



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Holy Family R.C. Primary School
Beechley Drive
Pentrebane
Fairwater
Cardiff
CF5 3SN**

Date of inspection: October 2013

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Holy Family Roman Catholic Primary School is in the Pentreban area of Cardiff. There are 95 full-time pupils from four to 11 years of age, in four mixed age classes. The number of pupils has been about 95 for the each of the last three years.

About 21% of pupils are eligible for free school meals. This is just below the average in the local authority and slightly above the average in Wales. Just under 30% of pupils are from minority ethnic backgrounds. About 26% of pupils speak English as an additional language. No pupils speak Welsh at home. The school has identified 20% of pupils as having additional learning needs. This is in line with the average for Wales. No current pupils have statements of special educational need. There have been no exclusions over the last three years.

The current headteacher was appointed in January 2012. Only one member of the present teaching staff was in post when the school was last inspected in November 2007.

The individual school budget per pupil for Holy Family R.C. Primary School in 2013-2014 means that the budget is £4,792 per pupil. The maximum for primary schools in Cardiff is £7,890 and the minimum is £2,856. Holy Family R.C. Primary School is seventh out of the 96 primary schools in Cardiff in terms of the school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- the standard of pupils' reading has improved recently;
- attendance has improved and is now very good;
- pupils have good listening and speaking skills; and
- nearly all pupils are polite, considerate and enthusiastic.

However:

- the overall standards that pupils achieve are not good enough;
- there is too much variation in the standard of teaching across the school;
- the curriculum does not provide enough challenge for more able pupils;
- pupils do not have enough opportunities to write at length for a range of purposes; and
- too many pupils make careless mistakes in their written work and often present their work untidily.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has begun to make changes to improve standards and establish sound management processes;
- the chair of the governing body provides good support to the school's leaders and managers;
- partnerships with parents and the local church are strong and these help to promote high standards of pupils' wellbeing; and
- recent changes in the deployment of staff have begun to have a beneficial effect on standards at the end of key stage 2.

However:

- roles and responsibilities are not formally agreed
- not enough governors take an active role in challenging the school to improve the curriculum and standards;
- self-evaluation and improvement planning are not embedded in the management processes in the school;
- self-evaluation is not sufficiently critical of provision, teaching or leadership; and
- the school development plan lacks detail and enough specific targets.

Recommendations

- R1 Raise the standards of pupils' work in English and mathematics at the end of the Foundation Phase and in key stage 2
- R2 Challenge more able pupils and develop all pupils' independent learning skills
- R3 Improve the consistency and standards of teaching across the school
- R4 Ensure that all staff with a management role fulfil their responsibilities
- R5 Develop the skills of governors to enable them to act as critical friends
- R6 Develop rigorous self-evaluation and school improvement planning with a clear focus on raising overall standards

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that Holy Family Roman Catholic Primary School is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In lessons and over their time in the school, many pupils make appropriate progress in learning.

Nearly all pupils speak clearly and with confidence. Throughout the school, pupils listen and concentrate well in lessons. Pupils in the Foundation Phase share ideas with enthusiasm when discussing how to follow instructions and how to use programmable toys to solve a challenge. Older pupils in key stage 2, use correct scientific language well to describe how they measured fellow pupils' lung capacity and the significance of this to health.

Pupils throughout the school read with fluency, expression and comprehension at a level appropriate to their age and ability. More able pupils in Year 2 make good use of speech marks to convey meaning and maintain the listener's interest. They discuss their choice of books for leisure reading with authority and a few make good use of the school's library, especially for fiction books. Older pupils identify their favourite authors and give good reasons for their choices. Standards of reading have improved considerably in the school over the last two years from a very low base. Pupils use books and the internet well for research, for example when investigating the impact of the blitz on the lives of young children during the second world war.

Pupils' writing skills develop well in the early part of the Foundation Phase and they begin to learn to write with accuracy. As pupils progress through the school, a minority present their work to a high standard and demonstrate good levels of spelling, punctuation and grammar. Standards of writing are higher in pupils' religious education books compared to their work in English. However, too many pupils do not take enough care when setting out their work and often make careless spelling and grammatical errors. Pupils in key stage 2 do not write at length for a wide enough range of purposes across the curriculum.

