



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 Santes Fair, St Mary' s R.C. School
Longford Road
Holyhead
Ynys Môn
LL65 1TR**

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.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 07/02/2014

Context

Ysgol Santes Fair, St. Mary's Roman Catholic Primary School serves the town of Holyhead and surrounding area on the Isle of Anglesey. There are 188 pupils aged three to 11 years at the school, including 25 pupils in the nursery. The school has seven classes. Around 32% of pupils are entitled to free school meals. This figure is significantly above the local and national averages.

Nearly all pupils come from homes where English is the main language and very few pupils speak Welsh as a first language. Pupils' ethnicity is largely white British and the remainder are mainly of mixed ethnicity. The school identifies that around 20% of pupils have additional learning needs. Currently, very few pupils have a statement of special educational needs. Very few pupils are looked after by the local authority.

The school was last inspected in 2007. The current headteacher was appointed in 1994.

The individual school budget per pupil for Ysgol Santes Fair, St. Mary's Roman Catholic Primary School in 2013-2014 means that the budget is £3,539 per pupil. The maximum per pupil in the primary schools on the Isle of Anglesey is £9,156 and the minimum is £2,901. Ysgol Santes Fair, St. Mary's Roman Catholic Primary School is 44th out of the 48 primary schools on the Isle of Anglesey 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 current performance of the school is good because:

- most pupils make good progress during their time at the school and achieve good standards in learning and wellbeing;
- most pupils have positive attitudes to school and rates of attendance are excellent;
- relationships between staff and pupils have a positive impact on standards;
- nearly all pupils behave very well; and
- the majority of teaching engages pupils effectively and supports them in making good progress.

Prospects for improvement

The prospects for improvement are adequate because:

- the headteacher and governors have a clear vision to create an environment where every child grows in self-esteem through Christian values;
- the school development plan has a suitable focus on raising standards in literacy and numeracy;
- there is a strong sense of teamwork in the school; and
- there is a range of effective partnerships that have a positive impact on pupils' learning experiences and wellbeing.

However:

- leaders have not ensured the consistent implementation of national priorities, such as the Foundation Phase; and
- leaders do not consistently use findings from self-evaluation activities to plan effectively for whole-school improvement.

Recommendations

- R1 Implement the principles of Foundation Phase education consistently so that pupils receive sufficient opportunities to choose and to pursue activities independently
- R2 Widen the opportunities available to pupils so they can write creatively, investigate independently and apply their mathematical skills at levels that match their ability
- R3 Improve the quality of assessment of and for learning
- R4 Establish effective arrangements for the standardisation and moderation of pupils' work, particularly at the end of key stages
- R5 Ensure that staff with additional responsibilities fulfil their leadership roles successfully
- R6 Ensure that a rigorous system of monitoring informs the process of self-evaluation, and strengthen the link between the outcomes of self-evaluation and planning for improvement

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are appropriate for their age. Overall, they make good progress by the end of key stage 2.

Many pupils develop strong speaking and listening skills as they move through the school. They talk confidently in groups and individually about their work, their feelings and in response to teachers' questions.

In the Foundation Phase, many pupils make good progress in developing their reading skills. They develop a suitable range of strategies to help them read for pleasure and understanding. By the end of key stage 2, many pupils display very positive attitudes to reading. They read confidently with fluency and good comprehension. They explain the roles of characters within stories well and are able to infer messages from the text.

By the end of the Foundation Phase, many pupils produce good pieces of writing that show a developing awareness of spelling patterns and basic punctuation. By the end of key stage 2, most pupils write purposefully and produce work of a consistently good standard, particularly when writing to recount events in English lessons and topic work. Most pupils present their written work particularly well. Overall, pupils do not produce a wide enough variety of independent written work.

Most pupils demonstrate a clear understanding of number, shape, measure and data handling skills in mathematics books and lessons. They develop their numeracy skills progressively as they move through the school and apply them appropriately across the curriculum. However, pupils do not apply mathematical skills independently to solve problems or to investigate often enough in mathematics lessons or across the curriculum, particularly at the higher levels.

