



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

**Crumlin High Level Primary School
Commercial Road
Crumlin
Newport
NP11 4PX**

Date of inspection: April 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Crumlin High Level Primary School serves the community of Crumlin in the Caerphilly local authority. There are currently 190 pupils on roll, aged between three and 11, including 29 children who attend the nursery for the mornings only. There are seven classes, the majority of which are mixed-age groupings. Nearly all pupils have English as their first language. Around 8% of pupils are entitled to free school meals, which is below the national average.

The school has identified 24% of pupils as having additional learning needs. No pupils speak Welsh as a first language or speak English as an additional language. A very few pupils are looked after by the local authority and very few pupils are from ethnic minorities. The headteacher was appointed in 2007 and the school was last inspected in July 2008.

The individual school budget per pupil for Crumlin High Level Primary School in 2013-2014 means that the budget is £3,141 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,118 and the minimum is £2,645. Crumlin High Level Primary School is 35th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- over time, most pupils make the expected progress in relation to their starting points;
- nearly all pupils have very positive attitudes and engage well with their learning;
- most pupils with additional learning needs make good progress;
- pupils' behaviour in classes and around the school is very good;
- the curriculum enables pupils to build on their skills progressively; and
- the quality of teaching across the school is consistently good.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision, which she promotes strongly;
- the governing body carries out its role as a critical friend effectively;
- the improvements made to the learning environment and resources are having a positive impact on outcomes for pupils; and
- self-evaluation procedures are wide ranging and give an accurate picture of the school's strengths and opportunities for improvement.

However:

- the school's processes for delivering improvement lacks focus; and
- not enough use is made of quantified targets to enable clear monitoring of progress in making required improvements.

Recommendations

- R1 Improve the performance of boys, particularly in English
- R2 Improve attendance
- R3 Provide more opportunities for pupils to develop their speaking and writing skills in Welsh
- R4 Increase the effectiveness of planning for improvement by setting precise, measurable targets

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with levels of skills that are broadly in line with those expected of pupils of the same age, although the majority do not have well-developed language skills. Many pupils make good progress in their ability to speak clearly and confidently as they move from class to class, using a good range of vocabulary. They take turns to speak, and listen carefully to the ideas of their friends. Many pupils at the end of key stage 2 express their ideas and opinions clearly, giving reasons for their choices.

In the Foundation Phase, most pupils make good progress in learning to read. They develop a good understanding of the relationship between letters and sounds and learn appropriate strategies for decoding unfamiliar words. Younger pupils use picture cues effectively to help them understand the meaning of a text. Throughout key stage 2, most pupils develop reading skills well and read with increasing fluency and accuracy. More able pupils read with good expression and acquire higher order reading skills, such as inference, to aid their understanding. In upper key stage 2, the majority of pupils begin to use skimming and scanning techniques well when locating information from non-fiction books and computers.

In the Foundation Phase, most pupils write independently for a range of purposes. For example, Year 2 pupils write letters to friends, recipes and imaginative stories about life in a castle. They learn that correct letter formation and spacing are important.

In key stage 2, most pupils adapt their writing styles well to suit their purpose and audience. They write independently and at length. Many have a good appreciation of how effective punctuation makes writing clearer. Their spelling is generally accurate or phonetically plausible. Most pupils in key stage 2 use a joined writing style and present their work neatly.

Across the school, most pupils make good progress in developing their mathematical skills. In the Foundation Phase, most younger pupils recognise, count and match numbers up to 10. They direct an electronic robot to its destination by counting its 'steps' correctly. Many older pupils in the Foundation Phase read and write numbers up to 100 and use coins up to £1.00 in their café area. They use rulers and tape measures to measure objects in their classrooms and draw simple graphs and pictograms to present their work. In key stage 2, pupils develop their mathematical skills confidently. In Year 4, most pupils count on in multiples of 10, 20 and 25, and perform calculations involving negative numbers correctly. Older pupils can identify five types of angle and use protractors to measure angles accurately.

Throughout the school, pupils learn to work independently, gradually developing their thinking and problem solving skills successfully.

