluation process in order to prioritise improvement needs. There is a clear link between the self-evaluation and the school development plan. All members of staff and governors have appropriate roles in creating, implementing and monitoring specific aspects of the development plan. The evaluation of the previous development plan was comprehensive and used well to inform the current plan.

The school development plan includes measurable targets and earmarks specific sums of money in order to address priorities. This enables leaders to monitor and review progress against priorities effectively in order to ensure further improvements.

Partnership working: Good

The school has established a range of partnerships that promote pupils' learning and wellbeing effectively. There is a good relationship between the school and parents. Information evenings that are arranged by the school enable parents to play an active part in their children's education. There are constructive links with the local community and volunteers come to the school regularly to listen to readers. This makes a valuable contribution to pupils' standards of reading.

There are good links between the nursery group and the school. Pupils have an opportunity to familiarise themselves with the school before they begin in the reception class. This ensures that they settle in happily in the school.

There are effective arrangements in place for transferring pupils to the secondary school, which prepares them well for the next stage in their education.

The school co-operates well with schools in the catchment area. Co-operation in order to share plans to support more able pupils in mathematics is developing well.

Successful co-operation with primary and secondary schools in the catchment area, to standardise and moderate jointly, ensures the validity of levels at the end of key stage 2.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of the staff's expertise to enrich teaching and learning. Effective support is given to teachers by classroom assistants. They make a valuable contribution to pupils' standards of attainment and wellbeing.

Appropriate performance management arrangements are in place and all staff benefit from training that is arranged according to individual needs and the school's priorities. Arrangements for planning, preparation and assessment time are appropriate.

Expenditure is planned carefully in line with the school's priorities. Leaders and governors monitor the budget effectively.

Considering pupils' good achievements, the school provides good value for money.

Appendix 1

Commentary on performance data

There are small numbers of pupils in each year group, which can have a considerable effect on the school's overall performance in assessments at the end of key stages in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in language, literacy and communication skills in Welsh and mathematical development has been higher than the average for schools in the family. Performance in personal and social development is lower than the average for schools in the family in 2013. In comparison with similar schools, performance in language, literacy and communication skills in Welsh has placed the school in the upper 50% during the last two years. Performance in mathematical development has moved the school from the upper 50% to the lower 50% of similar schools during the period.

Performance at the higher outcome 6 in language, literacy and communication skills in Welsh and mathematical development has placed the school in the upper 50% during the last two years. The school's performance in personal and social development has risen, moving the school from the lower 50% to the upper 50% during this period.

In key stage 2, the percentage of pupils who attained the expected level (level 4) has varied over the last four years. In 2013, performance was higher than the averages for the schools in the family in Welsh, English and mathematics but lower in science. In comparison with similar schools over the last three years, the school's performance has placed it in the lower 50% or the bottom 25%.

In 2013, the percentage of pupils who attained the higher level (level 5) is higher than the averages for the schools in the family in the four subjects. Over four years, in comparison with similar schools, the school's performance at the higher level in Welsh and English has varied, moving it between the upper 50% and the bottom 25% during the period. Performance in mathematics science has varied, moving the school between the top 25% and the bottom 25%.

Because the year cohorts are small at the school, it is not possible to come to a meaningful opinion on the achievement of groups of pupils.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	44	44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	40 91%	4 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	45	44 98%	1 2%	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	46	42 91%	4 9%	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.	46	44 96%	2 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	46	45 98%	1 2%	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.	47	46 98%	1 2%	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.	47	46 98%	1 2%	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.	45	39 87%	6 13%	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.	47	42 89%	5 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.	43	34 79%	9 21%	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	42	24 57%	18 43%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent 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.	33	15 45%	17 52%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	19 58%	14 42%	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.	33	23 70%	9 27%	1 3%	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.	32	16 50%	14 44%	1 3%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	10 31%	15 47%	6 19%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	16 50%	14 44%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	18 55%	14 42%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	15 45%	16 48%	1 3%	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.	32	15 47%	15 47%	2 6%	0 0%	0	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.	33	15 45%	15 45%	1 3%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	16 50%	14 44%	2 6%	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.	32	12 38%	15 47%	1 3%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	33	13 39%	19 58%	0 0%	1 3%	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.	33	16 48%	14 42%	2 6%	1 3%	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.	31	13 42%	15 48%	1 3%	1 3%	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.	31	15 48%	14 45%	1 3%	0 0%	1	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.	29	11 38%	12 41%	0 0%	0 0%	6	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.	31	15 48%	14 45%	2 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	31	15 48%	12 39%	3 10%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rhian Jones	Team Inspector
David Jenkins	Lay Inspector
Richard Thomas	Peer Inspector
Esyllt Williams	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.