



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

**St Helen's R.C. Infant & Nursery School
Maes-Y-Cwm Street
Barry
Vale of Glamorgan
CF63 4EH**

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.

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Context

St. Helen's Catholic Infant and Nursery School is in the centre of Barry in the Vale of Glamorgan. It serves a wide catchment area of over 10 miles and pupils come from parishes in Barry, Llantwit Major and Cowbridge.

There are just under 180 pupils aged three to seven years at the school, including 42 children who attend the nursery part time. There are four single-aged classes and one mixed-age class, plus a nursery class in the morning and afternoon.

Around 12% of pupils are entitled to free school meals. This is below the average for primary schools in the local authority and in Wales.

The school has identified about 20% of pupils as having additional learning needs. This is around the average for primary schools in Wales. No pupil has a statement of special educational needs. A very few pupils are looked after by the local authority.

Pupils' ethnicity is largely white British (75%). The remainder are mainly Asian or of mixed ethnicity. Just over 20% of pupils speak English as an additional language. No pupil speaks Welsh as a first language at home.

The last inspection was in November 2007. The headteacher was appointed in 1990.

The individual school budget per pupil for St Helen's Catholic Infant and Nursery in 2013-2014 means that the budget is £3,728 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. St Helen's Catholic Infant and Nursery is 14th out of the 48 primary schools in the Vale of Glamorgan in terms of its 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:

- many pupils make appropriate progress during their time in school;
- many pupils speak well and by Year 2 these pupils read and write at an acceptable level;
- attendance compares well with that in other similar schools;
- most pupils have positive attitudes towards school and enjoy learning;
- many pupils behave well;
- learning experiences meet the requirements of the Foundation Phase;
- provision for pupils with additional learning needs is effective; and
- standards of Welsh and the provision for Welsh are good.

However:

- pupils are too reliant on adult support and do not develop their independent learning and thinking skills well enough;
- many pupils do not write imaginatively or at length;
- a minority of pupils do not listen well; and
- teachers do not make good enough use of support staff or assessment information on a day-to-day basis to plan to meet the needs of all pupils effectively.

Prospects for improvement

The prospects for improvement of the school are adequate because:

- the senior management team is beginning to have a positive impact on improving the school;
- staff have clearly defined roles and responsibilities and there is now a strong sense of common purpose in the school;
- the school focuses appropriately on relevant local and national priorities;
- the current school improvement plan is clear and identifies appropriate priorities;
- staff are aware of the school's priorities for improvement and understand their part in bringing about the required results;
- procedures to evaluate the school's strengths and areas for improvement are developing appropriately and now involve a wider range of stakeholders; and
- partnerships with parents, the parish and the local community are strong and effective.

However:

- newer members of the leadership team have not yet had enough support and training to carry out their leadership roles effectively;
- the school does not plan monitoring activities, such as the regular scrutiny of pupils' work, systematically enough; and
- until recently, teachers have not received effective support to improve their practice and, as a result, are not always aware of innovative approaches to teaching and learning.

Recommendations

- R1 Improve pupils' creative writing skills
- R2 Improve pupils' levels of independence
- R3 Use the outcomes of on-going assessments to inform daily planning
- R4 Plan systematically a wider range of monitoring activities
- R5 Deploy teaching assistants more effectively
- R6 Ensure that all staff receive effective professional development opportunities

What happens next?

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.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils make appropriate progress during their time in school.

Many pupils in the nursery speak well and in full sentences. They talk enthusiastically about what they like to do and what they are learning. Most listen well to instructions and answer questions appropriately. Across the school, pupils develop their speaking skills well. Many pupils in Year 2 give clear explanations and use a wide vocabulary to describe their previous topics. For example, pupils talk knowledgeably about the importance of a balanced diet and a healthy lifestyle. A majority of pupils develop good listening habits. However, a minority find it difficult to maintain concentration and do not always listen well enough to the teacher or to each other.

In Year 2, many pupils read at the expected level for their age and more able pupils read with expression and fluency. Many pupils make good use of picture clues to help them work out unfamiliar words. However, pupils make relatively slow progress in developing their phonic skills and their recognition of common words. A majority of pupils in reception and Year 1 rely too heavily on saying single sounds and have difficulty in putting the sounds together to make words.

Pupils in nursery enjoy experimenting with mark-making and use writing frequently in their play activities. As they move through the school, many pupils make sound progress in developing their writing skills. In Year 2, many pupils write reports and descriptions that contain appropriate detail. However, too many pupils lack confidence when attempting to spell unfamiliar words and rely too heavily on direction from adults. As a result, their writing is often constrained and lacking in creativity. Many pupils have a good understanding of when to use full stops and more able pupils use a good range of punctuation confidently. Many pupils form letters well and their handwriting is of a good standard. However, the importance placed on good handwriting and presentation sometimes prevents pupils from writing more freely and at length.

