



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

A report on

**Ton Pentre Infants School
School Street
Ton Pentre
RCT
CF41 7LS**

Date of inspection: June 2017

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

Ton Pentre Infants School is in the village of Ton Pentre in Rhondda Cynon Taf County Borough. There are currently 190 pupils on roll from the ages of three to seven. There are three single-year and two mixed-year classes plus two part-time nursery classes.

Over the last three years, the average number of pupils eligible for free school meals is around 25%, which is above the national average of 19%. The school has identified around 38% of pupils as having additional learning needs, which is well above the national average of 25%. No pupils have a statement of special educational needs. Very few pupils are from an ethnic minority background or receive support in English as an additional language. Very few are in the care of the local authority. No pupils use Welsh as a first language.

The last inspection was in February 2010. The headteacher took up her post in October 2009 after being acting headteacher for a year.

The individual school budget per pupil for Ton Pentre Infants School in 2016-2017 means that the budget is £3,255 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Ton Pentre Infants School is 56th out of the 104 primary schools in Rhondda Cynon Taf 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 current performance of the school is good because:

- Nearly all pupils make good progress in the development of their literacy, numeracy, information and communication technology (ICT) and Welsh language skills
- Nearly all pupils behave extremely well
- Rates of attendance have improved steadily over the last five years
- The school provides a wide range of stimulating learning experiences for all pupils
- All classes make very productive use of the outdoor learning areas
- The quality of teaching is good with some outstanding features
- The assessment of pupils is a strength of the school and the quality of the feedback that teachers provide for pupils on their work is outstanding
- A very strong feature of the school is its caring and inclusive ethos

Prospects for improvement

The school's prospects for improvement are excellent because:

- Leaders and governors share a very clear vision for the school's strategic direction and its future development
- The school's success stems very much from its very effective and strong leadership
- The headteacher has high expectations and a very thorough overview of all aspects of school life.
- The effective senior management team provides robust support and leads many successful initiatives
- Team work is a real strength of the school
- A notable feature is the prompt response that leaders make to local and national initiatives
- The school has effective and well-established processes to evaluate its performance
- Leaders and staff communicate exceptionally well with parents and the wider community

Recommendations

R1 Ensure that learning tasks, particularly in literacy and numeracy, challenge more able pupils sufficiently well

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

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
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Standards: Good

Nearly all pupils make good progress in the development of their literacy, numeracy, ICT and Welsh language skills, often from a low starting point. They make particularly good progress in their reading and mathematical skills.

Throughout the school, most pupils develop good speaking and listening skills. They listen attentively to adults and to each other and they talk with confidence about their work and matters of interest. Many pupils develop their phonic skills systematically through a structured programme. By Year 2, most read simple texts with increasing fluency and confidence. They show a good understanding of the stories and information they read.

Many pupils write for a wide range of purposes, including letters, stories, descriptions and poems. By Year 2, they write in sentences and use interesting vocabulary, for example 'shimmering' and 'slithering' when writing poems about snails. They use full stops and capital letters consistently and their spelling is usually accurate. They form letters correctly and present their work well. The quality of pupils' writing across the curriculum is similar to that in specific literacy activities, for example when writing a description of Monet's garden in their creative work.

Nearly all pupils develop good mathematical skills in line with their age and ability. They undertake a range of practical and mental numeracy tasks competently and they learn to reason and solve problems confidently. By the end of Year 2, most pupils add and subtract numbers up to 100 accurately and the more able answer random questions promptly and correctly on the two, five and ten times tables. Most pupils recognise common two and three-dimensional shapes, tell the time precisely and measure accurately in standard units.

All pupils use ICT resources confidently and appropriately as part of their learning activities. Most apply their ICT skills successfully across the curriculum by creating graphs and drawings using suitable software packages. For example, in Year 1 and Year 2, pupils code a journey for a butterfly to travel around a group of flowers recognising full, half and quarter turns. However, many older pupils have little experience of typing, formatting and editing their work and their ability to find information by using a computer is limited.

Many pupils develop an effective understanding of Welsh, in line with their age and ability. They respond well to simple instructions, greetings and questions. Most use Welsh during daily classroom activities, such as registration, and a few use words and sentences spontaneously in their play. Many pupils read familiar Welsh books with good pronunciation and understanding. By the end of Year 2, the majority write simple sentences about themselves and the weather successfully.

