



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

**Malpas C.I.W. Junior School
Yewberry Close
Malpas
Newport
NP20 6WJ**

Date of inspection: March 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Malpas Church in Wales Voluntary Controlled Junior School is located in Malpas in the Newport local authority. Currently 51% of the pupils come from outside the catchment area. The school provides education for pupils aged seven to 11. There are currently 203 pupils on roll. This is a slight decrease since the school was last inspected. The school is organised into eight classes. The school employs nine teachers and three support staff. The school identifies 21% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. A very few pupils have English as an additional language or speak Welsh as a first language. Eight per cent of pupils are eligible for free school meals. This is well below the national average (21%). Around 5% of pupils are from ethnic minorities.

The school was last inspected in 2008. The current headteacher has been in post since September 2012.

The individual school budget per pupil for Malpas C.I.W. Junior School in 2013-2014 means that the budget is £3,011 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Malpas C.I.W. Junior School is 45th out of the 48 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- all pupils make at least good or often very good progress in their learning and skill development across the curriculum;
- the calm and purposeful learning environment contributes effectively to pupils' learning;
- teaching is consistently good;
- the warm and welcoming ethos contributes significantly to pupils' wellbeing; and
- the behaviour of all pupils is very good.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher, senior leadership team and governing body have a clear vision for the school that they communicate very effectively to all stakeholders;
- leaders know the school's strengths and areas for development extremely well. They promote a strong ethos of high expectation and continuous improvement;
- senior leaders have a firm commitment to ensuring that all staff are involved in and make a commitment to school improvement;
- self-evaluation is based firmly on reliable first-hand evidence. This includes a thorough and comprehensive analysis of a wide range of data;
- over the past year, senior leaders have brought about many improvements that have had a clear impact on pupils' standards and wellbeing in several key areas; and
- the school regularly shares its highly effective practice with other schools and organisations.

Recommendations

R1 Improve pupils' use of the Welsh language outside of Welsh lessons

R2 Improve attendance

R3 Work with the relevant authorities to improve the school's accommodation

What happens next?

Excellent practice

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils enter the school with literacy and numeracy skills that are at or above the expected level for their age. During their time in the school nearly all pupils make good or very good progress relative to this starting point. Pupils with additional learning needs achieve well against personal targets and make good progress.

Throughout the school, nearly all pupils listen very well and respect the views of others. Most speak confidently and articulately to staff, visitors and each other in a wide range of situations. They are able to sustain their concentration for appropriate lengths of time in lessons.

Nearly all pupils enjoy reading and listening to stories. Most pupils read appropriately for their age and ability and make good use of contextual clues to read unfamiliar words. Many pupils read with expression. They take good note of punctuation, which helps them to read with understanding. Many pupils talk confidently about books or authors they like and most retell a story well. Many older pupils use an index or glossary successfully.

Across the school, most pupils make good progress in their writing. Many pupils write effectively for a range of audiences using mature, descriptive vocabulary. They write using a variety of genres with accurate sentence structure and spelling. Most pupils make good use of opportunities to redraft and to refine their work. The quality of presentation is variable, although many pupils present their work neatly. Pupils write at a similar level in the English lessons and across the curriculum. For example, older and more able pupils use a good range of imaginative vocabulary successfully.

Standards in mathematical development are generally good. Most pupils use their number and measuring skills competently in mathematics lessons. Older and more able pupils solve written number problems well and apply their knowledge of fractions and different strategies for adding and subtracting successfully. However, only a minority of pupils apply these skills in other areas of learning at a similar level to their work in mathematics lessons.

Pupils make excellent use of their information and communication technology (ICT) skills across a range of areas of learning. For example, older pupils use tablet computers to extend their oracy and writing skills when producing simple play scripts. This competence and confidence has a positive impact on standards in literacy.

Most pupils' problem solving skills and thinking skills are developing well. Most pupils are able to organise their work logically and draw conclusions when, for example, they carry out investigations on a range of materials to choose an appropriate surface for a kitchen worktop.