Many pupils make reasonable progress in developing their numeracy skills in mathematics lessons. They know the numbers that go together to make 10 and can tell the time to the hour on an analogue clock. A few more able pupils double and halve numbers to 100 confidently. However, too many struggle to solve number problems, especially when tackling problems mentally.

Although pupils in the nursery class have only been in school for a very short time, many understand a good range of Welsh instructions. A few children already use Welsh to request the fruit of their choice at snack time. By Year 2, most pupils use and understand an appropriate range of simple sentence patterns and use these well, for example to express their likes and dislikes. Many pupils read basic phrases

and use this knowledge to play whole-class reading games. Many pupils use their writing skills to label items, such as types of food.

A few more able pupils use their thinking skills well to solve problems, but pupils' independent learning and thinking skills are underdeveloped overall.

Pupils with additional learning needs who receive specific support and the pupils on catch-up programmes make good progress.

The school's performance in 2013 improved considerably from a low baseline in 2012. The proportion of pupils achieving the expected outcome in all three assessed areas of learning improved significantly. The school's performance places it in the top 25% for language, literacy and communication skills and for mathematical development, and in the upper 50% for personal and social development, wellbeing and cultural diversity when compared with other similar schools. The proportion of pupils achieving above the expected level at the end of the Foundation Phase improved in 2013, but remains relatively weak. The school's performance in 2013 places it in the lower 50% for all three assessed areas of learning.

The substantial improvement in pupil attainment at the expected outcome in 2013 means that the school performs better than the average for its family, the local authority and Wales in all three assessed areas of learning. This year, pupils' performance at the higher than expected outcome in language, literacy and communication skills, mathematical development, and personal and social development, wellbeing and cultural diversity is generally around the family average, but below the averages for the local authority and Wales.

Wellbeing: Good

Most pupils are friendly and polite, display good social skills and generally collaborate well with others. They have a positive attitude towards school. They feel happy and safe, and they know whom to approach if they have any problems. Many enjoy taking part in lessons and are enthusiastic learners. Many behave well in lessons, although a few pupils have difficulty in maintaining concentration and frequently lose interest in their activities. Behaviour on the yard is generally appropriate, although a minority of pupils are too boisterous and disrupt the play of others.

At the start of the year, pupils help to set the rules for their classroom. Older pupils are beginning to set their own targets for improvement, but only a minority of pupils have a say in what they learn. As a result, pupils are not always confident in making choices or show enough independence in their learning.

Many pupils are aware of the importance of healthy living and understand the importance of exercise. Nearly all pupils take part energetically in the exercise challenge at the start of every day. Many explain well how this helps them to prepare for the day ahead. Older pupils in the Foundation Phase take part in extra-curricular activities, such as gardening. This helps them to understand how to grow fruits and vegetables. Most pupils are involved with parish activities, for example taking part in church services and celebrations. Pupils take part well in community activities. They

work regularly with a local charity to raise money for a school in Sri Lanka and speak knowledgeably about how they have helped to improve conditions for pupils in this school. Through the eco committee, a few pupils are becoming increasingly involved in developing an understanding of environmental issues such as water conservation.

Pupils' attendance is good and compares well with that in other similar schools. Nearly all pupils are punctual.

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

The school has recently introduced a commercial scheme to meet the requirements of the Foundation Phase curriculum. Teachers' long-term plans now ensure that learning experiences cover all Foundation Phase requirements. They provide appropriate learning experiences that meet the needs of many pupils. However, teachers' weekly planning does not yet fully reflect the changes to the curriculum. Teachers in the lower Foundation Phase plan well for the use of the outdoors to promote pupils' learning. The school makes good use of local visits to enrich pupils' learning experiences. For example, the partnership with a local supermarket has resulted in a good range of follow-up work in many classrooms.

Teachers are beginning to plan more effectively to develop pupils' speaking, reading, numeracy and information and communication technology (ICT) skills across the curriculum. However, planning provides too few opportunities for pupils to write creatively, both within language, literacy and communication skills lessons and across areas of learning. Planning does not identify enough opportunities for pupils to use their independent learning or thinking skills.

Provision for Welsh is good. All teachers and support staff promote the use of incidental Welsh very successfully. They embed the culture and history of Wales well into many areas of the curriculum.

The school's provision for education for sustainable development and global citizenship is appropriate. As a result, pupils develop an awareness of the need to recycle and a satisfactory understanding of a range of different cultures.

