



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

**Ysgol Glan Ceubal
Colwill Road
Gabalfa
Cardiff
CF14 2QQ**

Date of inspection: December 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Glan Ceubal was established by Cardiff local authority in 2009, as a response to the increasing demand for Welsh-medium education in the city. The school is situated in the suburb of Gabalfa in north Cardiff. The school mainly serves the area of Gabalfa and the vicinity. The school shares a site with two other schools, namely one English-medium primary school and a special school.

At present, there are 42 pupils between the ages of four and nine years on roll. There are no pupils in Years 5 and 6. They are admitted full-time at the beginning of the term in which they reach four years of age. On the whole, they are taught in three mixed-age classes. Pupil numbers have been growing over recent years.

Welsh is the main medium of teaching and learning at the school and all pupils are expected to be fluent in Welsh and English by the end of key stage 2. No pupils come from Welsh-speaking homes. At present, about 12% of pupils come from mixed ethnic minority backgrounds.

About 29% of pupils are entitled to free school meals, a figure that is higher than the county and national averages. About 24% of pupils are on the additional learning needs register. This is the school's first inspection.

The temporary acting headteacher was appointed to the post in September 2012, the senior assistant headteacher was appointed permanently in September 2013 and the assistant headteacher was appointed in September 2009. Two full-time teachers and two part-time teachers are employed. They are assisted by three part-time members of learning support staff.

The individual school budget per pupil for Ysgol Glan Ceubal in 2013-2014 is £7,890. The maximum per pupil in primary schools in Cardiff is £7,890 and the minimum is £2,856. Ysgol Glan Ceubal is in first place of the 96 primary schools in Cardiff in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils are enthusiastic, listen attentively and contribute well in learning sessions;
- most pupils make progress and develop into confident learners;
- nearly all pupils feel safe and receive very good care and support from the school;
- most pupils' behaviour at all times is very good; and
- the teachers at the school are dedicated and the teaching is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the current senior management team offer effective leadership and they have produced a clear and agreed vision for the school's strategic direction and values;
- managers have introduced a number of beneficial initiatives for developing the next period in the school's history;
- comprehensive self-evaluation systems are in place, which result in a valid picture of the aspects that need improvement;
- the school's development plan identifies clear priorities and suitable strategies to be implemented; and
- there is a strong culture of co-operation and support between all members of the school's staff.

Recommendations

R1 Raise standards of extended writing in both languages in key stage 2

R2 Raise standards of presentation and handwriting in key stage 2

R3 Provide more of a challenge for more able and talented pupils.

R4 Develop the role of the governing body to be critical friends

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make appropriate progress in their learning during their period at the school.

On entry to the school, the basic skills of the majority of children vary greatly and are often much lower than expected. By the end of the Foundation Phase, most pupils make good progress in each of the learning areas, especially in their use of language, literacy and their communication skills in Welsh. In lessons, most pupils work productively and make appropriate progress.

Most pupils' oral skills are developing well in the Foundation Phase and in key stage 2. They listen attentively and respond eagerly. They talk increasingly accurately about their work. Most of them use Welsh increasingly naturally when conversing together.

On the whole, pupils' reading skills develop appropriately across the school. In the Foundation Phase, most pupils make good progress in their reading skills. They read accurately and in line with their age and ability. The more able pupils read with good expression. In key stage 2, the majority of pupils read appropriately in line with their age and ability in both languages. The more able pupils read confidently and use appropriate expression. They have a good understanding of the text.

The majority of pupils in the Foundation Phase show continuous development in terms of early writing skills. They also make appropriate initial progress in their ability to write independently. They use vocabulary and expressions increasingly accurately. They vary sentences and use punctuation marks confidently. The standard of handwriting and presentation of written work is neat in the Foundation Phase. In key stage 2, most pupils make appropriate progress in their ability to write for an increasing range of purposes in both languages according to their ability. However, pupils' presentation of work and handwriting are untidy. Higher ability pupils do not develop their ability to write creatively in full, or to write at length across the curriculum in both languages.

Pupils' skills develop appropriately across the school. Most pupils use their thinking skills and their investigative skills purposefully in their work across the subjects.

In the Foundation Phase, pupils develop their numeracy skills appropriately, they can count confidently, and they can tell the time and identify 2D shapes successfully. By key stage 2, the more able pupils have a clear understanding of numeracy strategies and use these strategies across the curriculum. They also use information technology confidently to develop their numeracy skills.