Many pupils make good progress in Welsh lessons. Many older pupils speak using an appropriate range of vocabulary and respond to simple questions using familiar phrases and patterns. However, many pupils do not use their Welsh language skills extensively outside of Welsh lessons. Progress in pupils' reading and writing skills in Welsh is good.

Pupil performance in 2013 at the expected level (level 4) places the school in the top 25% of similar schools in English and science and in the higher 50% for mathematics and all three subjects in combination. Over the last four years, the school has consistently performed in the upper 50%, with the exception of English in 2011 where the school performed in the lower 50%. Over the last three years, the school demonstrates an improving trend in standards at the expected level.

At the higher-than-expected level 5, pupil performance in 2013 places the school in the top 25% of similar schools for English and science and the higher 50% for mathematics. This performance is significantly above that of 2012, when pupils' performance placed the school in the higher 50% for English and the lower 50% for mathematics and science. Except in 2012, the school has performed in the higher 50% of similar schools over the past four years for all three subjects.

Wellbeing: Adequate

Nearly all pupils feel happy and safe in school. They are confident that any concerns are treated seriously and acted upon quickly and fairly. All pupils have a very good understanding of the importance of a healthy lifestyle and diet.

All pupils benefit from very strong and supportive working relationships with staff. As a result, nearly all pupils are well motivated, sustain interest in lessons and show positive attitudes to learning. The school conducts regular surveys to obtain the views of pupils about how they learn best. School staff use this information effectively to ensure that pupils' needs are met. Pupils' behaviour in class is excellent. Most are aware of what they need to do to improve and they collaborate well with others. Older pupils provide effective support and guidance for younger pupils through acting as junior road safety officers at the school gate.

Overall, pupils' attendance is adequate. When compared with similar schools over the last two years attendance has placed the school in the bottom 25%. Attendance rates have been adversely affected by illness and holidays in term time. However, attendance has improved in the current year to 95.4% due to a number of effective initiatives. The school council has been actively involved in promoting a good range of appropriate incentives and rewards to celebrate good attendance. Very few pupils are late for school.

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

The school provides a broad and balanced curriculum that meets the needs of pupils well. Teachers plan the curriculum effectively to build systematically on pupils' skills and knowledge as they progress through the school. The school provides a good

range of purposeful intervention programmes for more able pupils and those with additional learning needs.

The school's teachers and managers have amended the curriculum effectively to take account of changing external expectations to improve pupils' literacy and numeracy skills. The school's provision for developing pupils' ICT skills is exceptionally strong, especially in the use and application of ICT to improve literacy standards.

Provision for the development of the Welsh language is good. The school's curriculum promotes Welsh heritage and culture appropriately through specific projects and a range of visits, such as to a mining heritage site.

The school provides a wide range of clubs and sporting activities at lunchtime and after school. These enhance learning effectively and develop pupils' interest in the natural environment, for example through the wildlife and gardening clubs.

The eco committee actively monitor energy use and recycle paper and plastic enthusiastically. The school raises pupils' awareness of life in other countries effectively. Through a comprehensive project on Uganda, pupils compare the life, economy and circumstances of life in Wales with those in the developing world.

Teaching: Good

Teaching in most lessons is good and in a few instances it is excellent. Most teachers have appropriate up-to-date subject knowledge. They plan diligently to provide learning experiences that motivate and challenge pupils to achieve good standards. They have high expectations of their pupils and set clear success criteria. Most teachers use a range of questioning techniques effectively. This encourages pupils to draw upon their previous knowledge and promotes independent learning. In a few lessons, the use of innovative techniques and resources promotes the enthusiastic engagement of pupils in their learning, such as the use of an exercise bike to mix smoothies. Teachers and support staff know their pupils well and this fosters a purposeful and respectful working environment.

Assessment for learning is developing well across the school. Teachers mark pupils' work regularly and indicate what they have done well and what they need to do to improve. As a result, pupils understand how to raise the standard of their work.

An extensive range of assessment data is used to record pupil progress and to identify individual needs successfully. The recent introduction of an electronic assessment tracking system helps teachers to plan effectively and to identify what they need to do to bring about further improvements.