Generally, throughout the school, pupils have a good knowledge of number facts and can carry out simple calculations for a range of purposes. In the lower part of Foundation Phase, pupils develop their knowledge and understanding of shape and space well. However, in Year 2, a minority of pupils' knowledge of number bonds and doubling is insecure. By the end of key stage 2, pupils have confidence in applying the skills of doubling and halving sums of money to solve problems such as calculating the cost of holidays for a family when children receive different discounts. Overall, in key stage 2, pupils' ability to apply their numerical knowledge and skills to a range of different contexts, for example in science, is underdeveloped.

Targeted pupils in key stage 2 are beginning to benefit from recently introduced intervention schemes. For example, a few pupils have made significant progress in improving their reading and comprehension skills. However, overall, these initiatives

have not yet had sufficient time to impact on raising the standards of work in upper key stage 2.

Younger Foundation Phase pupils listen and respond enthusiastically to the frequent use of incidental Welsh. This progress is not maintained to the same standard across the remainder of the school. By the end of key stage 2, pupils' reading skills are developing appropriately, but their writing skills are less well developed.

At the end of the Foundation Phase in 2013, the proportion of pupils who achieved the expected outcome 5 in language, literacy and communication skills placed the school in the upper 50% when compared to similar schools. The school was in the top 25% in personal and social development, wellbeing and cultural diversity and in the lower 50% for mathematical development. At the higher-than-expected outcome 6, pupils' performance in the past two years has placed the school in the top 25% in all areas of learning other than in mathematical development in 2013 when it was in the upper 50%. However, work in pupils' books indicates that teacher assessment at the end of the Foundation Phase is not always accurate.

In key stage 2, pupils' outcomes, when compared to those of similar schools, have been in the bottom 25% in English, mathematics and science in the last two years at both the expected level and the higher-than-expected level. There was an improvement in 2013, but outcomes remained in the bottom 25%.

Wellbeing: Good

The school is a happy and caring environment where pupils are polite and courteous. Pupils enjoy school and relate well to each other and to adults.

All pupils behave well around the school and during lessons. This is an area of strength. Most pupils are articulate and confident learners. They are conscientious and keen to learn.

All pupils have a good understanding of the need to take regular exercise and to eat healthily. They enjoy participating in the good variety of extracurricular clubs that enhance their wellbeing. Pupils feel safe and secure in school.

Attendance levels have steadily improved in recent years. The overall attendance is 95% and this places the school within the top 25% when compared with similar schools.

A few pupils are regularly late for school, which disrupts their learning. The recently organised school council provides pupils with positions of responsibility and is a valued part of school life.

Most pupils work collaboratively to solve problems and are proud to be in positions of responsibility such as prefects and librarians. Pupils successfully take part in a number of community activities and are involved in fundraising for several charitable causes, such as a local food bank.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a broad and balanced curriculum, which complies with statutory requirements. The newly implemented skill based curriculum enables teachers to provide more purposeful, cross-curricular work. This encourages pupils to record their work in a greater variety of ways.

Teachers' plans are detailed. They identify appropriate opportunities to develop pupils' skills in literacy and numeracy. However, planning to develop pupils' independent learning skills is underdeveloped.

Provision for information and communication technology (ICT) in the Foundation Phase is generally good. In key stage 2, provision is unsatisfactory because pupils do not have opportunities to develop their skills in data handling and modelling.

Planning and provision for pupils' Welsh language development is appropriate overall. In the Foundation Phase, pupils have increasing opportunities to develop their use of Welsh in a range of situations outside of Welsh lessons. However, in key stage 2, this is less well developed. Curriculum topics, school events and visits to local places of interest promote pupils' understanding of Welsh culture and heritage.

The school encourages recycling and promotes energy conservation. As a result, most pupils have a good understanding of sustainability. A recently organised and purposeful eco committee effectively reinforces these ideas. There are developing opportunities for pupils to learn about their role in the wider world. International days, supporting Christian charities and the study of other religions, enable pupils to understand different cultures.

Teaching: Adequate

There is too much variation in the standards of teaching across the school, despite the very good relationships between teachers, support staff and pupils in all classes. Although teachers plan nearly all lessons with clear objectives, these are not regularly shared with pupils.

In around a half of lessons where teaching is effective, pupils have clear targets and learning proceeds at a good pace. In these sessions, teachers meet the needs of pupils of all abilities through a wide range of learning experiences that challenge pupils to achieve the standard of work of which they are capable.