Pupils' performance at the end of the Foundation Phase over the last three years at both the expected and higher outcomes in literacy and mathematical development is variable and places the school between the lower 50% and top 25%, when compared with similar schools. Pupils eligible for free school meals generally perform as well as other pupils.

Wellbeing: Excellent

Nearly all pupils have very positive attitudes to their learning and wellbeing. They enjoy school thoroughly and speak very positively about their learning experiences and their teachers. They demonstrate high levels of motivation towards their work. They concentrate for extended periods on their tasks and work very well with others. Nearly all pupils recognise the importance of regular exercise and a healthy lifestyle by participating, for example in daily tooth brushing, playground games and a successful fun and fitness after-school club.

Nearly all pupils behave extremely well. They move around the school calmly and are very courteous and polite to adults and each other. They know who to speak to if they are worried or concerned and nearly all are aware of how to keep themselves safe on-line. Rates of attendance have improved steadily over the last five years, placing the school currently in the top 25% when compared with similar schools. Nearly all pupils arrive punctually at school in the morning.

Considering their young age, many pupils take on a wide range of responsibilities willingly, such as playground friends and resource managers. They contribute to the decision-making process about the daily life of the school constructively and enthusiastically. The school council makes suggestions for improvement, for example in traffic management around the school. Members make regular presentations to the governing body and other groups confidently. All pupils are involved in planning and organising the learning environment and have ownership of their own learning journey.

Many pupils take part regularly in a variety of community activities and perform eagerly in front of an audience from an early age. For example, they make good use of the local churches for events, such as harvest festivals and concerts.

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

The school provides a wide range of stimulating learning experiences for all pupils that build on their previous knowledge extremely well. Through innovative cross-curricular themes, for example about artists and their paintings, teachers provide highly creative opportunities that motivate pupils very successfully. This is an outstanding feature of the school.

All teachers plan very systematically to ensure that pupils develop their literacy, numeracy and ICT skills progressively. All pupils have extensive opportunities to be involved in planning their own learning, for example in the development of the themes. Staff organise the learning environment and resources extremely well to

create a very good balance between adult-led and pupil-initiated learning. All classes make very productive use of the outdoor learning areas. This encourages pupils to become independent and inquisitive learners.

Many visits and visitors, as well as extra-curricular activities, enhance pupils' learning experiences and promote their enjoyment of lessons very effectively. For example, the budding broadcasters club provides further stimulating opportunities for pupils to develop their ICT skills. Homework is purposeful and promotes the involvement of parents in their children's learning very productively.

Provision for developing pupils' Welsh language skills is effective and well planned. The school promotes Welsh traditions and culture thoroughly, particularly through music and art. For example, many pupils participate in musical events in the community. As a result, most pupils have a strong appreciation of the culture of Wales.

The school promotes environmental education and global citizenship well. The active eco committee raises pupils' awareness of sustainability effectively, for example by recycling various materials. Many pupils engage with local initiatives, such as patrolling the 'square mile' around the school, in order to reduce carbon emissions. There are also worthwhile links with schools abroad and pupils support a range of local and national charities. All of these experiences enhance pupils' understanding of global issues and life in the wider world.

Teaching: Good

All teachers prepare and organise lessons creatively and thoroughly. An outstanding feature is the way in which they promote independent and collaborative work and encourage pupils to make their own choices and decisions. They make effective provision for pupils' different abilities in various ways. However, learning tasks, especially in literacy and numeracy lessons, do not always challenge more able pupils sufficiently well.

All teachers have very good up-to-date knowledge of Foundation Phase principles and practice and follow a consistent approach to teaching and learning. They have high expectations and provide regular praise and encouragement to ensure pupils are motivated and enjoy learning. They manage pupils' behaviour very well, conduct lessons at a lively pace and provide clear explanations. Working relationships between staff and pupils in all classes are positive and enable pupils to learn confidently.

The assessment of pupils is a strength of the school. Senior leaders and class teachers make very effective use of a wide range of data and first-hand information to track individual pupils' progress carefully and accurately. They analyse this evidence very well to set relevant long and short-term targets and to identify where support is required.

The quality of the feedback that teachers provide for pupils on their work is outstanding. All teachers involve pupils continually in assessing their own learning and that of others. As a result, nearly all pupils understand exactly how they can

improve their work. The school provides regular information for parents about their children's progress. The annual pupil reports are very informative and incorporate usefully the same feedback indicators as those that pupils receive on their work.