Many pupils make good progress in developing their Welsh language skills. Within the Foundation Phase, they follow instructions and respond to questions successfully. By the end of key stage 2, a majority of pupils speak confidently using an appropriate range of vocabulary. They read well from suitable Welsh texts and write short pieces using a good range of sentence patterns.

Most pupils who need extra support make good progress and achieve well. Pupils entitled to free school meals generally make as much progress as other pupils.

In 2013, Foundation Phase pupils' achievements at the expected outcome 5 in language, literacy and communication and mathematical development were significantly above the average for the family of schools. They placed the school in the upper 50% when compared with similar schools across Wales. In personal and social skills, pupils' achievements were equal to the family average and placed the

school in the top 25% of similar schools. At the higher than expected outcome 6, pupils' performance was significantly above the family and all Wales averages in all three assessed areas of learning.

In comparison with the school's family, key stage 2 performance in 2013 was very good in English, mathematics and science at both the expected level 4 and the higher level 5. The proportion of pupils who attained the expected level or above in all three subjects combined was significantly above the average for the family of schools and placed the school in the top 25% of similar schools across Wales. At the higher than expected level 5, the school's performance placed it in the top 25% of similar schools across all subjects.

In recent years, in the Foundation Phase and at key stage 2, girls' performance has nearly always been better than that of boys.

Wellbeing: Good

Pupils enjoy school and have good attitudes to learning. They are proud to be members of the school community. Most pupils have a thorough understanding of how to keep fit and healthy through good lifestyle choices, which include eating a balanced diet and taking exercise. They demonstrate this by making regular use of the pupils' own fruit shop and by participating in extra-curricular sporting activities in good numbers.

Across the school, pupils' spiritual and moral wellbeing is well developed. Pupils' behaviour in lessons and at playtimes is consistently good. Nearly all pupils follow classroom routines very well from an early age and co-operate well with each other. As pupils move through the school, they develop good moral reasoning skills which enable them to debate issues effectively and to appreciate the views of others.

The school council and green committee are well established and represent the views of the pupils competently. They have helped to improve the outdoor environment through establishing a vegetable garden and by fundraising to purchase play equipment. Many pupils contribute well to activities in the local community.

Attendance rates are consistently excellent at around 95%. The school's attendance rates have placed it in in the top 25% of similar school for the last four years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a range of suitable learning experiences that meet the needs of many pupils. Educational visits, such as to 'Danger point', where pupils learn how to avoid putting themselves in dangerous situations, together with visitors to school, enhance the curriculum well. A varied range of well-attended extra-curricular activities supports pupils' learning appropriately.

In the Foundation Phase, the quality of learning experiences varies too much from class to class. In a minority of lessons, where teachers plan for learning through play, pupils develop well as independent learners. They enjoy a variety of interesting and engaging experiences. However, overall, pupils do not have sufficient opportunities to be creative and to direct their own learning. The overuse of worksheets limits pupils' progress. Overall, planning in key stage 2 provides suitable coverage of the National Curriculum. The provision for the development of pupils' literacy and numeracy skills is developing well within designated language and mathematics lessons throughout the school. However, teachers' planning provides a limited range of opportunities for pupils to apply these skills across the curriculum. Overall, pupils do not have enough opportunities to write creatively, to investigate independently or to develop their thinking skills.

The school's provision for Welsh as a second language is good. This has led to improved standards of written and spoken Welsh. The majority of teachers use incidental Welsh naturally throughout the school day and promote the language effectively. The school provides worthwhile opportunities for pupils to learn about the culture and heritage of Wales, for example through visits to the local art gallery and by learning about famous Welsh people.

The school has effective provision for promoting pupils' understanding of sustainable development. The green committee has a clear role in relation to recycling, saving energy and developing the garden area. Pupils develop a good awareness of their role as global citizens, for example through links with an orphanage in Zimbabwe.

Teaching: Adequate

Overall, the majority of teaching engages pupils effectively and supports them in making good progress. Most teachers have high expectations of pupils, especially with regard to their behaviour and the presentation of their work. In a majority of lessons, teaching motivates pupils and sustains their interest effectively. In a majority of lessons, teachers plan learning experiences that challenge pupils to think and to apply their skills appropriately. They model or explain tasks well and ensure that pupils understand how to be successful in their work. However, in a minority of lessons the level of challenge and nature of tasks do not always match the needs of pupils well enough, particularly the more able. As a result, the pace of learning is limited and more able pupils do not achieve as much as they could.