Teaching: Adequate

Nearly all teachers establish positive working relationships with pupils and generally manage behaviour well. They share lesson objectives with pupils and help them to understand what they need to do in order to succeed. Many teachers promote the Welsh language well and encourage pupils to use Welsh in their activities. Teaching assistants support individual pupils effectively. However, teachers do not always involve these staff well enough to make full use of their time and expertise. In a majority of lessons, the pace is appropriate and pupils remain engaged. Teachers do not always adapt work well enough to challenge pupils. Many staff place too much emphasis on the presentation of work rather than the content. This often prevents pupils from developing independent writing and numeracy skills and slows down the progress pupils make.

The school carries out a good range of standardised assessments. It is beginning to use this information in a more systematic way to identify pupils in need of additional support and those with the potential to achieve higher than the expected outcome. However, staff do not use the outcomes of on-going assessments well enough to inform their daily planning. Nearly all teachers provide pupils with positive oral and written feedback. In a few classes, teachers' comments help pupils to improve their work. Assessment for learning is in the early stages of development. All teachers set pupils targets for improvement and in a minority of classes pupils have the opportunity to reflect on the progress they have made. Teachers' end-of-year assessments are generally accurate. Annual reports and consultation meetings provide parents and carers with a good range of information about their child's progress and standards.

Care, support and guidance: Good

The school has appropriate arrangements in place for promoting healthy eating and drinking. The school's provision for encouraging pupils to take part in regular exercise is effective.

The school provides well for pupils' spiritual, cultural, moral and social development through fostering values such as fairness and respect. Through daily acts of collective worship and the personal and social curriculum, pupils reflect well on their own beliefs and those of others.

Provision for pupils with additional learning needs is good. Teachers identify pupils' needs promptly and the additional learning needs co-ordinator organises and monitors support efficiently. The co-ordinator liaises closely with external support agencies and makes good use of specialist services. For example, the close links with the ethnic minority service have helped raise standards for those pupils who speak English as an additional language. Support staff work closely with teachers to provide a good range of support programmes for individuals and groups of pupils. Pupils on these programmes make good progress.

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

Learning environment: Good

The school has an inclusive ethos with a clear focus on caring for all pupils and building strong relationships with families and the parish. The way the school celebrates and values diversity is a strong feature of its life and work. Pupils enjoy learning about the different cultures and backgrounds of their peers through stimulating activities such as a world awareness week and fundraising projects.

The school provides a bright and welcoming environment, decorated by displays of good quality. These enhance the learning environment and act as additional learning resources. However, displays of pupils' own work are limited. Classrooms are generally well equipped and learning resources meet pupils' needs suitably. A majority of classrooms have enough space for the pupils, although two are very small for the number of pupils in the class. The school has made appropriate progress in

overcoming some of the many challenges of an old building including the addition of a new library and a space for meetings. Upper Foundation Phase classes do not make enough use of the appropriately developed outdoor areas. Although the site is generally secure, the inspection team raised a health and safety issue with the headteacher and governing body.

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

The headteacher creates a caring and supportive ethos where staff feel valued and work well as a team. The senior management team is beginning to have a positive impact on improving the school. However, newer members of the team have not had enough support and training to carry out their leadership roles effectively. As a result, they do not always focus well enough on improving pupil outcomes.

Staff have clearly defined roles and responsibilities and there is now a strong sense of common purpose in the school. However, learning area co-ordinators do not contribute well enough to the school's strategic aims or in driving forward the necessary improvements.

The school has appropriate procedures to manage the performance of staff. Teachers' performance targets focus appropriately on whole-school and national priorities.

Governors are supportive of the school and committed to the welfare of its pupils. However, they have not developed their roles as critical friends enough in challenging senior leaders to secure improvements and higher standards.

The school focuses appropriately on relevant local and national priorities. For example, the current school improvement plan focuses on raising standards in literacy and numeracy through establishing the Literacy and Numeracy Framework.

Improving quality: Adequate

The current school improvement plan is clear and identifies appropriate priorities. Responsibilities, timescales and costs are set out clearly. Staff are aware of the school's priorities for improvement and generally understand their part in bringing about the required results.

Recent procedures to evaluate the school's strengths and areas for improvement are developing appropriately and now involve an appropriately wide range of stakeholders. School leaders seek the opinions of parents actively and act upon their findings. For example, parents requested more information about learning and the curriculum, and the school now holds annual meetings to inform parents about how and what their child will be learning during the year.

Senior leaders are beginning to use data more effectively to monitor the performance of pupils. The recent development of learning walks is having a positive effect and improving teachers' understanding of the quality of the school's provision. However,

the school does not plan other monitoring activities systematically enough, such as the regular scrutiny of pupils' work.. As a result, staff do not share a common understanding of what good learning and standards look like. Within the school, a few staff have had opportunities to share their experiences, promote effective practice and learn from each other.

