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Her Majesty's Inspectorate
for Education and Training in Wales

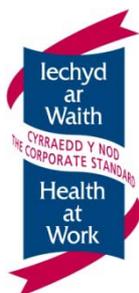
A report on
Ridgeway School

Sarn
Newtown
Powys
SY16 4EW

Date of inspection: November 2010

by

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



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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

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Context

Ridgeway School opened in 2004 as an independent day school for boys and girls aged 11 to 18 years. A primary department for pupils aged seven to 11 opened in 2008. The school provides education for the children of Exclusive Brethren families who live across a wide area of Powys and Shropshire. It was founded and is administered by the Cambrian Education Trust, a group of parents. There are seven trustees who manage the school.

The school is situated in the small rural village of Sarn in Powys. The primary and secondary departments are on separate sites about half a mile apart. The primary department is in the former village primary school. The secondary department occupies former business premises.

Ridgeway School is one of over 30 schools affiliated to the Focus Learning Trust that have been established by parents during the last 20 years. The Focus Learning Trust is a registered charity that provides expertise and support for its schools. This includes provision of professional development training courses for staff, and a range of curriculum, policy and guidance documents.

The curriculum is based on the National Curriculum but has been adapted by Focus Learning Trust and the school to meet parents' requirements. For older pupils, subjects include business studies, accounting, history and French. In accordance with parents' wishes, the school allows pupils controlled access to the internet and written texts must be approved by Focus Learning Trust. Almost all pupils move on to employment within the Brethren community's businesses.

There are 22 pupils in the primary department and 29 pupils in the secondary department, of whom six pupils are in the sixth form. Eleven pupils in the primary and one pupil in the secondary department receive additional learning support. No pupil has a statement of special educational needs.

There are no pupils from minority ethnic backgrounds or from overseas. All pupils speak English as their first language at home.

The school is open to children of the Brethren Christian Fellowship and pupils are not selected on the basis of academic ability. The school is largely funded by charitable giving.

Ridgeway School's aim is 'to provide children with a quality education based on Christian principles which through attention to individual needs will prepare them for adult life'. Through quality teaching and learning, the school aims to:

- provide students with a broad and balanced curriculum;
- develop fully the potential of each student and take them to tertiary entrance level;
- promote respect for persons and property; and
- enable students to embark on their chosen vocation equipped with a worthwhile quota of knowledge.

Estyn visited the school in 2005 and 2008 to advise the National Assembly for Wales about the school's registration. This is the first full inspection the school has received under Section 163 of the Education Act 2002.

Summary

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

Current performance

The school's strengths include:

- good standards in external examinations at the end of key stage 4 and the sixth form that are above national averages;
- pupils who can speak confidently, listen attentively and read fluently;
- across the school, very good pupil behaviour and positive attitudes to learning;
- very good support for pupils with special educational needs; and
- effective leaders who know and manage the school well.

Prospects for improvement

The school's prospects for improvement are good because:

- leaders and managers place emphasis on pupils achieving good standards at work and play;
- there are effective systems and routines that enable it to function smoothly;
- the school has carried out a thorough system of self-evaluation and identified and prioritised areas for improvement;
- leaders and managers are enthusiastic and have a clear vision for the school over the next five years; and
- the school receives good quality, appropriate support from the Focus Learning Trust.

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- have regard to any National Assembly guidance on health and safety responsibilities and powers of schools by installing emergency lighting in at least one of the departments. [3(4)]

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should ensure that:

- there is planned access to the school such that it allows all pupils, including those with special needs, to enter and leave the school in safety and comfort; [5h] and
- the premises comply with the requirements of the Disability Discrimination (Wales) Regulations 2003 by providing an access plan. [5v]

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

In order to improve further, the staff and trustees should:

- R1 take steps to comply fully with the regulations;
- R2 provide more opportunities for pupils from across the school to improve and extend their writing skills;
- R3 further develop the curriculum provision, in particular in vocational subjects in key stages 4 and 5 and for physical education to ensure pupils receive enough opportunity for exercise;
- R4 continue to develop and share best practice in assessment and target-setting to enable pupils to improve their own learning;
- R5 develop and monitor the marking policy to ensure that marking is consistent and regular across the school; and
- R6 continue to develop links between primary and secondary departments and review overall management structures to ensure that responsibilities are clear.

What happens next?

Since the inspection report notes that the school does not meet one or more of the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.