Most teachers and support staff provide pupils with useful verbal feedback and question them effectively to probe their understanding. This provides beneficial opportunities for pupils to reflect on their learning. Many teachers mark pupils' work regularly and provide positive comments on their achievements. However, teachers' marking does not always relate well to the focus of learning activities. As a result, pupils do not routinely use written feedback to improve their work effectively. Overall, teachers do not involve pupils sufficiently in assessing their own progress or the progress of others.

The school has suitable systems to record individual pupils' progress. Staff analyse assessment findings, for example data from reading tests, and use the information to identify pupils who require additional support with their learning. The school does not

have consistent systems for internal or external moderation of teacher assessments at the end of the Foundation Phase or key stage 2.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school provides a consistently good level of care, support and guidance for all pupils. This contributes significantly to the high standard of pupils' wellbeing. The school has appropriate arrangements to promote healthy eating and drinking. Daily acts of worship promote the school's mission statement successfully. Strong local links with the church and with the wider community help support pupils' spiritual, moral and emotional development effectively, for example through shared church services with the local parish.

The school makes good use of a wide range of external agencies and services to provide useful guidance and support for staff, pupils and parents, when necessary. Clearly-targeted support for individuals and groups of pupils has resulted in strong rates of attendance, very good relationships with parents and positive levels of academic achievement.

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

The school has effective arrangements to identify pupils' additional learning needs and to provide them with targeted intervention strategies of good quality. Teaching assistants provide effective support in delivering specific programmes that enable these pupils to make good progress in developing their literacy and numeracy skills.

Learning environment: Good

The school has a very caring and inclusive ethos. It treats all pupils equally and promotes respect for diversity and equality successfully. All staff promote inclusion effectively. Teachers provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community. The calm atmosphere in all areas of the school has a positive effect on pupils' learning and wellbeing.

Overall, the school's accommodation is of good quality. The school has a good range of learning resources and they are appropriate for the pupils' needs. Displays throughout the school are attractive. They promote and celebrate pupils' learning and achievements, and the Catholic ethos successfully. The outdoor environment is a valuable resource. Recent developments have improved opportunities for outdoor learning and play, for example the purchase of large play equipment and creation of a garden area.

Key Question 3: How good are leadership and management?
--

Adequate

Leadership: Adequate

The school has a clear vision to create an environment where every child grows in self-esteem through Christian values. The headteacher, staff and governing body share a commitment to promoting pupils' wellbeing. They have created systems that help the school to run effectively on a day-to-day basis and to maintain high levels of academic performance and attendance. The school implements and manages change linked to pupil wellbeing effectively. However, leaders have not ensured the consistent implementation of national priorities, such as the Foundation Phase.

The headteacher and deputy headteacher carry out their roles conscientiously. Staff roles and responsibilities are clear and there is a strong sense of teamwork in the school. Performance management meets statutory guidelines and has appropriate links to the school's priorities for improvement. Senior leaders have a sound overview of their areas of responsibility. However, the school does not have rigorous systems to ensure that staff with additional responsibilities fulfil their leadership roles successfully.

Governors are very supportive of the school and are committed to the welfare of its pupils. They have a good understanding of the school's performance data, its strengths and future priorities. Governors have made valid challenges to the school to help to bring about strategic improvements.

Improving quality: Adequate

Leaders at all levels take part in the self-evaluation process. They draw upon an appropriate range of evidence to help identify strengths and areas for development. They analyse data regularly, observe lessons and scrutinise pupils' books. However, they do not use findings from self-evaluation activities consistently to plan effectively for whole-school improvement. Subject and lesson evaluations do not always focus sufficiently on pupil outcomes.

The school development plan has a suitable focus on implementing the national literacy and numeracy framework. However, leaders do not plan improvement activities in enough detail to allow them to assess progress accurately. Targets in the school's development plan do not have success criteria that focus sufficiently on measurable improvements in pupil progress. As a result, the impact of planned strategies on pupils' outcomes is unclear on too many occasions.