Most pupils in the Foundation Phase make good progress in learning Welsh. Pupils in the nursery class count to five and begin to express feelings of happiness or sadness in Welsh. In Years 1 and 2, a Helpwr Heddiw leads simple dialogue, such as about what pupils are wearing. However, this good progress does not continue sufficiently well into key stage 2, where pupils' ability to extend their Welsh beyond a few simple sentence patterns is limited. Very few pupils in Year 6 can sustain a simple conversation in Welsh. Older pupils write Welsh sentences following a given model, although they write very few independently.

Most pupils with additional learning needs make good progress in relation to their starting points.

Over the past four years, pupils' performance at the end of key stage 2 has varied. The performance of pupils at the expected level 4 has generally placed the school in the lower 50% or higher 50% of similar schools for English and mathematics. In science, pupils' performance has placed the school in the top 25% of similar schools in two out of the past four years. At the higher level 5, when compared to that in similar schools, performance in recent years has fluctuated widely in all subjects. There is no clear trend of improvement at the expected or higher levels in any subject. Across the school, girls generally perform better than boys. Pupils who are entitled to free school meals generally achieve slightly less well than their peers

Wellbeing: Adequate

Nearly all pupils have a good understanding of the importance of a healthy diet and taking regular exercise. They choose healthy snacks from the fruit tuck shop and make good use of opportunities to be active in physical education lessons and on the playground. Pupils' behaviour in classes and around the school is very good. They are polite towards adults and each other. Older pupils show a caring attitude towards the younger ones and look after them on the playground. In lessons, nearly all pupils are well motivated and display an eagerness to learn.

Overall attendance rates do not compare well with those in similar schools, despite the school's attempts to promote good attendance. Most pupils arrive punctually.

The school involves pupils in their own learning successfully. The school council meets regularly and pupils feel that their views are valued. It is beginning to have a positive impact and benefits from opportunities to meet with governors to share opinions, for example, when interviewing new school staff. The role of the eco-committee is not as well developed and is not effective in promoting pupils' awareness of environmental issues. Many older pupils respond well to roles and responsibilities given to them. For example, the house captains organise teams for the annual eisteddfod and sports days.

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

There is a good range of stimulating learning experiences across the school. The curriculum provides effective opportunities to develop pupils' skills and builds

progressively on previous learning. Pupils have frequent opportunities to use and develop their skills in communication, numeracy and information and communication technology (ICT) in their topic work. There is a good range of well-planned educational visits that enrich the curriculum successfully. A visit to Cardiff Bay, for example, supports pupils' study of land use. A good range of extra-curricular activities impacts positively on pupils. For example, a darts club develops numeracy skills and the archaeology club helps to develop links with the local community.

Pupils have good opportunities to learn a range of sentence patterns and to develop their Welsh vocabulary. However, there are insufficient opportunities for pupils to use Welsh regularly outside of Welsh lessons. Pupils have good, well-planned opportunities to learn about the geography, history and culture of Wales.

Links with a school in Lesotho help to promote pupils' awareness of global citizenship. The school has useful arrangements for recycling paper, plastics and batteries that contribute effectively to raising pupils' awareness of sustainable development.

Teaching: Good

The overall quality of teaching across the school is good, and is particularly effective at the end of key stage 2. Relationships between teachers and pupils are warm and collaborative. Staff and pupils are mutually respectful and, as a result, teachers manage pupils' behaviour well and there is a purposeful working atmosphere in almost every lesson. Teachers plan consistently to ensure that pupils' experiences build progressively on what they already know and can do throughout the Foundation Phase and key stage 2. They plan stimulating lessons that engage and motivate pupils. In the majority of lessons, teachers match tasks to pupils' needs and abilities well. Most teachers have a good knowledge of the subjects they teach and use questioning skilfully to encourage pupils' thinking and develop their problem solving skills. In most classes, teaching assistants contribute well by supporting groups and individuals effectively.

All teachers give pupils helpful feedback, both orally during lessons and by marking their work later. Staff provide pupils with regular opportunities to assess their own work and that of their peers. In key stage 2, most pupils make good use of individual target books to understand what they need to do to improve. However, in many lessons pupils' understanding of how well they have achieved is restricted because teachers have not made the learning objective sufficiently clear.