Pupils who have additional learning needs make consistent and continuous progress, often from very low levels. They are making appropriate progress in relation to the targets in their individual education plans this year.

Teachers' assessments at the end of the Foundation Phase must be treated with care as the small numbers of children in a year group can have a significant effect on the school's performance from one year to the next.

In 2013, the percentage of Foundation Phase pupils who achieved the Foundation Phase indicator was lower than the averages for the family of schools and Wales. The proportion of pupils who achieved higher than the expected level was also lower in all learning areas.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% for all the indicators at the end of the Foundation Phase. In 2012, the school performed in the top 25% for all the indicators at the end of the Foundation Phase.

Because of the very small cohorts at the school, it is not possible to come to a meaningful judgement on a pattern of underachievement by groups of pupils on the basis of attainment data.

Wellbeing: Good

Pupils are very happy at the school. Most of them are aware of the importance of healthy eating and drinking. They also understand the importance of fitness and have a good opportunity to experience various activities to reinforce this through sports clubs, the cookery club and healthy school activity. These activities have a positive effect on their development into responsible individuals.

Pupils' behaviour across the school is very good and they show courtesy and respect for staff and visitors. Most pupils contribute well in lessons, co-operate effectively and maintain each other's learning in class. They all show respect and care towards each other.

The school's attendance levels have risen significantly over the last three years. The school is now in the top 50% of similar schools in terms of levels of free school meals.

The work of the school council and the eco council is developing well and pupils have an opportunity to be part of decisions about developments at the school. Pupils have also developed class and school rules for the benefit of their fellow pupils. They also take part in a variety of activities in the community that enrich their experiences. Teachers value pupils' opinions and act upon their suggestions carefully.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides varied and interesting learning experiences for pupils. The curriculum is balanced and covers all the requirements of the Foundation Phase and religious education. The school has appropriate plans in place to meet the requirements of the Literacy and Numeracy Framework.

The commercial plan that is used throughout the school is suitable for meeting the needs of pupils in the Foundation Phase and key stage 2. Teachers adapt the plan carefully in order to ensure that there are enough opportunities for pupils to receive information about Welsh culture. Teachers review their planning regularly and ensure that it builds effectively on previous learning. They plan appropriately for developing skills, especially in literacy and numeracy. They also adapt and add to the curriculum in order to meet pupils' specified needs.

Learning activities are enriched further through a good range of interesting practical activities through the school, including the gardening club and the cookery club. Pupils' experiences are also enriched by educational visits to the National Museum and St. Fagan's in addition to residential experiences.

The school pays appropriate attention to developing pupils' Welsh language skills. Teachers feed a rich language model to pupils continuously in lessons and offer plenty of opportunities to practise new language patterns. The school ensures that there is a suitable emphasis on the Welsh dimension in schemes of work. At present, key stage 2 pupils are studying the life of the Celts. They have visited a round house in St. Fagan's in order to see the daily life of the early Celts.

Provision for sustainable development and global citizenship is developing well at the school. Through the work of the eco council, pupils increase their awareness of issues such as recycling and saving energy and helping the school to act sustainably. Pupils' awareness of global citizenship was developed recently through an educational visit from teachers from Lesotho.

Teaching: Good

All teachers and support staff work effectively as a team. They have suitable subject knowledge and they use a wide range of strategies to encourage and inspire pupils. They use a variety of methods and learning resources of suitable quality, which gain the interest of almost all pupils. Teachers also make effective use of information technology resources in order to boost and extend pupils' skills. They successfully foster pupils' enthusiasm for technology and provide regular opportunities for pupils to practise their research skills on computers and tablets.

In most lessons, teachers encourage pupils to develop the skills of working independently, in pairs and in groups effectively. They prepare interesting activities for them. They also encourage pupils to take ownership of their learning through joint planning, especially in the Foundation Phase. They provide appropriate

opportunities for developing pupils' skills across the curriculum. However, they do not always challenge or extend more able and talented pupils to their potential.

Overall, teachers mark pupils' written work effectively and pupils are encouraged to improve their work by responding to teachers' perceptive comments. However, at times, marking in key stage 2 tends to be too detailed and does not give pupils enough opportunities to respond suitably to these comments. Teachers, jointly with pupils, set suitable individual targets for them. Teachers and pupils review these targets regularly.