Estyn advises the proprietor to amend the current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In 2010, pupils at key stage 2 attained expected levels, in line with their abilities. There is not enough information to judge trends in performance in key stage 2 because the department is too new.

For the last three years, most pupils in key stage 3 attained above the expected levels for their ages in teacher-assessed tests in English, mathematics and science and in most other subjects. These results are moderated externally by the Focus Learning Trust.

In key stage 4, results for the last three years have been well above national averages in all key indicators including English, mathematics, science and the core subject indicator. In 2010, the percentage of pupils attaining the level 2 threshold, including English and mathematics, was much higher than the average for the previous three years. In the past three years, no pupil has left school without a qualification. In key stage 5, most students attained the level 3 threshold and overall results are good. However, numbers are too small to compare with national averages.

There are no significant differences in attainment between boys and girls. Pupils identified as having special educational needs make good progress.

Pupils at all key stages make good progress in lessons. They listen well and recall previous learning. Standards achieved by pupils are at least in line with their age and ability and many achieve higher standards. Most pupils feel that they are making good progress in lessons and have enough support to achieve well. Pupils from key stage 3 upwards are beginning to assess their own work and that of others well, using clear success criteria. A few pupils are less successful in identifying strengths in other pupils' work. In a very few lessons, more able pupils do not make enough progress because they are not challenged by the tasks.

Pupils in key stage 2 have very good speaking, listening and numeracy skills. They are well-behaved and co-operative. They work well together in pairs and groups. These pupils make progress in learning to touch-type using appropriate software. In the best examples of creative writing, they use imaginative vocabulary to describe their feelings and reactions. In these examples, work is well-structured in paragraphs with appropriate punctuation, spelling is good, and handwriting is neat and well-formed. However, this good practice is not consistent across key stage 2.

Pupils from key stages 3 to 5 are confident in participating in paired oral activities and present their opinions in an articulate manner. They read a variety of texts fluently and with good understanding. Many pupils practise their skills in writing for a variety of purposes and audiences well, although their work often lacks accuracy in spelling and punctuation.

Overall, across the school, pupils' extended writing skills are less well developed in a few subject areas, particularly for more able pupils.

In a few subjects from key stages 3 to 5, pupils show good information and communications technology (ICT) skills through effective use of presentations and graphs.

Wellbeing: Good

Most pupils say that they feel safe in school and know that staff will respond effectively to their concerns. Overall, pupils behave responsibly and are very welcoming to visitors. Nearly all pupils are thoughtful and polite in their dealings with other pupils and adults. The school buddy and prefect systems are very effective and encourage older pupils to support younger ones. In key stage 2, pupils find arrangements to ensure they are not lonely at break times very helpful.

Most pupils are keen to make healthy choices. They gain a good understanding of how to eat healthily in food technology, science and personal and social education (PSE) lessons. In key stage 2, pupils understand the importance of eating healthily through the 'lunchbox project'. Pupils learn about the importance of physical activity effectively in their physical education lessons and enjoy taking part.

Nearly all pupils maintain good levels of concentration, have very positive attitudes to learning and are enthusiastic in lessons.

There are active school councils in both departments. These groups make decisions about charity work, take responsibility for organising activities and collect significant amounts of money. They influence decisions regarding school maintenance and are beginning to influence the school's policy on healthy eating.

In key stage 2, pupils develop independent learning skills when they work on individual projects. From key stage 3 upwards, pupils make good progress in developing their thinking skills in a few subjects.

For the last three years, all pupils have found employment and a minority have continued into further education.

Attendance and punctuality are very good.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The curriculum gives all pupils of compulsory school age a suitable experience in all seven areas of learning as required by the Independent School Standards (Wales) Regulations 2003. The school meets the needs of all learners, including those with SEN. The subjects offered are appropriate within the clear framework provided by the Focus Learning Trust.

The Focus Learning Trust provides clear and detailed curriculum guidance that the school uses well to develop its provision. There are appropriate schemes of work for each subject. These signpost opportunities to develop pupils' skills, including their learning and thinking skills. The school has made a good start in developing the co-ordination of literacy and numeracy across the curriculum.

In key stage 2, pupils are offered a broad and appropriate range of subjects that includes French. Activities are varied and allow pupils good and enjoyable opportunities for practical and physical work. For example, they experiment with how to build an effective shelter and investigate how to filter dirty water. However, the afternoon timetable in key stage 2 is too long and pupils find it hard to concentrate well.

