



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

**Nercwys CIW Voluntary Aided Primary School
Village Road
Nercwys
Mold
Flintshire
CH7 4EW**

Date of inspection: March 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

St Mary's Nercwys CIW Primary School is in the small village of Nercwys about two miles from the market town of Mold in Flintshire. It is a voluntary aided primary school for 49 pupils, aged three to 11 years. There are two mixed-age classes.

As Nercwys is a small village, just over half the pupils come from the catchment area with the other pupils coming from the nearby town of Mold and the local villages.

Currently, about 14% of pupils are entitled to free school meals, which is lower than the average for primary schools in Flintshire and Wales. The school has identified 13% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

All pupils are of white British ethnicity and no pupil has English as an additional language. Very few pupils speak Welsh as a first language at home.

The last inspection of the school was in February 2008. The current headteacher took up post in September 1999.

The individual school budget per pupil for Nercwys Primary in 2013-2014 means that the budget is £4,856 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Nercwys Primary is fourth out of the 72 primary schools in Flintshire in terms of its 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:

- pupils make good progress and achieve well from their starting points during their time at the school;
- the standards currently achieved by pupils in the Foundation Phase and key stage 2 are good;
- pupils with additional learning needs make good progress;
- more able pupils achieve well at the end of key stage 2 and a relatively large proportion achieve the higher-than-expected level of performance in the core subjects;
- the quality of teaching and assessment is good;
- the school is a happy, inclusive community that promotes positive attitudes to equality and diversity;
- the good quality of care, support and guidance provided to pupils impacts well on their standards and wellbeing; and
- pupils across the school behave well, are courteous and have a good attitude towards learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has established a positive ethos and a nurturing culture that parents and pupils value;
- staff share a clear vision that focuses on improving standards and pupils' wellbeing;
- staff at all levels work well together and undertake their roles conscientiously;
- staff have an accurate understanding of the school's strengths and areas for development, which derives from effective self-evaluation processes;
- school improvement planning is effective;
- governors provide a good level of support and challenge; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

Recommendations

- R1 Improve standards of writing in Welsh second language
- R2 Provide more opportunities for pupils to write independently and at length, particularly in key stage 2
- R3 Ensure that all teachers regularly discuss daily activities to improve consistency and the impact on pupils' attainment

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

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs, and pupils of higher ability achieve well and make good progress.

Most pupils speak enthusiastically in the Foundation Phase and respond well to questions from teachers. They can explain what they are doing and they talk to partners well when working together. In key stage 2, most pupils recall previous knowledge and use this information effectively to acquire new skills and information. Most speak confidently in a range of situations to staff, visitors and each other. More able pupils often use extended sentences and interesting vocabulary in their oral responses.

Across the school, pupils develop their reading skills well. By the end of the Foundation Phase, most pupils read at an appropriate level for their age and ability. Nearly all show an interest in the books and read with increasing fluency and understanding. Many discuss their favourite books and authors with enthusiasm. They use their reading skills well across other areas of learning. In key stage 2, most pupils are enthusiastic readers and can explain their preferences for favourite authors and books. Most read out aloud with expression and adapt their voice to reflect the meaning of the text. Many are increasingly able to skim a passage to gain its meaning and to gather information.

Many pupils approach early writing well in the nursery and reception class. Most pupils move well from emergent writing, to writing simple sentences as they move through the Foundation Phase. Older pupils in the Foundation phase can write longer sentences using basic punctuation appropriately. In key stage 2, pupils write for a suitable range of purposes and many can adapt their writing appropriately for different audiences. The accuracy of their spelling and punctuation is often good. Most pupils apply their writing skills well in other subjects across the curriculum. However, in both key stages pupils' ability to write extended pieces independently is underdeveloped.

Most pupils develop their mathematical skills well as they move through the school. They acquire numeracy skills progressively and apply these skills consistently and well across a range of subjects within the curriculum. In the Foundation Phase, many pupils collect information and transfer it onto a simple graph independently, for example when conducting a traffic survey. In key stage 2, most pupils make good progress in mathematics lessons. They calculate accurately and suggest sensible strategies for calculating how many portions of cereal are contained in a whole pack using continuous subtraction and division. They make accurate estimates when dealing with mass and capacity. Nearly all pupils display an awareness of a range of data handling skills, which they use effectively to record their findings on graphs

appropriate to their age and ability. They use their problem solving skills well across the curriculum, in particular in science.