The school has made steady progress in meeting the recommendations of the last inspection report. However, the development of pupils' independent thinking and learning skills remains an area for improvement.

Partnership working: Good

The school has strong partnerships with parents. The headteacher, nursery teacher and health professionals meet with parents and their child before they start nursery. These arrangements help both parents and children to feel secure at the start of the term and they open good lines of communication between home and school. Nearly all parents feel comfortable approaching the school with concerns or problems. Homework books, regular newsletters and reading diaries help parents to know what their child is doing in school and they play an effective part in their child's learning. The partnership with the parish supports pupils in understanding their place in the community. Regular visits and acts of worship conducted by the parish priest help pupils to learn about the teachings of the Catholic Church. A new partnership with a local business is improving pupils' understanding of money and the world of work.

Transition arrangements with the local Catholic junior school are secure. These arrangements ensure that all pupils feel comfortable as they move from the infant to the junior school. The two schools have undertaken a few joint training sessions, for example to train staff in first aid. Senior leaders from both schools meet regularly to agree common procedures, for example to establish policies and a consistent approach to safeguarding matters. .

Resource management: Adequate

The school has enough qualified teachers that it deploys to meet pupils' needs appropriately. The school timetables learning support staff well to work with small groups and individual pupils with specific needs. However, leaders do not ensure that teachers use teaching assistants' expertise well enough during all parts of a lesson. The school organises teachers' planning, preparation and assessment time efficiently. Lessons undertaken during this time help to improve pupils' physical development skills.

Over the past year, the school has invested well in order to provide staff with appropriate professional development. However, prior to this, teachers have not received effective support to improve their practice. They have also not always had enough opportunities to share best practice with each other. As a result, they are not aware enough of innovative approaches to teaching, learning or leadership. A minority of teachers are involved well in networks of professional practice.

Considering the constraints of the old building and limited outdoor space, the school uses its budget well to provide a good standard of accommodation. It prioritises its spending appropriately. For example, it has recently purchased tablet computers to improve the provision for ICT. The new library has helped to raise the profile of reading among pupils and parents.

Many pupils make appropriate progress during their time in school. As a result, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the proportion of pupils who achieved the expected outcomes at the end of the Foundation Phase was above the average for the family of similar schools. The school was in the top 25% for the Foundation Phase indicator, language, literacy and communication skills and mathematical development when compared with schools with a similar proportion of free school meals. This is a significant improvement on the schools' performance in 2012, when the school was in the bottom 25% or lower 50% for the Foundation Phase indicator and the three assessed areas of learning.

The proportion of pupils achieving above the expected level at the end of the Foundation Phase improved in 2013, but remains relatively weak. The school's performance in 2013 places it in the lower 50% for all three assessed areas of learning.

In 2012, the school's performance in all three assessed areas of learning was well below the family, the local authority and Wales averages at both the expected outcome (outcome 5) and higher outcome (outcome 6). The substantial improvement in pupil attainment at the expected outcome in 2013 means that the school performs better than the average for its family, the local authority and Wales in all three assessed areas of learning. This year, pupils' performance at the higher than expected outcome in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity is generally around the family average, but below the local authority and Wales averages.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	68	53 78%	14 21%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	68	58 85%	9 13%	0 0%	0 0%	1	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.	68	52 76%	15 22%	0 0%	0 0%	1	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.	68	42 62%	20 29%	0 0%	0 0%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	68	31 46%	30 44%	1 1%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	68	45 66%	20 29%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	67	42 63%	22 33%	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.	67	30 45%	17 25%	1 1%	0 0%	19	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.	67	39 58%	23 34%	0 0%	0 0%	5	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.	67	46 69%	19 28%	1 1%	0 0%	1	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.	67	46 69%	20 30%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child receives appropriate additional support in relation to any particular individual needs'.	63	29 46%	18 29%	1 2%	0 0%	15	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.	67	36 54%	23 34%	2 3%	0 0%	6	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	68	42 62%	22 32%	1 1%	0 0%	3	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.	68	29 43%	24 35%	7 10%	0 0%	8	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.	67	40 60%	20 30%	0 0%	0 0%	7	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.	64	28 44%	20 31%	1 2%	0 0%	15	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.	66	29 44%	24 36%	1 2%	0 0%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	67	39 58%	24 36%	1 1%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Ms Liz Miles	Reporting Inspector
Mr Andrew Thorne	Team Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Robert Charles Purchase	Peer Inspector
Mrs Barbara Ellis	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.