The curriculum in the secondary department is more limited. Parents expect the school to provide a curriculum for all pupils in key stages 3 and 4 that includes English, mathematics, science, history, geography, French, art, food technology, textiles, music, physical education and business courses. However, the school is too small to offer a wider range of courses and pupils have very limited opportunity to make GCSE choices.

The ethos and the expectation of the parents and the Focus Learning Trust are that pupils will be well-prepared for working in their community after key stage 5 study. All pupils study a core of subjects including English and general studies. The school has made very good arrangements for video-conferencing that enable older pupils in key stage 5 to work with pupils at other Focus Learning Trust schools. These courses are generally business related. The range of other subjects offered at A level is limited.

The school provides work-related education opportunities for key stage 4 pupils within Brethren companies both locally and abroad. The Business English course for key stage 5 provides useful opportunities for pupils to prepare for job interviews. Older pupils broaden their experience by taking responsibility for projects with pupils in the primary department. The school is beginning to develop its careers and work experience policies.

The school has organised a few relevant opportunities for pupils to learn about sustainable development and global citizenship within geography, science and citizenship. Signage around the school is bilingual and pupils are starting to use incidental Welsh in registration.

Pupils in key stage 2 have good opportunities for physical exercise and outdoor play. However, a lack of appropriate facilities restricts the opportunities for pupils in key stages 3 to 5 to exercise regularly.

Although the school has made good progress in providing good quality ICT resources and ensuring that pupils develop ICT skills, there are not enough opportunities for them to use ICT actively to support their learning within subjects and at all key stages.

In line with the Focus Learning Trust guidance, the school does not promote team competition or matches against other schools. Pupils have a long day because of their travel arrangements so extra-curricular opportunities are very limited. However, the school ensures that pupils gain good knowledge of places of interest through visits, for example, to the Houses of Parliament and the Cwm Harry Land Trust.

Teaching: Good

In many lessons, teaching motivates pupils and ensures that they make good progress. Where teaching is most effective, lessons are planned carefully and have clear objectives. The school has a common approach to planning, which is monitored by the senior teachers. Teachers have very good knowledge of the curriculum and understand the boundaries set by the school's ethos.

There is a productive and professional relationship between teachers and pupils in most lessons.

In lessons where teaching is good:

- there is good pace and challenge through appropriate questioning;
- resources are used well;
- planning provides pupils with good investigative opportunities when they work in pairs and groups;
- work is prepared well to meet the needs of learners of different abilities;
- there is good support and challenge for the most able pupils; and
- pupils' home-school diaries are used well to inform pupils about how they are doing and to communicate with parents.

Where teaching is less effective, there is a lack of planning to challenge the most able pupils and a slow pace in lessons which limits pupil progress.

Pupils are assessed on entry to the school. The school uses a range of external tests to assess pupils in line with Focus Learning Trust policy. These include regular standardised reading and spelling tests that provide useful information about pupils' progress.

There is a new and effective system to track pupils' progress throughout the school. In key stage 2, pupils' targets are set out clearly; they assess and monitor their own progress under their teachers' guidance. In key stages 3 to 5, tutors meet with individual pupils four times each year. However, target-setting following these sessions is not always focused enough to have an impact on standards.

Most parents feel well-informed about their children's progress. However, pupils' reports vary in quality. In the best examples, parents are informed of the progress pupils are making and how they can improve. Other reports are too descriptive and the quality of targets is variable.

Marking is inconsistent throughout the school. There are good examples of constructive targets for improvement that are used well in history and science in key

stages 3 to 5. Pupils do not always know what they should do to improve and work is not always marked regularly enough.

Care, support and guidance: Good

The school supports pupils' wellbeing effectively. There are well-managed arrangements to encourage healthy eating.

The personal and social education programme includes useful information on topics such as drug and alcohol abuse. In accordance with the wishes of parents, the school does not teach sex and relationship education. The school provides a personal and social education home study booklet so that pupils can learn about sex education at home.

The school promotes good behaviour through well-understood rules and encourages pupils to show respect and fairness to each other. Pupils are provided with good opportunities to be involved in decision-making through membership of the school councils.

Overall, effective learning experiences promote pupils' personal development well, including their spiritual, moral and social development. Pupils have good opportunities to make a range of visits that impact positively on their cultural development.

The quality of information and guidance, although narrow for older pupils, is suitable to the context of the school and to the expected future career paths of the pupils. The school has appropriate policies and procedures for safeguarding.

