



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Talgarreg  
Talgarreg  
Llandysul  
Ceredigion  
SA44 4ER**

**Date of inspection: February 2016**

**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:

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

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

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**Publication date: 14/04/2016**

## Context

Ysgol Talgarreg is situated in the centre of the village of Talgarreg and is maintained by Ceredigion local authority. It serves the village and the nearby rural area. Education is provided for pupils aged between 4 and 11 years.

The school is in partnership with three nearby schools that are part of an education reorganisation scheme in the Llandysul area. This partnership will end at the end of the summer term of 2016 when these schools close and reopen as an area school.

At present, there are 50 pupils on roll and they are arranged into two classes, one for the Foundation Phase and the other for key stage 2. About 10% of pupils are eligible for free school meals, a figure that is much lower than the average for Wales.

About 90% of pupils are from Welsh-speaking homes. There are no pupils from an ethnic minority background. The school has identified that about 34% of pupils have additional learning needs and this is higher than the average for Wales.

The school was last inspected in October 2009. The headteacher has been in post since June 1996.

The individual school budget per pupil for Ysgol Talgarreg in 2015-2016 is £4,047. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Talgarreg is in 22<sup>nd</sup> place of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make good progress during their time at the school
- Most pupils' oral standards in Welsh are a strength at the school
- Nearly all pupils take mature responsibility for their work and concentrate carefully for appropriate periods
- Nearly all pupils' standards of behaviour are especially high and they are courteous towards each other and adults
- Pupils' attendance and punctuality are good
- The quality of teaching is strong across the school
- Teachers use the outcomes of the assessment process well to track the progress of each pupil in their skills across the curriculum

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision to ensure continuous improvement
- Thorough self-evaluation systems have been established firmly
- Governors have a thorough knowledge of the school's strengths and the areas that need to be improved
- The school pays good attention to national and local priorities
- There are a number of beneficial partnerships that contribute effectively to raising standards, enriching provision and supporting pupils' wellbeing

## Recommendations

- R1 Raise pupils' standards of spelling in English
- R2 Ensure that learning tasks challenge all pupils consistently, especially those who are more able
- R3 Extend opportunities for teachers to share good practice beyond the area and the local authority

### **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

Pupils' assessments on entry to the school show that most have skills that are appropriate to their age. Most pupils make good progress during their time at the school.

Most pupils' oral skills in the Foundation Phase are very good. By the end of the Foundation Phase, most are able to express an opinion clearly and they offer very sensible reasons and answers to questions. Most listen effectively and concentrate well on tasks for extended periods. In key stage 2, most pupils listen attentively to their teachers and are keen to offer answers or comments when speaking about their work in both languages. Most pupils have a natural and rich language in Welsh and, by the end of the key stage, they discuss their work very intelligently. Most pupils' oral standards in Welsh are a strength at the school.

Across the school, most pupils develop as mature readers. In the Foundation Phase, most pupils read effectively and show a good understanding of the set books. By the end of key stage 2, most read aloud confidently in both languages with suitable expression and show a sound understanding of the texts. They research various books and sources in order to discover information about their favourite authors, such as T Llew Jones.

By the end of the Foundation Phase, most pupils write purposefully and effectively for various purposes across the areas. They develop their early writing skills effectively. Most pupils' spelling and punctuation skills are developing well and they present work neatly. By the end of key stage 2, most pupils make good progress according to their ability to write in both languages. Their presentation and handwriting are very good. They develop the ability successfully to write at length in both languages across different subjects. However, the standard of spelling of a minority of pupils in English is inconsistent across key stage 2.

Most pupils develop their thinking and researching skills well in their work across the school.

Pupils who have additional learning skills make good progress from their starting points. The performance of pupils who are eligible for free school meals compares favourably with that of their peers.

In the Foundation Phase, most pupils make good progress in mathematics and apply their number skills effectively across the areas of learning. By the end of the Foundation Phase, they use numbers, tables and simple diagrams to record information successfully.

In key stage 2, most pupils use a variety of strategies to solve number problems. They use their knowledge of place value to multiply and divide whole numbers and

decimals accurately. Most collect and analyse data effectively in a variety of different graphs. They explain their mental strategies well and use mathematical vocabulary correctly. Most pupils use and apply their numeracy skills successfully across the curriculum.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because small numbers of pupils in a year group can affect the school's performance from one year to the next.