The school's reports to parents are detailed and informative. They provide pupils and parents with clear information about how well pupils are doing and set clear targets for the future.

Care, support and guidance: Good

The school has a range of good and appropriate practices to promote the moral and spiritual development of pupils through regular assemblies and the work of pupils through the 'make a difference' (MAD) group. The school makes it clear that any form of oppressive behaviour is not tolerated in the school. Pupils have good opportunities to develop their social skills through membership of clubs and societies and taking on roles of responsibility within the school. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils with additional learning needs is good. Individual education plans contain a range of detailed and ambitious targets that enable nearly all pupils to make good and often very good progress in their learning. The school monitors progress against individual targets effectively and involves parents and carers appropriately in the review process.

The school engages with a range of specialist services successfully including the Newport Inclusion Team who work alongside teachers to provide programmes of work for pupils with additional learning needs. This results in these pupils making good progress in their literacy and numeracy skills. Other agencies, including the emergency services, provide timely training on fire and internet safety.

The school prospectus provides comprehensive guidance on the life of the school and staff supplement this through regular newsletters and text messaging alerts to inform parents and carers of particular events.

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

Learning environment: Good

The school is a fully inclusive and tolerant community where all pupils' contributions are valued equally. Staff, leaders and managers have a strong commitment to providing for the needs of pupils with disabilities. This makes sure that they are able to take part in full a range of sporting and academic activities. Pupils enjoy equal access to all the opportunities offered.

The school building is well maintained and has a good range of learning resources. Classrooms have many relevant and attractive wall displays of pupils' work. The grounds are extensive and provide good opportunities for outdoor activities.

The school makes the best use of its cramped working conditions. However, the classrooms are too small for teachers to use the full range of learning opportunities potentially available, especially in adverse weather.

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

Leadership: Good

The headteacher provides exceptionally strong leadership and has high expectations of all staff. In a short time, she has shared her vision effectively with the senior management team, staff and governors. Leaders provide a clear strategic direction with a strong focus on maintaining and improving standards across the school. This has impacted positively on the ethos of the school and in particular on improving the standards achieved by pupils.

The senior management team provides effective support to staff and successfully communicate high expectations. All staff understand their roles and responsibilities thoroughly and, as a result, they play an important part in moving the school forward.

Performance management arrangements are thorough and support school improvement initiatives very effectively.

The school receives very good support from the governors. They have a strong understanding of data and of how successfully the school is performing in relation to other schools and its family. They challenge the school's leaders effectively and visit the school regularly in order to evaluate and monitor progress and identify any areas for further development.

The school has taken positive steps to meet national priorities. It implements literacy and numeracy initiatives very effectively and shares best practice about the effective use of ICT.

Improving quality: Excellent

Over the past year, the headteacher has successfully developed a highly effective culture focused on improving standards.

The self-evaluation report is a very detailed and honest document. It describes the work of the school very accurately. High quality procedures for self-evaluation including book scrutiny, lesson observations and rigorous analysis of data give everyone in the school a very clear picture of the school's strengths and areas for development. This robust process is a strength of the school. It provides very sound and reliable information upon which to form clear judgements. As a result, the school has made significant progress in a short period of time in improving standards in literacy and numeracy.

The school provides extensive opportunities for governors, parents and pupils to give their opinions about the life and work of the school. For example, leaders survey pupils about how they learn best and use the results of the survey to set targets for improvement in literacy and numeracy. This very effective use of pupils' opinions leads to an active and enthusiastic involvement of pupils in their learning.

The school development plan builds systematically on evidence from self-evaluation and sets clear measurable priorities for improvement. The plan identifies costs, timescales and responsibilities very effectively.

Progress against the school development plan is monitored extensively. The end of year evaluation is used very effectively to evaluate the success of initiatives and to set additional targets to raise standards even further. All staff make a valuable contribution to this review process and implement the agreed strategies consistently and conscientiously.

The process of self-evaluation and planning for improvement is an outstanding feature and serves as an excellent basis to set targets for further improvement.