The school supports pupils with additional learning needs very well. The policy of early intervention enables pupils to make good progress. Teachers, support assistants and volunteers work effectively as a team to provide a range of appropriate strategies that include additional support in lessons and individual tuition. The school has very effective systems for identifying and monitoring pupils who require additional help with their learning.

The school involves pupils and parents in the setting of learning objectives and pupils' individual education plans are appropriate to their specific needs. Most pupils make good progress towards meeting their targets.

Learning environment: Adequate

The school does not encourage the attendance of children from outside the Brethren community. However, the ethos of the school is inclusive within its Brethren community; for example, there is good provision for pupils with special educational needs.

All pupils have equal access to the curriculum and lessons include planned opportunities for them to gain a greater understanding of other cultures and beliefs. Incidents of oppressive behaviour or bullying are very rare and the school deals with them effectively.

The quality of accommodation in the primary department is good. There is a large, appropriate outdoor play area. Attractive displays effectively reinforce pupils' learning. Accommodation in the secondary department is rather confined but the school makes good use of the available space. The playground space here is limited. Neither of the premises has emergency lighting for when the school is used after dark. The school has not developed an access plan to comply with the Disability Discrimination Act requirements.

The school provides appropriate text books and resources for lessons. There is a computer suite in the secondary department where pupils can access IT. There are no computers in classrooms and, in line with the school's ethos, pupils have limited access to the internet. There is an attractive library with a wide range of good quality books for key stage 2. However, in line with the Focus Learning Trust guidance, the range of texts available to older pupils is restricted.

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

The school's trustees and staff have established a clear, positive ethos under the guidance of the Focus Learning Trust. The school's trustees have worked hard to set up and develop the school in line with parents' wishes. Overall, the school has made very good progress in the short time since opening.

Senior teachers provide effective leadership and a sense of purpose for their own departments although overall responsibility for the school is unclear. Most staff are aware of their responsibilities and are mindful of the context of the school. They work well to deliver an appropriate curriculum that ensures that pupils receive a broad education although in a narrow range.

The senior teacher for key stages 3 to 5 has produced a clear plan that sets out his vision for the whole school over the next five years. In his first year at the school, he has made significant progress in restructuring his department and introducing performance management. He has introduced appropriate strategies aimed at ensuring that pupils achieve their potential, for example by setting targets. New staff have appropriate job descriptions that set out their subject management responsibilities, but these are less clear for staff appointed previously.

In 2008, pupils joined the key stage 2 department from a variety of primary schools. The senior teacher for key stage 2 has been successful in creating a harmonious learning environment where pupils have adjusted well to their new circumstances. The small staff team in the department meet formally on a regular basis and work well together.

Across the school, day-to-day management and routines are effective.

Each of the seven trustees has an area of responsibility in managing the school. When the school first opened, they were heavily involved in day-to-day matters. As the school has become more established, the trustees continue to provide effective

support for the school but allow the professional staff to have stronger management responsibility.

The Focus Learning Trust provides an effective framework to support the trustees and staff to develop a new school. It provides a wide range of good quality documents that give guidance on matters such as the curriculum, school policies and timing of the school day. Overall, the school has adapted these well and as appropriate to meet its particular needs.

The school meets almost all of the Independent School Standards (Wales) Regulations 2003.

Improving quality: Good

Self-evaluation is new to the school and, at present, there is a limited amount of data and historical information available. Nevertheless, the self-evaluation reports for each department are very honest and detailed. These identify appropriate strengths and areas for school improvement. The inspection team agrees with almost all of the issues the school identified.

As part of the Focus Learning Trust policy, the school carries out an annual survey of parents, pupils and staff to learn their views of the school. The school uses this information appropriately to inform its self-evaluation and improvement plan.

Each subject leader carries out self-evaluation for their areas of responsibility. The senior teacher for key stages 3 to 5 provides clear guidance to ensure that this includes analysis of examination and assessment data.

Senior staff carry out lesson observations twice a year for each teacher as part of the new performance management system. Staff know the arrangements well in advance and there are clear criteria for judging lessons. Through the process, staff identify areas for professional development and the school provides appropriate opportunities for them to attend training.

The school has made good progress in making improvements in a short time. For example, the key stage 2 department has settled quickly since opening and already has a clear plan to review and further develop policies. The senior teacher for secondary has produced a well-documented vision for the whole school that sets out the over-arching priorities very clearly.