Over the last four years, in comparison with similar schools at the expected outcome and the higher outcome, pupils' performance in the Foundation Phase is generally higher than the average in literacy. However, performance is a little more varied at the expected outcome in mathematical development.

In key stage 2, in comparison with similar schools, performance at the expected level in Welsh, English, mathematics and sciences is generally higher than the average over the last three years. At the higher level, performance is more varied in English and not as strong as the performance of similar schools over the last two years.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know to whom to turn if they are concerned. Across the school, nearly all pupils' standard of behaviour is especially good and they are courteous to each other and to adults. Nearly all pupils are very aware of eating and living healthily and enjoy a range of physical activities.

Nearly all pupils take mature responsibility for their work and concentrate carefully for appropriate periods. They contribute successfully to the direction of their learning, by planning their own activities and suggesting class themes. Most pupils work independently and develop a good understanding of their strengths and areas to be improved.

Many pupils are keen to accept responsibilities and the role of playground pals is developing well. The school council represents the pupils' voice effectively. It is appreciated as an important part of school life. Through thorough planning for the 'Sêl Sothach' (jumble sale) project, pupils develop a good understanding of life and social skills. Most pupils take a prominent part in community activities. For example, they write scripts for the Christmas show and perform them in the village hall.

In comparison with similar schools, attendance levels have placed the school between the top 25% and the higher 50% over the last three years. Nearly all pupils arrive at school punctually.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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### **Learning experiences: Good**

The school provides wide and comprehensive experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Schemes of work are detailed and very thorough. Teachers and leaders review and evaluate these schemes regularly in order to ensure that they build successfully on pupils' previous learning.

The school has made good progress in terms of developing the Literacy and Numeracy Framework. The curriculum includes beneficial activities that develop pupils' literacy, numeracy, thinking and information and communication technology skills successfully across the school. Teachers use suitable themes as a medium for stimulating pupils' interest very effectively and pupils are part of the process of choosing themes and texts.

Provision for promoting pupils' understanding of the Welsh language and the Welsh dimension is very strong at the school. Pupils have valuable and regular opportunities to take part in Urdd competitions and eisteddfodau in order to enrich their experiences. The beneficial opportunities that pupils have to learn about the history, geography and culture of Wales and the local area are a strength and are central to the life and work of the school.

The school provides a wide range of experiences for pupils to learn about sustainability and global citizenship. The staff and the eco committee encourage pupils to be responsible citizens and active members of the local community. There are beneficial links with other countries, such as Kenya and Patagonia. Pupils have purposeful opportunities to collect for charities, recycle, use energy carefully and learn about fair trade goods. All this has a positive effect on pupils' wellbeing and self-confidence and raises their awareness of issues involving sustainability.

### **Teaching: Good**

The quality of teaching is good across the school. Teachers plan thoroughly and prepare effective material for their lessons. Introductions at the beginning of lessons are enthusiastic and use probing questioning methods to ensure that pupils understand new topics and previous work. Teachers have a sound understanding of the curriculum and convey subject knowledge clearly and effectively. The close relationship between teachers and pupils creates respect, courtesy and an industrious atmosphere in classes. Teaching assistants contribute effectively to learning and support pupils very successfully. In the very few lessons that are less effective, at times there is not enough challenge for pupils.

The school has effective procedures for assessing and recording pupils' progress. Teachers use the outcomes of the assessment process well to track all pupils' progress in their skills across the curriculum. Assessment for learning strategies have been embedded firmly at the school. Teachers mark pupils' work regularly and provide appropriate feedback for them on how to improve their learning. They share success criteria with pupils regularly and provide suitable opportunities for pupils to respond to comments. Pupils assess their work and that of their peers regularly. As a result, this enables pupils to understand their own learning and what they need to do to improve.

Parents receive useful information about their children's progress and annual reports meet requirements fully.



### **Care, support and guidance: Good**

The school is a happy, inclusive and caring community in which pupils feel safe. The school promotes pupils' wellbeing well and emphasises the importance of physical health regularly. The school has effective arrangements for promoting eating and drinking healthily.