There are detailed systems for measuring and tracking pupils' progress. The school collects a wide range of test results and other data that staff use to set appropriate targets for improvement.

Parents receive clear and detailed annual reports that keep them well informed about their child's progress.

Care, support and guidance: Good

The school is a safe and caring environment that values all pupils equally. There are good arrangements to promote anti-bullying and to ensure all pupils are happy and safe in their environment. The school promotes healthy lifestyles well. Pupils exercise regularly and Year 6 pupils take responsibility for running a daily fruit tuck shop. The school makes appropriate arrangements for promoting healthy eating and drinking.

In all classes, teachers have good arrangements, such as circle time, for ensuring they support pupils' social and moral development well. Through good links with a number of local churches, and reflective acts of collective worship, the school provides pupils with suitable opportunities to contemplate spiritual issues.

The school engages well with specialist health and social services to support pupils when needed. There are thorough procedures for the early identification of pupils with additional learning needs. Well-trained support staff deliver effective interventions and almost all pupils with additional learning needs make good progress in acquiring basic literacy skills. The school identifies more able and talented pupils accurately. Recent initiatives to challenge pupils that are more able are at an early stage of development. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive community with a warm, caring and friendly ethos. Staff encourage pupils to develop tolerance and positive attitudes towards each other. All pupils have equal access to the curriculum and extra-curricular activities. The school welcomes new pupils and helps them to settle in quickly.

The accommodation and grounds are secure and well maintained. The school has sufficient space for all pupils. Classrooms and corridors are light and airy, with colourful displays that support learning well. Outdoor learning areas in the Foundation Phase provide pupils with stimulating learning opportunities. There is a good supply of relevant resources and equipment. The recently developed library enables pupils to make good use of a good range of fiction and non-fiction books.

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

The headteacher has a clear vision that she promotes strongly. The deputy headteacher and other staff support her well in establishing a culture in which pupils are confident, well-motivated and eager to learn.

The school has a well-established team ethos that values staff highly and strongly emphasises the development of teachers and teaching assistants in their roles. Senior leaders monitor and manage the performance of all staff well and in line with statutory requirements, resulting in performance targets that focus appropriately on pupil performance. All staff work well together and meet regularly to focus effectively

on the teaching and learning in their classes. Throughout the school, staff contribute effectively to meeting national priorities, such as using outdoor learning in the Foundation Phase and improving the teaching of literacy and numeracy.

The governing body is highly committed and supports the school well. The headteacher keeps governors well informed and this enables them to fulfil their role effectively. Members link appropriately with specific subject teachers to broaden their knowledge of how the school works. They have a developing understanding of school performance data and an increasing capacity to challenge the school regarding standards of achievement.

Improving quality: Adequate

The school employs a wide range of monitoring activities to inform the self-evaluation process thoroughly. It uses a good range of valuable first-hand evidence, including regular scrutiny of pupils' work, lesson observations and discussions with pupils. The school makes particularly good use of pupil and parent questionnaires to understand what it is doing well and what it needs to do to improve.

The school uses its self-evaluation reports well to identify suitable areas for school improvement. These focus appropriately on important priorities such as raising standards in literacy and numeracy, and improving attendance, the learning environment and resources.

The school improvement plan has a manageable number of priorities. The school has worked successfully towards certain priorities, such as to enhance outdoor learning in the Foundation Phase. However, the plan does not make sufficient use of specific, quantified targets. As a result, targets for how the school plans to improve the standards of identified groups of pupils are unclear. The plan is not fully effective as a tool for bringing about school improvement because it does not have a clear enough focus on outcomes for pupils. The school has not delivered steady improvement in some of the areas it has correctly identified as priorities.

Partnership working: Good

The school maintains positive relationships with most parents through regular consultation meetings, celebrations and briefings about new approaches to teaching. Parents value the ready availability of staff to discuss any concerns.

The school works closely with the local authority and there are effective links to optimise access to specialist services and centrally organised provision for pupils with additional learning needs.

Good transition programmes are in place with the partner secondary school. This ensures continuity in learning and wellbeing for pupils transferring to the next stage of their education. Pupils and staff have beneficial opportunities to visit and share experiences in both schools.