In lessons where teaching is less effective at the end of the Foundation Phase and in lower key stage 2, teachers do not have high enough expectations and do not provide pupils with opportunities to make the progress of which they are capable.

All teachers mark pupils' work regularly and provide detailed comments on how to improve. They give pupils good opportunities to assess their own work and that of fellow pupils. However, teachers do not always require pupils to respond to the constructive comments on how to improve their work. Useful cluster moderated

portfolios assist teachers to level pupils' work accurately at the end of key stage 2. Levelling of work in the Foundation Phase is less accurate.

Parents receive good information about their children's progress in all aspects of their work.

Care, support and guidance: Good

The school is a caring community. All staff support pupils in a happy, well-organised and secure environment. They place considerable emphasis on pupils' spiritual and moral development through high quality, reflective collective worship. All pupils are valued as individuals and staff support them well in their social and emotional development. Through collective worship, staff encourage all pupils to reflect on their lives and values and to show respect for each other.

The school makes appropriate arrangements for promoting healthy eating and drinking. As a result, pupils are confident in their ability to make healthy lifestyle choices. The school promotes the importance of exercise successfully through, for example the very good opportunities for boys and girls of all ages to play football at lunchtime and after school.

There are now clear arrangements for identifying and supporting pupils with additional learning needs. Child friendly individual education plans provide pupils who need additional support with clear targets for improving their learning. Teachers regularly evaluate and update these plans in consultation with pupils and parents. The school makes good use of the support and advice it receives from a range of external agencies.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a close welcoming Christian community that is inclusive to all. All pupils have opportunities to participate in all activities. Clear procedures and policies promote equality and positive behaviour effectively. This helps pupils to develop tolerance and respect for each other.

The accommodation and school grounds are secure and there is generous classroom space for pupils. The buildings are clean and generally maintained to a good standard. Displays are appropriate and celebrate pupils' work effectively. The outdoor learning environment successfully supports the Foundation Phase. Teachers use it well. There are good toilet and separate changing areas within the main building.

The relative age of the equipment and location of the computer suite in the Foundation Phase building has a negative impact on the standards that older pupils achieve in ICT. Overall, there is an appropriate range of learning resources across the school.

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

Leadership: Adequate

The headteacher and staff have successfully created a happy and safe school, which pupils value. The senior leadership team have worked together well to develop a clear school vision and included the pupils, parents and governors in the process. This has resulted in a significant improvement in pupil attendance.

Performance management procedures are now in place for teachers but not for support staff. Targets have been set for all teachers to improve standards, but it is too soon to see the impact of these. Roles and responsibilities within the teaching staff have been re-assigned recently, but job descriptions do not reflect these.

Generally, the school responds well to national and local priorities. For example, as part of the healthy schools scheme, it offers a range of popular extra-curricular sporting activities. The school is beginning to implement the national literacy and numeracy frameworks effectively in the majority of classes.

The chair of governors knows the school very well and is aware of its strengths and areas that need developing. The governing body fulfils its statutory requirements. Governors meet regularly and are generally supportive of the school. However, their role in self-evaluation and school improvement is very much in its infancy. As a result, governors' ability to challenge the school as critical friends is underdeveloped.

Improving quality: Unsatisfactory

The school has recently agreed a continuous programme of evaluating the provision and standards. This involves around half the teachers in a range of activities such as classroom observations, listening to learners, considering the views of stakeholders and the analysis of data. These reports follow a common format and while generally accurate they are not rigorous enough. The reports do not form part of the evidence for self-evaluation. The self-evaluation report is generally evaluative and accurate in its judgement on standards. However, it is not sufficiently self-critical with regard the quality of provision, teaching or leadership.

The school development plan has appropriate links to national priorities and generally links to the self-evaluation findings. However, it lacks sufficient detail to be an effective document as there are not enough specific targets that can be measured in order to raise standards.

Partnership working: Good

Partnerships with parents are a strength of the school. Through the effective use of newsletters and the school website, parents receive regular information about all aspects of school life. Strong parental partnerships impact positively on pupils' attitudes to school. The school offers parents support and training in helping them to support their children's reading and this is starting to have a positive impact on the standards achieved.