Teachers assess pupils' progress regularly and appropriately, using formal assessments and teachers' professional judgement. The school tracks children's progress regularly and this information is used effectively to identify and support pupils' learning needs.

Parents receive very good information about their children's progress and wellbeing regularly. The quality of reports to parents is good and meets statutory requirements.

Care, support and guidance: Good

Provision for pupils who have additional learning needs is effective. The school identifies these pupils' needs early on and ensures appropriate support for them. Pupils who have additional learning needs have full access to all areas of the curriculum and their individual educational plans are of good quality. Effective use is made of the support of external specialist services for them.

This is a happy school in which pupils feel safe and they receive appropriate advice on how to keep safe. The school has appropriate arrangements for promoting healthy eating and drinking. Pupils have good opportunities to boost health and fitness through a variety of physical education experiences. The school promotes and supports pupils' health and wellbeing effectively and it has appropriate policies in place. The school also develops pupils' spiritual, moral, social and cultural attitudes suitably. All of these policies are communicated well to stakeholders. The school provides good opportunities for pupils to take responsibility and to voice an opinion on developments that improve the school through their work with the school council and the eco council. As a result, they are given an opportunity to help each other and be a part of improving the school.

Nearly all pupils take responsibility for their actions, and understand the importance of values such as respect and friendship in order to work successfully as a community. Pupils of all ages offer support and friendship to others and the school's older pupils look after pupils in the Foundation Phase gently and carefully.

The school provides effective support on pupils' educational, social and personal issues. It co-operates very closely with external agencies and ensures that pupils benefit from the relevant support that is available for them.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Learning environment: Good

Ysgol Glan Ceubal has a happy and supportive ethos and everyone works together to ensure the best opportunities for the pupils. The school promotes equality and diversity effectively through its policies and procedures and these are known to all of the school's stakeholders. The school offers equal opportunity and full access to curriculum activities to all pupils.

On the whole, the school provides a stimulating and attractive environment to pupils. Colourful displays of pupils' work and responsibilities can be seen in the school's corridors and classrooms. The whole building is kept clean and maintained suitably. However, external areas such as the Foundation Phase area have not been developed to their full potential to date and play facilities on the yard are limited.

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

The temporary acting headteacher has included staff, pupils and parents successfully in creating a clear and agreed vision for the school. Since he was appointed in September 2012, he has provided stability to the school and has set firm foundations for developing the school further to its full capacity. The two assistant headteachers also provide clear leadership for the school. This has created a strong, inclusive ethos in which every pupil is valued equally.

Continuous professional development supports the school's priorities clearly. A prominent feature of the school is the successful teamwork that is found here. Performance management processes set realistic targets that are linked to the school's priorities. The staff focus appropriately on self-evaluation and issues of school improvement. This all contributes effectively to raising standards in the classroom and to identifying pupils' needs. The emphasis at all times is on high expectations, and the happiness and wellbeing of pupils at the school.

Governors are very supportive of the school's work. They are aware of their responsibilities and respond to statutory requirements clearly. Governors show an understanding of the school's performance in comparison with that of other schools in the family, the authority and nationally. They visit the school as individuals regularly but their role in challenging the school as critical friends has not been developed fully.

The school pays appropriate attention to national and local priorities, including planning, in order to raise standards of literacy and numeracy across the school. For example, the Foundation Phase has been established firmly, and literacy and numeracy priorities have a prominent place in the school's planning work.

Improving quality: Good

The management team has a clear focus on improving standards. The opinions of all the school's stakeholders are considered in the self-evaluation report. The school

takes care when assessing its strengths and weaknesses and this assessment is honest and realistic. Clear procedures are in place for classroom observation. The school has effective internal moderation systems. Teachers also co-operate with staff at the nearby Welsh-medium school to ensure consistency when levelling pupils' work across both schools.

Information from the self-evaluation is used very effectively to develop and prioritise improvement plans, with a clear focus on raising standards. The staff's continuous professional development has a positive effect on the school's curricular provision. The school has been extremely effective in ensuring improvements over the last 18 months and has made good progress by prioritising these improvements purposefully and carefully.

The school has established very effective networks of professional practice in the school and with other schools and partners. Staff take advantage of every opportunity to develop their expertise and are very keen to take part in activities to improve their effectiveness, for example attending courses for teaching mathematics and early literacy. The school uses a good range of data to monitor the progress of individual pupils and groups of pupils effectively.