Care, support and guidance: Excellent

The provision for pupils' spiritual, moral, social and cultural development is a strength of the school. For example, well-planned daily acts of collective worship and circle time enable pupils to understand the beauty of the world and how to live with each other successfully. Specially trained staff track pupils' personal and social skills carefully, in line with Foundation Phase outcomes. They ensure that pupils in need of emotional support receive extremely good care and guidance.

The school's family engagement officer works closely and very successfully with vulnerable pupils and their families. This allows the school to address concerns, such as attendance, at an early stage effectively. In addition, the school provides a 'Star Room', where nurture groups from the nursery can experience a language-rich learning environment. These developments are having a significant impact on identified pupils' wellbeing and learning. There are appropriate arrangements for promoting healthy eating and drinking.

All staff manage pupils' behaviour very well in line with school policies and procedures. The school uses an extensive range of effective measures to improve pupils' attendance through rewards, displays around the school and regular reminders to parents. The school's arrangements for safeguarding meet requirements and give no cause for concern.

An outstanding feature of the school is its procedures for identifying accurately the specific needs of pupils with additional learning needs. Teachers tailor interventions precisely to meet the diverse needs of their pupils. Individual play plans are of a very high standard and most parents participate purposefully in progress reviews three times a year. As a result, many pupils with additional learning needs make very good progress. The school has strong links with specialist services and external agencies, for example educational psychologists, nursing services and dentists.

Learning environment: Excellent

A very strong feature of the school is its caring and inclusive ethos. All staff promote tolerant attitudes between themselves and with pupils very successfully. This helps to make the school a very positive and welcoming community where pupils thrive.

Despite its age, the school building is very well maintained. Displays in all classrooms and public areas are of a high standard and provide a visually stimulating environment that greatly enhances pupils' learning experiences. The displays frequently incorporate interactive technology, which enables pupils to share their learning successfully with other pupils and visitors.

The school has developed its outdoor learning environment very impressively. It uses every available space to promote creative play and active learning, including a forest school, a play park and a sensory garden. Covered areas outside the classrooms and in the yard provide opportunities for a variety of activities, whatever the weather. As a result, outdoor learning is a real strength of the school.

The school has sufficient good quality learning resources that meet pupils' needs well. These include a wide range of books to support topics and themes. The school is improving the quantity and range of its ICT provision.

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

Leaders and governors share a very clear vision for the school's strategic direction and future development. They are proud of the school's achievements and they work very well together to improve outcomes and provision continually. A notable feature is the prompt response that leaders make to local and national initiatives, for example in ICT.

The school's success stems very much from its very effective and strong leadership. The headteacher has high expectations and a very thorough overview of all aspects of school life. She is visible around the school and has very good relationships with all staff and stakeholders, based on a collegiate approach. The effective senior management team provides robust support and leads many successful initiatives, for example in improving planning procedures.

All teachers have leadership responsibilities and undertake their roles efficiently and productively. Team work is a real strength of the school. For example, teachers and support staff meet regularly to plan collaboratively. All staff participate fully in performance management arrangements and share good practice regularly between themselves and with other schools. Teachers from elsewhere visit frequently to observe the high quality of teaching and learning in the school.

Governors are knowledgeable and supportive of the school's work and its performance. They are fully involved in decision-making, although they do not generally participate in the early stages of strategic planning. All governors have a link responsibility and most visit the school regularly to see learning in action. These procedures help them to hold senior leaders to account well, for example in relation to budget management. They ensure that the school meets all mandatory requirements.

Improving quality: Good

The school has effective and well-established processes to evaluate its performance. Senior leaders and co-ordinators use a wide range of evidence to determine the school's strengths and areas for improvement accurately. This evidence includes an analysis of pupils' performance, classroom observations, listening to learners and the scrutiny of pupils' work. As a result, senior leaders have a good understanding of the school's strengths and areas for improvement.

Leaders take account of the views of pupils and parents very successfully. For example, pupils' responses in questionnaires showed the need to improve behaviour. As a result, leaders have involved pupils in helping to revise the school's behaviour policy, which has had an immediate positive effect.

The school development plan is a concise document that focuses well on raising standards and improving provision for pupils. It identifies a realistic and manageable number of priorities that build appropriately on the outcomes of self-evaluation. It also takes very good account of national priorities. It includes clear actions, responsibilities and timescales. The school shares the plan imaginatively with pupils through an engaging display in the school hall. This promotes pupils' skills as independent learners and their involvement in the school's decision-making processes well.