Pupils' skills in Welsh develop well by the end of the Foundation Phase. They respond well to a range of simple instructions and greetings and use these with each other and adults. In key stage 2, pupils' enthusiasm for speaking Welsh is good. Their reading and writing skills in Welsh are appropriate in the earlier part of key stage 2. Older pupils in key stage 2 express opinions and state preferences well, following established patterns. Most read with enthusiasm and understanding. They write autobiographical accounts using the present tense and an appropriate vocabulary. However, they do not write at length consistently and their standards in writing do not match the standards they achieve in oracy and reading.

Outcomes from teacher assessments need treating with care as small numbers in each year group mean that one pupil's results can significantly affect the overall outcomes.

In the Foundation Phase over the last two years, performance at the expected outcome 5 has placed the school consistently in the top 25% of similar schools in literacy, but has fallen in mathematical development. At the higher than expected outcome 6, performance in literacy in 2013 improved, moving the school from the higher 50% of similar schools in 2012 to the top 25% in 2013. Performance in mathematical development has remained static, placing the school consistently in the higher 50%.

In key stage 2, performance in English, mathematics and science has placed the school consistently in the top 25% of similar schools for the last four years at both the expected level 4 and the higher than expected level 5.

Wellbeing: Good

Nearly all pupils are enthusiastic and eager to learn. They are polite and confident with visitors. Their behaviour is consistently good in the classroom and at break times and they show respect, care and concern for others. Many work well independently and co-operatively. Pupils are increasingly involved in assessing their own progress and this is helping them to develop a better understanding of their strengths and weaknesses.

Most pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe in school and have the confidence in the ability of staff to deal effectively with any instances of negative behaviour.

Attendance figures for 2013 show an improvement on the previous two years. In relation to levels of attendance, the school is now in the upper 50% when compared to similar schools. Nearly all pupils arrive punctually at the start of the day.

The school council and eco committee take an active part in making decisions that have a positive effect on the life of the school. Members have a clear understanding of their responsibilities. They make decisions improve the quality of learning

experiences for pupils, for example concerning their involvement in creating an anti-bullying policy for the school.

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

Teachers provide a wide range of interesting learning experiences both within and outside the classroom that meet the needs of most pupils well. The curriculum is broad and balanced and covers all statutory requirements. Staff use the outdoor area extensively to provide rich and interesting learning experiences for all pupils.

However, although teachers plan exciting daily activities, they do not work collaboratively enough to evaluate the impact of these on pupils' learning. The school has responded positively to most of the requirements of the literacy and numeracy framework. Planning for numeracy and information and communication technology (ICT) is good. However, planning for the development of pupils' literacy skills is less well advanced, and the overuse of worksheets constrains opportunities for pupils to write at length across the curriculum.

The school creates a good ethos that promotes interest and enthusiasm towards the Welsh Language and Welsh culture. Staff provide pupils with frequent opportunities to use their speaking and reading skills across the curriculum but planning to develop pupils' written Welsh is less well developed, particularly at the end of key stage 2. All teachers use Welsh regularly in lessons.

The school has good provision to develop pupils' understanding of sustainable development and global citizenship. The eco committee are highly effective in their role and the school successfully promotes initiatives such as recycling, energy saving and healthy eating. This enables pupils to develop a good understanding of the role they and others play in society and the wider world.

Teaching: Good

All teachers demonstrate up-to-date subject knowledge and use a wide range of approaches and strategies effectively to engage and motivate pupils. They successfully create a positive atmosphere in which pupils try hard and are not afraid to make mistakes. They plan interesting lessons, sequence activities well and ask effective questions to extend pupils' understanding. There are suitably active approaches to learning and play within the early part of the Foundation Phase and pupils select activities appropriately.