Another strong aspect is the partnership with the local catholic church, which has a positive effect on pupils' spiritual and moral development. Pupils raise money on an annual basis for CAFOD, Children in Need and MacMillan Cancer Care. They collect food and deliver it to the Cardiff Food Bank as part of their harvest festival. These activities help to develop a caring ethos which is prevalent throughout the school.

Transition arrangements to the secondary school are carefully structured and well planned and prepare pupils well for their next stage of education.

The school benefits from an effective partnership with the local authority education service, which effectively supports pupils with additional learning needs.

Resource management: Adequate

The school has effective systems in place to monitor its budget. The finance committee of the governing body makes sure that spending decisions link closely to the school's priorities. Generally, the resources available are suitable to the demands of teaching and learning, apart from those for ICT.

There are an appropriate number of suitably qualified teachers and support staff. Overall, the school deploys staff effectively. Teachers generally make good use of planning, preparation and assessment time. As a result of performance management there is a recent focus on developing staff skills through purposeful training and deployment. Work seen in lessons and pupils' books in the current upper key stage 2 shows that standards have improved following the recent re-deployment of staff to other classes.

In view of the progress made by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was above the average for the family of schools in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. The school is the least challenged member of its family of schools.

When compared to that in similar schools, pupils' attainment in literacy was in the higher 50% and in the top 25% in personal and social skills. Pupils' attainment in numeracy was in the lower 50%. At the expected level, pupils' attainment has fluctuated in all outcome indicators, being either in the higher 50% or lower 50% in the past two years.

The percentage of more able pupils in the Foundation Phase, who achieved the higher than expected outcome 6, was above the average for the family of schools in all three areas of learning. When compared to that in similar schools, pupils' attainment was in the top 25% in language, literacy and communication skills and personal and social development, wellbeing and cultural diversity. Pupils' attainment in mathematical development was in the higher 50%. At the higher-than-expected level, pupils' attainment has been consistently good in the past two years. However, work in pupils' books indicates that teacher assessment at the end of the Foundation Phase is not always accurate.

In key stage 2, pupils' attainment at the expected level 4 was above the family average in English and mathematics and at the family average for science in 2013. Outcomes in all core subjects were below the family average in 2012 and above the family average in all subjects in the previous two years. When compared to those in similar schools, pupils' outcomes in English, mathematics and science have been in the lowest 25% for the last two years.

The percentage of more able pupils at the higher level 5 has been below the family average in English and mathematics for the last two years. In 2011, it was above the family average in English and mathematics. When compared to that in similar schools, pupils' performance at level 5 has been in the lowest 25% for the last two years. In 2011, pupils' performance was in the higher 50% in English and science and in the lower 50% in mathematics. Performance at the higher levels has therefore declined.

In 2013, all pupils entitled to free school meals achieved the expected outcome in the Foundation Phase and key stage 2. There are no clear trends in the performance of pupils entitled to free school meals when compared to the performance of pupils who are not. This is also true when comparing the relative performance of boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	48	47 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	47	47 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	48	48 100%	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	48	48 100%	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.	47	47 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	48	48 100%	0 0%	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.	48	48 100%	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.	48	47 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.	48	48 100%	0 0%	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.	25	22 88%	3 12%	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.	45	42 93%	3 7%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	46	45 98%	1 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	40	28 70%	12 30%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	40	34 85%	6 15%	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.	40	31 78%	9 22%	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.	38	26 68%	11 29%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	40	25 62%	12 30%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	39	30 77%	9 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	40	29 72%	11 28%	0 0%	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.	39	21 54%	16 41%	2 5%	0 0%	0	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.	40	28 70%	12 30%	0 0%	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.	40	28 70%	12 30%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	40	29 72%	11 28%	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.	36	26 72%	7 19%	1 3%	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.	39	30 77%	6 15%	2 5%	0 0%	1	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.	40	34 85%	5 12%	1 2%	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.	40	19 48%	17 42%	1 2%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	39	24 62%	13 33%	0 0%	0 0%	2	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.	37	19 51%	10 27%	2 5%	0 0%	6	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.	40	26 65%	12 30%	2 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	39	30 77%	9 23%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Ms Eleanor Davies	Reporting Inspector
Mr Maldwyn Pryse	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Mrs Susan Mary Evans	Peer Inspector
Mrs Louise Mills	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.