Provision for pupils' spiritual, moral, social and cultural development is comprehensive and staff promote values that are based on respect and kindness. The very close links with the local chapels and church provide valuable experiences for pupils; for example, they are studying the theme of weddings in the local church.

The school works successfully with a number of specialist agencies and services and these links ensure effective support and guidance for pupils and parents. For example, the school shares information with parents about a number of services that would benefit learning in the home.

Provision for pupils who have additional learning needs is good. The school identifies pupils' needs at an early stage and provides appropriately for them. Clear targets in the individual education plans are based on the input of pupils and their parents and they are reviewed on a termly basis to ensure that they are relevant and effective. Teaching assistants make a very positive contribution to the development of these pupils.

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

### **Learning environment: Good**

Staff promote a strong sense of care, inclusion and belonging in all aspects of school life. The school is a warm, familial community, which encourages pupils to care for others and to treat other people fairly. The school ensures equal opportunities for all pupils and promotes equality very effectively.

The school makes full use of the buildings and site. Attractive displays in the classrooms and the hall celebrate pupils' achievements appropriately. Staff use the hall creatively as a classroom, refectory, library and for holding assemblies. The Foundation Phase's outdoor area develops pupils' awareness of the natural world and the environment successfully. The school has a suitable supply of resources that enrich pupils' learning effectively. The building and grounds are maintained in a good condition and to a safe and robust standard.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a clear vision to ensure continuous improvement. She provides effective strategic leadership that is based on a sound understanding of the school's strengths and areas to be improved. The school staff co-operate well as a team and promote the headteacher's vision skilfully. The school's main objectives

and values are shared with governors, parents and pupils successfully and they all contribute to them. Leaders have high expectations and regular staff meetings focus well on evaluating the effectiveness of the school's strategies and planning for improvement.

Governors fulfil their duties effectively. They have a thorough knowledge of the school's strengths and areas to be improved; for example, the vice chair holds internal training sessions and leads governors through the process of analysing data and setting targets annually. The majority of governors visit the school regularly in order to observe lessons and scrutinise pupils' work. They have a detailed understanding of the school's performance in comparison with that of similar schools. This enables them well to hold the school to account.

The school pays good attention to national and local priorities. The Foundation Phase operates successfully and there is consistency in the use of assessment for learning methods throughout the school. Learning and teaching plans refer appropriately to the requirements of the Literacy and Numeracy Framework and teachers' assessments show that the framework has a positive effect on pupils' standards.

### **Improving quality: Good**

The school has thorough self-evaluation systems that have been established firmly. Self-evaluation procedures consider the views of teachers, assistants, pupils and parents successfully. The arrangements also use a wide range of evidence, including performance data, classroom observations and scrutinising pupils' work books. Teachers and leaders give good consideration to trends in performance over time, and, in particular, the performance of different groups of pupils, for example pupils who have additional learning needs.

The self-evaluation process is based on a robust monitoring programme. Teachers' and governors' monitoring reports are evaluative and identify strengths and the next steps forward in order to ensure improvement. The school's leaders and staff evaluate the effectiveness of the self-evaluation process regularly in order to ensure continuous improvement; for example, as a result of the monitoring process, assessment for learning is consistent across the school.

The self-evaluation report gives an honest picture of the school. There is a clear judgement on pupils' attainment and areas that need improvement. There is a very close link between the findings of the self-evaluation process and the priorities in the school development plan. The development plan includes challenging and quantitative targets, costs and actions, and identifies the teachers that are responsible for them. The school development plan focuses clearly on raising standards.

The school has made good progress in addressing the priorities in the previous development plan, including improving pupils' self-assessment skills. As a result, pupils take more responsibility for their learning.

### **Partnership working: Good**

The school has a number of beneficial partnerships that contribute effectively to raising standards, enriching provision and supporting pupils' wellbeing.

The school has established a robust partnership with parents. Parents ensure that there is a financial fund for buying new resources and expanding play opportunities in the playground. Their financial contribution is considerable and has improved very many facilities for their children; for example, parents raised money to refurbish the pupils' toilets.