Teachers use the outcomes of on-going assessments well to inform their planning and to set future learning goals for pupils. They give pupils positive oral feedback. Written marking comments are supportive and, in the best examples, help pupils to understand how well they are doing and what they need to do to improve their work. In most lessons, staff use assessment for learning strategies well to enable pupils to reflect on their own performance.

The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents meet statutory requirements and provide parents with good information about their child's progress.

Care, support and guidance: Good

Provision for health and wellbeing is good and develops well through an appropriate range of initiatives including aspects of the curriculum, out of school activities and visits. This is a very caring learning community where the staff and pupils display mutual respect. Acts of collective worship are relevant, inclusive and varied. The pupils' moral, spiritual, social and cultural development is good.

Staff make good use of a range of external agencies and specialists to guide and support staff, pupils and parents. Services such as police, health and educational psychologists attend the school regularly to work with pupils, parents and staff. This ensures that information can be shared quickly and effectively to support all pupils. The school successfully identifies pupils with additional learning needs at an early stage and gives well-planned and targeted support. The support available to pupils with specific needs is particularly effective in enabling these pupils to access all areas of the curriculum. Parents understand pupils' individual educational plans and these meet pupils' needs well. More able and talented pupils take good advantage of many good opportunities to extend and develop their knowledge, understanding and skills development outside the classroom.

All staff promote high standards of behaviour consistently. Policies and procedures for eliminating any oppressive behaviour or bullying and promoting regular attendance are effective. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

This happy, inclusive school offers a safe and welcoming environment for all pupils. These features permeate all aspects of school life and underpin the school's commitment to ensuring that pupils do their best, show respect, treat each other fairly and are happy. The school respects and celebrates diversity within a community that values all pupils. It promotes tolerant attitudes where staff and pupils are free from any form of harassment.

Good quality resources, including ICT resources, match pupils' needs appropriately. Good use is made of displays to support the teaching and learning. Colourful examples of pupils' craftwork and staff artwork decorate the yard and garden area and provide an exciting extension to the learning environment. Most pupils care for the garden area, which supports pupils' understanding of healthy living and the world of work.

The accommodation is sufficient for the number of pupils and all areas are fully accessible to those with physical disabilities. It is clean and well maintained throughout.

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

Leadership: Good

The headteacher has established a clear vision for leading a highly inclusive school, where the focus is firmly on raising standards and improving provision. Staff and governors share this vision. The school has a well-established team ethos where staff are valued and encouraged to develop professionally in their roles. Staff work together purposefully on the agreed priorities for improvement. Performance management procedures for all teachers to discuss and review their professional development requirements are well established.

Governors are supportive of the school and have a clear awareness of pupils' achievement. They understand well how the school performs in comparison to other similar schools. Designated governors have recent responsibility for monitoring some of the core subjects, and visit the school to observe lessons. This helps them to challenge the school about how well it is doing.

The school is meeting local and national priorities successfully. Staff have established the Foundation Phase well, and are at an appropriate stage in developing a skills-based approach to planning the curriculum in line with the literacy and numeracy framework. They use assessment for learning strategies regularly.

Improving quality: Good

Systems for self-evaluation lead to an accurate picture of the school's current performance. Staff and governors contribute to self-evaluation strategies that draw on a range of first hand evidence including analysis of assessment data, observations of teaching and the scrutiny of pupils' work. The school seeks the views of pupils and parents as part of this process.

The senior management team have an accurate picture and understanding of the school's strengths and weaknesses. The self-evaluation report is detailed and comprehensive. It identifies accurately where staff need to make improvements to aspects of the school's life and work. The monitoring role of the school's senior management team is developing well.

The outcomes of self-evaluation directly inform development planning. Members of the governing body approve the school improvement plan. The plan clearly focuses on improving outcomes for pupils. It includes measurable targets, indicates timescales, costs and success criteria, and identifies staff with key roles in implementing the plan. The school sets quantified targets to measure progress accurately. The school's action plan for implementing the national literacy and numeracy framework is progressing well.

Partnership working: Good

The school works effectively with a range of partners including the church, the local community and the local authority in order to improve standards and pupils' wellbeing.