School leaders seek the opinions of parents actively and act upon their findings. For example, parents' requests for extra-curricular activities for younger pupils resulted in the setting up of a popular 'Clwb Cymraeg'.

Partnership working: Good

The school has established strong partnerships with parents and a range of other agencies, which have a positive impact on pupils' wellbeing and achievement. An effective family learning programme supports good partnership with parents. This

helps parents to develop their children's reading skills and to learn about positive discipline strategies using praise and encouragement.

The school has close links with the local playgroup that shares the school's site and provides opportunities for pupils to take part in clubs before and after school and during the school holidays.

There are effective arrangements that ensure a smooth transition for pupils to the local high school. A good range of activities supports these transition arrangements well. The school uses shared resources well within its cluster of schools, for example by jointly employing a specialist teacher of Welsh as a second language.

A highly effective partnership exists with the local Community's First group. For example, it has funded help for disadvantaged pupils and runs a well-attended breakfast club. Strong relationships with a national children's charity and the University of Wales psychology department have a positive influence on pupils' wellbeing.

Resource management: Good

The headteacher and staff manage resources carefully and the school monitors its expenditure regularly. They deploy teaching and support staff appropriately. The school uses staff with specialist knowledge well. For example, the school deploys a specialist teacher of Welsh as a second language across the school to raise standards. There are sound arrangements to develop the skills of support staff to deliver intervention programmes. This supports the provision for pupils with additional learning needs is successfully. The school organises teachers' planning, preparation and assessment time appropriately.

Leaders and managers generally allocate financial resources appropriately to school improvement priorities. They keep the school's spending under review and have suitable systems to evaluate the impact of expenditure on the standards achieved by pupils.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, most pupils achieved the expected outcome 5 in the development of their language literacy and communication, mathematical development and personal and social skills in combination. This was significantly above the average for the family of schools and places the school in the top 25% when compared with all similar schools across Wales. The proportion of pupils who achieved above the expected outcome was significantly above the average for the family of schools in language literacy and communication, mathematical development and for the development of pupils' personal and social skills. In comparison to similar schools across Wales, this performance places the school in the top 25% for attainment in language and mathematical skills and in the higher 50% for the development of pupils' personal and social skills.

In key stage 2, the percentage of pupils who attain the expected or higher than expected level in English, mathematics and science is consistently very good. The school's performance has been significantly above the average for the family of schools and Wales for the last four years and nearly always places the school in the top 25% of similar schools.

In comparing the relative performance of boys and girls in the Foundation Phase, girls' performance has better than boys' in each of the last two years. This is particularly evident at the higher outcome where the difference in performance is significant across all areas of learning. At key stage 2, girls' performance is generally better than that of boys, especially at the higher level in English. Pupils entitled to free school meals do not achieve as well as other pupils.

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.	96	96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	96 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	96	96 100%	0 0%	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	96	96 100%	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.	96	96 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	96	96 100%	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.	96	96 100%	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.	96	96 100%	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.	96	96 100%	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.	96	95 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.	95	91 96%	4 4%	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	95	92 97%	3 3%	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.	23	15 65%	8 35%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	23	17 74%	6 26%	0 0%	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.	23	15 65%	8 35%	0 0%	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.	23	18 78%	5 22%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	23	15 65%	7 30%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	23	17 74%	6 26%	0 0%	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.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	22	15 68%	7 32%	0 0%	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.	23	16 70%	4 17%	0 0%	0 0%	3	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.	23	17 74%	6 26%	0 0%	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.	23	16 70%	7 30%	0 0%	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'.	23	14 61%	5 22%	1 4%	0 0%	3	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.	23	13 57%	9 39%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	23	14 61%	8 35%	1 4%	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.	23	15 65%	5 22%	1 4%	0 0%	2	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.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	11 55%	8 40%	0 0%	0 0%	1	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.	23	16 70%	7 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	22	15 68%	7 32%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Andrew Thorne	Team Inspector
James Jones	Lay Inspector
Nia Daly	Peer Inspector
Frances Thomas	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.