The Focus Learning Trust provides a useful range of professional development courses for staff. For example, the senior teacher for key stage 2 has attended annual conferences with her peers in other Focus Learning Trust schools.

Partnership working: Adequate

The school has developed good links and effective partnerships with a range of businesses run by the Brethren. The school benefits from excellent working relationships with parents who give their time freely to support the school's work effectively.

The school benefits from its involvement with the Focus Learning Trust. The school uses the Focus Learning Trust's expertise and advice effectively to develop the curriculum and to identify and support pupils in need of extra help. The Focus Learning Trust also provides useful courses where teachers can network and exchange good practice. The school liaises with very few external agencies.

There are a few useful links with other Focus Learning Trust schools, but these are difficult to use extensively because of the large distances between establishments. A few informal links are being developed with local maintained schools and a college. There are few opportunities for staff to observe other teachers and share good practice.

The transition arrangements between key stages 2 and 3 are at an early stage of development. Pupils settle into the secondary department smoothly. There is good exchange of pupil information between key stages 2 and 3 and this is used appropriately to set targets and monitor pupil progress.

Teachers have begun to exchange resources between key stages 2 and 3 in English and mathematics to challenge the school's more able pupils effectively. However, procedures to moderate pupils' work are not in place.

Resource management: Good

There are enough staff and they are suitably qualified and experienced for their roles and responsibilities. Class sizes are small. In key stages 3 to 5, the senior teacher has restructured staffing effectively to ensure better quality subject teaching by specialists. In key stage 2, there is good quality specialist support for pupils with special educational needs.

The school has provided very good support to enable a newly qualified teacher to gain full qualified teacher status via the Focus Learning Trust's arrangements with Coventry City Council.

Parents are very supportive of the school. Parent volunteers provide helpful break and lunchtime supervision, and support in class where appropriate.

Overall, the school is well-resourced. Staffing costs are high but senior teachers and trustees agree that good quality staffing is essential. The accommodation and resources in key stage 2 are of very good quality. The school makes best use of the accommodation for key stages 3 to 5 although space is very limited.

The trustees manage the school budget and do not delegate this responsibility to the professional staff. The school relies on finance donated by the Brethren community. The senior teachers request resources based on the requirements in their self-evaluation and school improvement plan. Overall, the system works effectively to direct resources towards improvement.

The school makes appropriate provision for its pupils within the limitations of the ethos. All pupils achieve good standards that are at least in line with their abilities. The school provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-three parent questionnaires were completed by more than half of the total number of parents.

Overall, almost all parents expressed positive views and all of them are satisfied with the school. All parents agree that their children like school and feel safe there. They all agree that their child received help to settle in when he or she first started and that staff help pupils to work hard and do their best. Parents all understand the school's procedure for dealing with complaints. They also all feel that the school helps their child to become mature and take on responsibility.

A few parents do not think that pupils behave well in school. A very few parents do not think that their child makes good progress, receives enough support or is well-supported in moving on to the next stage of education or work.

Responses to learner questionnaires

Almost all pupils in each of the primary and secondary departments completed the learners' questionnaires.

In key stage 2, almost all pupils gave positive responses. They all feel safe in school and know whom to go to if they are worried or upset. They know if they are doing well, know how to ask if they find work hard and consider that staff help them to learn and make progress. A few pupils do not feel that the school teaches them how to keep healthy. A few also feel that other children do not always behave well in class and that their homework does not help them to understand their work.

Pupils in key stages 3 to 5 also gave positive responses overall. Almost all of them feel strongly that teachers help them to learn and make progress. They feel that pupils behave well so they can get their work done and that school helps them prepare for further education or work in the future. A few pupils do not find that homework helps them to improve their work.

Older pupils in key stages 4 and 5 feel that staff treat pupils with respect and only a very few pupils in key stage 3 do not agree. Many pupils in Years 10 and 11 do not feel they were given enough advice when choosing their courses in key stage 4.

Sixth form pupils are very positive about almost all aspects of the school.

Appendix 2

The inspection team

Rosemary Lait HMI	Reporting Inspector
Jackie Gapper HMI	Team Inspector
Ceri Jones HMI	Team Inspector
Mike Farrell AI	Team Inspector
Michelle Gosney	Peer Inspector
Paul Scudamore	Additional Inspector
Lyn Harte	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Key stage 1	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