The school makes good use of opportunities to work with other local schools to ensure that teachers are accurate in their assessment of pupils' work.

Partnerships with a good range of businesses and community organisations improve opportunities for pupils. For example, the close involvement with the pre-school playgroup, which meets on the school premises, provides continuity of early education for local children, and helps them to settle into school more easily. Good collaboration with a local environmental organisation makes an allotment available and provides valuable additional learning experiences for pupils.

Resource management: Good

The school has sufficient, appropriately qualified teachers and support staff to meet the needs of its pupils. The deployment of teaching assistants to enhance the quality of learning experiences, and to deliver targeted support, is good.

Following performance management procedures, the school organises well-considered staff training programmes to address school and national priorities such as raising standards in literacy and numeracy.

Subject leaders ensure frequent purposeful opportunities to work with colleagues and share expertise. The school collaborates with networks of other schools and this has improved its practice, for example in teaching about money and managing finances.

The headteacher and governing body manage the school budget well. In recent years, carefully planned spending has significantly improved the stock and quality of resources and the school learning environment. The school has sufficient resources to support the curriculum and to sustain its other planned programmes.

In view of the outcomes achieved by pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

In 2013, pupils' attainment at the end of the Foundation Phase at the expected outcome 5 was below the family average in language, literacy and communication development and mathematical development, but above the family average for personal and social development. Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase placed the school in the lower 50% for language, literacy and communication skills and mathematical development and in the top 25% for personal and social development. This is a decline from 2012, when performance placed the school in the top 25% for language and literacy and personal and social development and in the higher 50% for mathematical development.

At the higher outcome 6, pupils' attainment in 2013 at the end of the Foundation Phase was significantly higher than the family average in language, literacy and communication skills and mathematical development, but slightly below the family average for personal and social development. Compared to similar schools in 2012 and 2013, pupil performance in language, literacy and communication skills at the higher level placed the school in the higher 50%.

Since 2010, in key stage 2, attainment at the expected level 4 has remained broadly in line with the family average for the last three years in all three subjects. Comparison with schools with similar levels of eligibility for free school meals shows that the school's position at the expected level has varied considerably from year to year in all subjects.

At the higher level 5, attainment shows wide variations. There is no clear trend of improvement in any subject at the expected or higher levels in any subject.

In the Foundation Phase, boys have performed significantly less well than girls in language and literacy, mathematical development and the Foundation Phase outcome indicator. The difference is among the biggest in the family. In key stage 2 in 2013, boys attain slightly better than girls in mathematics, but in English and science girls attain significantly higher than boys at level 4. At level 5, girls outperform boys in English and mathematics. The disparity between the performance of boys and girls is significant.

In the Foundation Phase in 2012, pupils who were entitled to free school meals attained less well than their peers in language and literacy skills and mathematical development, but in 2013 the reverse was the case. In key stage 2, in recent years, the performance of pupils who are entitled to free school meals compared with that of their peers has fluctuated considerably.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	83	82 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	82	79 96%	3 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	81	80 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	83	82 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	83	82 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	83	82 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	83	83 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	82	82 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	83	82 99%	1 1%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	83	82 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	78	58 74%	20 26%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	80	69 86%	11 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	26	12 46%	12 46%	2 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	15 58%	9 35%	2 8%	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.	26	18 69%	8 31%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	26	12 46%	10 38%	3 12%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	9 36%	11 44%	4 16%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	25	10 40%	12 48%	1 4%	1 4%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	13 50%	11 42%	2 8%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	10 38%	6 23%	7 27%	2 8%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	26	13 50%	8 31%	3 12%	2 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	14 54%	11 42%	1 4%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	16 64%	9 36%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	9 35%	10 38%	0 0%	3 12%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	25	8 32%	11 44%	5 20%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	11 42%	8 31%	4 15%	3 12%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	9 35%	6 23%	4 15%	4 15%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	26	11 42%	12 46%	3 12%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	11 46%	7 29%	3 12%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	26	12 46%	11 42%	2 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	25	11 44%	11 44%	2 8%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr Gregory John Owens	Team Inspector
Matthew Evans	Lay Inspector
Ruth Thackray	Peer Inspector

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.