Partnership working: Good

The school works strategically with a range of partners to improve standards of attainment and wellbeing and to build on its capacity for continuous improvement.

The parent teacher association contributes well towards raising the profile of the school in the community through a range of fund raising activities. As a result, the school has purchased outdoor benches, refurbished the hall and purchased new computers. These resources successfully enrich and enhance pupils' learning experiences and wellbeing.

The school occupies an important place in the community and there is a strong link with the local church. The school makes effective use of volunteers to help with aspects such as listening to pupils read. This provides pupils with good opportunities to practise their reading skills with members of the wider community.

The school is developing successful transition links with the infant school. The recently introduced transition day prepares pupils well for their move to Year 3. The good transition arrangements with the local high school enable Year 6 pupils to move into their new school confidently.

The school works effectively alongside other local schools to plan joint projects and to share good practice. For example, the school has led training on how it uses ICT effectively to raise standards in literacy.

Resource management: Good

Malpas Church in Wales Junior School is a valuable and successful learning community. It deploys staff well and makes good use of their skills and expertise to deliver the curriculum effectively.

All staff are supported well by a structured programme of professional development. The training programme for support staff, in particular, provides them with the skills and knowledge to be very effective in their role.

The school is actively involved in networks of professional practice where good practice is shared across the cluster of schools and beyond. This has a positive impact on pupils' standards in literacy and numeracy.

The efficient management of all resources has a positive impact on pupils' learning and wellbeing. The headteacher and governing body manage the school budget efficiently and effectively. They keep spending under constant review and use finances wisely to address school improvement issues and to provide the best possible resources for pupils.

In view of the standards pupils achieve, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the proportion of pupils who achieved level 4 (the expected level) in English, mathematics and science individually and in combination (the core subject indicator) was above the average for the family of schools. The proportion of pupils gaining the higher level 5 in 2013 was significantly above the family of schools average in all three subjects.

Over the past four years, when compared with schools with a similar proportion of pupils entitled to free school meals, the performance of pupils at level 4 has consistently placed the school in the upper 50%, except for English in 2011 where the school's performance placed it in the lower 50%. The school has demonstrated a rising trend in standards over the last three years.

Except in 2012, pupils' performance over the past four years at the higher-than-expected level 5 has placed the school in the higher 50% of similar schools for all three subjects.

Generally, girls and boys perform equally well at the expected level across all three subjects. However, at the higher-than-expected level, girls outperform boys in all subjects. This is particularly evident in science.

There is no significant difference between those pupils entitled to free school meals and those who are not.

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.	200	193 96%	7 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	199	176 88%	23 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	198	194 98%	4 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	198	185 93%	13 7%	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.	200	195 98%	5 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	198	175 88%	23 12%	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.	200	195 98%	5 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.	199	195 98%	4 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.	199	171 86%	28 14%	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.	200	190 95%	10 5%	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.	195	157 81%	38 19%	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	195	153 78%	42 22%	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.	39	19 49%	14 36%	3 8%	2 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	22 56%	15 38%	2 5%	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.	39	19 49%	19 49%	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.	39	16 41%	16 41%	4 10%	2 5%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	39	11 28%	25 64%	3 8%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	38	15 39%	19 50%	4 11%	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.	39	22 56%	14 36%	0 0%	0 0%	3	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.	38	15 39%	15 39%	5 13%	2 5%	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.	38	17 45%	18 47%	2 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	15 39%	21 55%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	38	20 53%	16 42%	0 0%	1 3%	1	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.	34	12 35%	16 47%	2 6%	2 6%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	38	15 39%	15 39%	5 13%	2 5%	1	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.	39	20 51%	12 31%	3 8%	2 5%	2	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.	39	14 36%	18 46%	3 8%	2 5%	2	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.	38	13 34%	23 61%	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.	33	13 39%	9 27%	3 9%	1 3%	7	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.	37	18 49%	15 41%	3 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	38	15 39%	17 45%	3 8%	2 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
William Glyn Griffiths	Team Inspector
Alison Huckle	Lay Inspector
Eleanor Davies	Peer Inspector
Katharine Thomas	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.