Partnership working: Excellent

Leaders and staff communicate exceptionally well with parents and the wider community using social media, the school's website, text messaging and electronic mail. The school engages very productively with its active parent council, acting positively on views and concerns from representatives of each class.

Through the outstanding work of the family engagement officer, a variety of family learning groups take place throughout the year. These involve mothers and fathers, for example, through the 'men behaving dady' project. Healthy eating and cooking courses result in parents providing a wider range of healthy meals at home. In addition, parents have opportunities to develop their literacy and numeracy skills and to learn from trained professionals. These arrangements have a significant impact on gaining the support and trust of parents.

The school has strong links with local playgroups and the receiving junior school to ensure a smooth transition into the nursery and Year 3 respectively. It works collaboratively with other schools as part of an active school improvement group, where it takes a lead role on promoting effective outdoor provision. Arising from this partnership, the schools have improved their outdoor learning and developed a new model for performance management. Many local and regional schools visit and many adopt features within their own settings, such as the outside electronic display. In addition, senior staff present regularly to a variety of educational professionals, for example on personal and social development. The school has an effective internal system for moderating pupils' work and participates fully in the local cluster's moderation and standardisation procedures to ensure the accuracy of its judgements.

The school has innovative community links through, for example, the 'Valley Kids' healthy eating programme. Pupils sell produce from the school garden using bags they design, which a local company makes and sponsors. These types of experiences enrich pupils' learning very well.

Resource management: Good

The school has enough well-qualified and appropriately experienced teachers and support staff, who all make a valuable contribution to pupils' learning and wellbeing.

All staff participate in regular in-house and cluster training events, linked closely to the school's priorities and performance management targets. They also attend relevant courses to develop their knowledge and skills and to improve their practice.

For example, a majority have completed the 'outstanding teacher' or 'improving teacher' programmes. The arrangements for teachers' planning, preparation and assessment time and for leaders' management time are well organised and enable teachers in the same unit to work together.

The school's leadership and the governing body's finance committee manage the budget effectively and appropriate financial controls are in place. Spending decisions reflect school priorities. The school allocates the pupil development grant appropriately to support pupils eligible for free school meals, mainly through additional support staff, such as the family engagement officer. This has resulted in increased parental involvement and accelerated pupils' progress. For example, most Year 2 pupils eligible for free school meals are on track to meet their literacy and numeracy targets.

Due to the good outcomes in pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6742229 - Ton Pentre Infants

Number of pupils on roll	195
Pupils eligible for free school meals (FSM) - 3 year average	24.3
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	45	40	40	50
Achieving the Foundation Phase indicator (FPI) (%)	77.8	82.5	92.5	86.0
Benchmark quartile	3	3	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	45	40	40	50
Achieving outcome 5+ (%)	82.2	92.5	92.5	90.0
Benchmark quartile	3	1	1	2
Achieving outcome 6+ (%)	28.9	27.5	32.5	32.0
Benchmark quartile	2	3	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	45	40	40	50
Achieving outcome 5+ (%)	82.2	85.0	95.0	94.0
Benchmark quartile	4	3	1	1
Achieving outcome 6+ (%)	24.4	25.0	37.5	30.0
Benchmark quartile	3	3	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	45	40	40	50
Achieving outcome 5+ (%)	91.1	95.0	97.5	98.0
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	33.3	35.0	32.5	48.0
Benchmark quartile	3	3	4	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to 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.	93	58 62%	34 37%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	93	66 71%	27 29%	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.	93	67 72%	25 27%	1 1%	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.	93	64 69%	24 26%	2 2%	2 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	93	37 40%	49 53%	4 4%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	93	59 63%	34 37%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	93	63 68%	28 30%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	93	39 42%	44 47%	5 5%	1 1%	4	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	93	58 62%	27 29%	4 4%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	93	53 57%	37 40%	1 1%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	92	64 70%	28 30%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	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	
My child receives appropriate additional support in relation to any particular individual needs'.	93	50 54%	33 35%	4 4%	2 2%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	93	50 54%	34 37%	7 8%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	92	61 66%	29 32%	2 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	93	39 42%	36 39%	9 10%	1 1%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	93	60 65%	29 31%	2 2%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	93	44 47%	35 38%	3 3%	1 1%	10	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	93	52 56%	38 41%	3 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	93	58 62%	29 31%	4 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

David Peter Ellis	Reporting Inspector
Rosemarie Wallace	Team Inspector
Terry James Davies	Lay Inspector
Richard Monteiro	Peer Inspector
Sharon Williams	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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