Parents are supportive and appreciate the opportunities the school offers them to know and understand the expected level of work their children should produce. An active group of parents raises money to provide, for example, tablet computers to improve the technological skills of pupils.

There are strong links with the community and pupils benefit from a variety of visits and visitors to school. This results in increased opportunities for pupils that improve their wellbeing and understanding of the world of work.

Strong and productive links with the local playgroup ensure that pupils settle quickly into the nursery class. Transition arrangements to the local secondary school are also effective and prepare pupils well for the next stage in their education.

Teachers have worked well with staff from other local schools on issues such as planning, provision for physical education and Welsh. Procedures for moderating and standardising pupils' work are well developed. Moderation meetings with cluster schools ensure that teachers develop consistency and accuracy in assessing pupils' work in key stage 2.

Resource management: Good

The school manages its resources well. The headteacher and governing body ensure that the allocation of financial resources meets identified priorities. Leaders deploy teachers effectively to make the best use of their knowledge and skills, and to deliver the curriculum effectively. The arrangements for teachers' planning, preparation and assessment time are appropriate. Support staff play an important role in the school, and work well alongside teachers. However, occasionally in the Foundation Phase, their deployment is not focused enough to ensure a fully effective impact on pupils' learning.

Staff have regular opportunities for continuing professional development, linked to priorities in the school improvement plan and their annual performance management reviews. There are no formal professional learning communities within the school or with other schools, but informal active networks to share good practice have enhanced provision and improved standards of pupils' work. An example of this is the work on target setting for individual pupils. Due to the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

Outcomes from teacher assessments need treating with care as small numbers in each year group mean that one pupil's results can significantly affect the overall outcomes.

In the Foundation Phase over the last two years, performance at the expected outcome 5 has placed the school consistently in the top 25% of similar schools in literacy and personal and social development, but has fallen in mathematical development. In 2013, performance at the expected outcome 5 in all three areas remained above the average for the family of schools. At the higher than expected outcome 6, performance in literacy in 2013 improved, moving the school from the higher 50% of similar schools in 2012 to the top 25% in 2013. Performance in mathematical development has remained static, the school remaining in the higher 50% of similar schools, with performance in personal and social development moving it from the bottom 25% to the top 25% of similar schools. In 2013, performance at the higher level outcome 6 in literacy remained above the family of schools average, but fell below in mathematical development.

In key stage 2, performance in English, mathematics and science has placed the school consistently in the top 25% of similar schools for the last four years at both the expected level 4 and the higher than expected level 5. In 2013, the school performed above the family of schools average at both levels in English, mathematics and science. Because of the small numbers in each year group, it is not possible to make valid comparisons between the performance of boys and girls or between the performance of pupils entitled to free school meals and their peers.

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.	29		29 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	27		27 100%	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.	29		29 100%	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	29		29 100%	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.	27		27 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	29		29 100%	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.	29		28 97%	1 3%	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.	29		29 100%	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.	27		22 81%	5 19%	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.	29		29 100%	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.	29		27 93%	2 7%	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	29		29 100%	0 0%	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.	15	6 40%	7 47%	2 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	8 53%	7 47%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	11 73%	4 27%	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.	15	7 47%	6 40%	2 13%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	5 33%	10 67%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	3 20%	10 67%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	6 40%	4 27%	3 20%	0 0%	2	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.	15	2 13%	6 40%	7 47%	0 0%	0	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.	15	4 27%	8 53%	3 20%	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	8 53%	6 40%	1 7%	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.	15	7 47%	8 53%	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'.	14	4 29%	5 36%	2 14%	0 0%	3	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.	15	3 20%	9 60%	3 20%	0 0%	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.	15	8 53%	4 27%	2 13%	1 7%	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.	15	6 40%	8 53%	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	7 47%	8 53%	0 0%	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.	15	5 33%	5 33%	2 13%	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.	15	8 53%	7 47%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			53%	39%	5%	1%	
The school is well run.	15	3 20%	8 53%	4 27%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
			60%	33%	3%	2%	

Appendix 3

The inspection team

Mrs Carolyn Jane Thomas	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Catrin Ruth Foulkes	Peer Inspector
Janet Meaden (Headteacher)	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.