The partnership between the school and the local community is a strength, and pupils take pride in being a part of a close Welsh village community. The community supports all the school's activities by attending concerts, listening to readers and maintaining the building. Pupils use the village hall regularly for a variety of activities, including gymnastics lessons. The partnership contributes well to improving pupils' standards and wellbeing.

The partnership with a number of local authority agencies and the health authority, such as the educational psychologist and social services, has a beneficial effect on the development of pupils' wellbeing.

Arrangements for admitting pupils from the nursery group have been established firmly. Similarly, there is good co-operation between the school and the two secondary schools to ensure that transition arrangements prepare pupils successfully to transfer to the next stage in their education.

There is an effective partnership between schools in the cluster to ensure consistency in standardising and moderating pupils' work. Arrangements have contributed effectively towards creating appropriate portfolios of pupils' work.

### **Resource management: Good**

The school has a sufficient number of appropriate staff to deliver the curriculum successfully. Classroom assistants contribute successfully to learning and teaching. Teachers make effective use of their planning, preparation and assessment time and arrangements are managed well. During these periods, the school uses the assistants' expertise appropriately to teach pupils in specific areas of the curriculum, such as design and technology and sports. There is a close link between staff professional development, the development plans and the school's performance management system.

The school has been part of professional communities that provide good opportunities for staff to improve their professional skills and knowledge. For example, recently, the school was part of a professional community to raise pupils' standards of spelling in English, but it is too early yet to measure the effect of the work on pupils' attainment. The school also co-operates closely with other schools for which the headteacher is responsible. However, there are few opportunities for teachers to exchange good practice with other schools beyond their area and the local authority.

The governing body and headteacher keep an appropriate overview of funds. The Pupil Deprivation Grant is spent effectively to support specific groups of pupils. This support ensures that pupils make good progress in literacy and numeracy skills.

Considering pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6672298 - YSGOL GYMUNEDOL TALGARREG

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	8	8	*	10
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.5	100.0	*	90.0
Benchmark quartile	2	1	*	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	8	8	*	10
Achieving outcome 5+ (%)	87.5	100.0	*	90.0
Benchmark quartile	2	1	*	3
Achieving outcome 6+ (%)	25.0	62.5	*	50.0
Benchmark quartile	2	1	*	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	8	8	*	10
Achieving outcome 5+ (%)	87.5	100.0	*	90.0
Benchmark quartile	3	1	*	3
Achieving outcome 6+ (%)	25.0	62.5	*	50.0
Benchmark quartile	3	1	*	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	8	8	*	10
Achieving outcome 5+ (%)	87.5	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving outcome 6+ (%)	37.5	75.0	*	50.0
Benchmark quartile	3	1	*	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6672298 - YSGOL GYMUNEDOL TALGARREG**

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	5	*	5	6
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	*	100.0	100.0
Benchmark quartile	4	*	1	1
<b>English</b>				
Number of pupils in cohort	5	*	5	6
Achieving level 4+ (%)	80.0	*	100.0	100.0
Benchmark quartile	4	*	1	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Welsh first language</b>				
Number of pupils in cohort	5	*	5	6
Achieving level 4+ (%)	100.0	*	80.0	100.0
Benchmark quartile	1	*	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	5	*	5	6
Achieving level 4+ (%)	80.0	*	100.0	100.0
Benchmark quartile	4	*	1	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Science</b>				
Number of pupils in cohort	5	*	5	6
Achieving level 4+ (%)	100.0	*	100.0	100.0
Benchmark quartile	1	*	1	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## 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.	24	23 96%	1 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	23	21 91%	2 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.	24	21 88%	3 12%	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	24	24 100%	0 0%	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.	24	22 92%	2 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	23	20 87%	3 13%	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.	23	23 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	24	23 96%	1 4%	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.	24	21 88%	3 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.	24	23 96%	1 4%	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.	23	19 83%	4 17%	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	22	19 86%	3 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

### Appendix 3

#### The inspection team

David Evans	Reporting Inspector
Rhian Jones	Team Inspector
Owen Jenkins	Lay Inspector
Ceri Emanuel	Peer Inspector
Mair Potter	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### 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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.