Partnership working: Good

There are good partnerships with parents and carers and nearly all of them appreciate the school's open door policy. The regular communication and the colourful and attractive newsletters give a good picture of the school's work and pupils' achievements. The school collects parents' opinions regularly. As a result of acting upon these comments, the school provides parents with beneficial feedback on what has been achieved. Parents are confident that the school considers their views well.

Teachers co-operate closely with a local Welsh-medium primary school to share experiences in terms of developing staff and assistants. A variety of ideas and presentation methods in subjects such as literacy and numeracy are shared and this has had a strong influence on raising standards. Effective moderation work takes place in the core subjects, and teachers from the school lead the work in aspects such as additional learning needs.

Transfer links between the local nursery providers and the school are good. Preparations for transferring pupils in two years' time to the nearby Welsh-medium comprehensive school have already begun. The Cardiff latecomers' centre is located in the school and pupils at the centre benefit greatly from the link with pupils at the school. A small number of pupils attend the centre at present.

There are constructive links with local business such as the garden centre and the local library. Pupils benefit greatly from visits away from the school site to organisations such as the National Museum and St. Fagan's. The school has welcomed a number of visitors to speak about their work, for example members of Penarth lifeboat and teachers from Lesotho.

Resource management: Good

Considering the school's situation and current size, leaders are making wise decisions about the best use of resources that are available on the site. Expenditure is linked clearly to the priorities in the school improvement plan. The managers and the education authority monitor and control expenditure carefully; an example of this is the plan that is in place to eliminate the overspend of eight thousand pounds in the current year.

The school ensures that the curriculum is delivered and implemented effectively. The school's staff have created learning areas and a colourful and attractive environment for pupils. Teachers are supported well by classroom assistants, who give robust support to individuals and groups of pupils, as needed. Systems for observing lessons and setting objectives for staff are working successfully to ensure the quality of the curriculum.

Appropriate arrangements are in place to manage the teaching staff's performance and that of the classroom assistants. Teachers make effective use of their time for planning, preparation and assessment.

Because of the standards that are achieved by most pupils in the classroom, the quality of teaching, the standard of care, the support that is provided and the appropriate management of the budget, the school provides good value for money.

Appendix 1

Commentary on performance data

There are small numbers of pupils in each year group, which can have a significant effect on the school's overall performance in assessments at the end of a key stage in comparison with national benchmarks from one year to the next.

In 2013, the percentage of pupils in the Foundation Phase who achieved the Foundation Phase indicator was lower than the averages for the family of schools and Wales. The proportion of pupils who achieved higher than the expected level was also lower in all learning areas.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% for all indicators at the end of the Foundation Phase. In 2012, the school performed in the top 25% for all indicators at the end of the Foundation Phase.

It is not possible to come to a meaningful judgement on a pattern of underachievement by groups of pupils on the basis of attainment data because there are very small cohorts at the school. In lessons and in pupils' work books, most pupils are making good progress in their work.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Designating the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	12	12 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	12	11 92%	1 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	12	12 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	12	12 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	12	12 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	12	12 100%	0 0%	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.	12	12 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	12	12 100%	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.	12	12 100%	0 0%	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.	12	12 100%	0 0%	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.	12	10 83%	2 17%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	12	3 25%	9 75%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

Designating the benchmark – this is a total of all responses to date 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.	15	9 60%	5 33%	1 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	11 79%	2 14%	1 7%	0 0%	0	Mae fy mhlentyn 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.	15	13 87%	1 7%	1 7%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	15	9 60%	5 33%	1 7%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	13	4 31%	7 54%	1 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	11 73%	3 20%	1 7%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	12 80%	2 13%	1 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	9 60%	4 27%	2 13%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	15	11 73%	3 20%	1 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	10 67%	4 27%	1 7%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	15	13 87%	1 7%	1 7%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	11 73%	2 13%	1 7%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	15	12 80%	2 13%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	15	12 80%	2 13%	1 7%	0 0%	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.	14	8 57%	5 36%	1 7%	0 0%	0	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.	15	8 53%	5 33%	2 13%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	14	7 50%	4 29%	1 7%	0 0%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	15	9 60%	4 27%	2 13%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	8 53%	6 40%	1 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Ann Jones	Reporting Inspector
Kenneth Davies	Team Inspector
Glenda Jones	Lay Inspector
Alun Williams	Peer Inspector
Aled Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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