



*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 Gynradd Nantgaredig  
Heol Yr Orsaf  
Nantgaredig  
Carmarthenshire  
SA32 7LG**

**Date of inspection: June 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:

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

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

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**Publication date: 12/08/2014**

## Context

Ysgol Nantgaredig is a Welsh-medium community school which is situated in the village and serves the village and the surrounding rural area. It is maintained by Carmarthenshire local authority.

Following the closure of nearby schools, the school's catchment area has widened, leading to an increase in pupil numbers.

There are 248 pupils aged between 3 and 11 years old on roll, including 39 nursery-aged children. Some of the nursery children attend on a part-time basis. Pupils are admitted to the school on a full-time basis during the third term following their third birthday. The school also maintains two Welsh-medium speech and language units that serve the whole of Carmarthenshire. There are seven pupils in the Foundation Phase unit and nine in the key stage 2 unit.

Approximately 60% of pupils come from homes in which Welsh is spoken as a first language. Welsh is the main medium of teaching. Very few pupils come from ethnic minority backgrounds. Approximately 5% of pupils are entitled to free school meals, a figure that is significantly lower than the national average. Twenty six per cent of pupils have additional learning needs, which is higher than the national figure, and 10 pupils have a statement of special educational needs.

The individual school budget per pupil for Ysgol Nantgaredig in 2013-2014 is £4,267. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Nantgaredig is in 24th place of the 106 primary schools in Carmarthenshire in terms of the school budget per pupil.

The school was last inspected during the summer term 2008, and the current headteacher was appointed in November 2009.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

This school is good because:

- nearly all pupils make good progress in their learning;
- it offers a wide range of experiences that reinforce and stimulate learning;
- of the school's success in developing bilingualism; and
- there is a caring ethos which ensures that nearly all pupils enjoy learning and feel safe.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and the senior management team know the school well and have a clear vision;
- everyone works effectively as a team;
- governors challenge the school's performance regularly; and
- the school has identified correctly which specific areas need to be developed in the future.

## **Recommendations**

- R1 Ensure consistency in standards of numeracy across the curriculum
- R2 Meet the requirements of specific cohorts of pupils more appropriately
- R3 Ensure consistency in the use of assessment for learning strategies
- R4 Refine self-evaluation reports to be more evaluative

### **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

Most pupils, on entry to the school, have a good level of ability in basic skills. Nearly all pupils make good progress throughout the Foundation Phase in all areas of learning and commendable progress in Welsh.

Nearly all pupils throughout the school work diligently, remain on task for appropriate periods and complete their work effectively. There is clear progress in the standard of what is achieved within lessons and over a period of time. The current work in pupils' books across the school also shows clear progress in standards of literacy skills. Most pupils use these skills effectively in a wide range of activities across the curriculum.

Most pupils throughout the school listen attentively to adults and peers during learning periods. They are keen to contribute orally to discussions and in response to specific questions. By the end of the Foundation Phase, most pupils are able to converse clearly. They discuss experiences and events skilfully. They offer comments and ask appropriate questions. At the top of the school, nearly all pupils have a wide vocabulary and communicate confidently in both languages. Most pupils speak readily and coherently, and use a wide range of phrases and sentence patterns with increasing accuracy. They present information clearly and effectively.

Most pupils' standard of reading in both languages is appropriate for their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies. By the end of the Foundation Phase, most understand what they are reading. They read aloud with a good level of accuracy, fluency and emphasis. In key stage 2, most pupils read a wide range of materials with accuracy across the curriculum. They are able to gather information about specific topics from more than one source, by translanguaging and using it correctly.

Writing development across the school in Welsh and in English in key stage 2, is generally good. Writing across Foundation Phase activities in Welsh shows clear progress. By the end of the Foundation Phase, many pupils develop ideas in a series of linked sentences to create a story effectively. They also use capital letters and full stops with some consistency. By the end of key stage 2, most pupils write clearly and interestingly in both languages. They use more varied syntax and often show originality when selecting vocabulary and phrases to create effect.

Within the Foundation Phase, many pupils use their numeracy skills effectively to solve mathematical problems within learning areas. However, this is not consistent across classes. This limits continuity and progression in these skills across the Foundation Phase. Although pupils in key stage 2, on the whole, are able to use their skills successfully in areas such as history, geography and science, this is inconsistent across the key stage.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care, as the school's data includes the results of pupils in two of the county's special units that are situated at the school.

At the end of the Foundation Phase in 2013, in comparison with similar schools, the school's performance was in the lower 50% in linguistic development in Welsh, and mathematical development. This shows an increase from the bottom 25% in 2012.

However, the school's performance at the higher outcome, namely outcome 6, compared more favourably. The school's performance in Welsh and mathematical development was in the upper 50%. Over the last two years, an increase has been seen from the lower 50% in Welsh, while mathematical development has remained consistent.

By comparing the school's results in 2013 in key stage 2 with that of similar schools, there has been a significant increase since 2012. There has been an increase from the bottom 25% to the upper 50% in Welsh, English and mathematics, and to the top 25% in science. However, results over a period of five years have been uneven.

In comparison with similar schools, the school's results at level 5 in all subjects have been in the upper 50% or the lower 50%, except in 2012 when they were in the bottom 25%. In 2013, the school was in the lower 50% in Welsh, mathematics and science, and in the upper 50% in English.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and are able to approach any member of staff for support.

Nearly all pupils are aware of the importance of eating healthily and the body's need for water and regular exercise. Many pupils take advantage of the extra-curricular opportunities that are available to them in order to add to their fitness and physical skills.

The school's attendance is 94.38% for 2013, and this is close to the percentage for the family and slightly higher than the percentage for Wales. In comparison with similar schools, this places the school in the lower 50% in four of the last five years. However, attendance levels have improved during the current school year.

Nearly all pupils behave well and treat each other and adults with respect and care. They are very aware of the importance of issues relating to wellbeing, health and safety.

Nearly all pupils are given a clear voice in the school's decisions through the work of the school council and eco council. The school council is active and has a positive effect on environmental aspects of the school, and activities and resources. Members are elected democratically and feel that the school listens to them and values them. Pupils take pride in what they have achieved to improve the school and their environment. A specific example of this is planning to create the outdoor areas, which stimulate learning very effectively.

Nearly all pupils take part in activities such as concerts and assemblies, in the village and the community beyond. Nearly all pupils, across the age range, take advantage of these opportunities and develop their confidence in performing and participating in the community.

Pupils are very aware of the need to recycle and save energy. The operation of the eco council is very effective and is one of the school's obvious strengths.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Through effective co-operation, teachers at the school plan valuable learning opportunities that, in general, meet the needs of all pupils. The school provides rich experiences through continuous planning that meets the requirements of the National Curriculum, the Foundation Phase and religious education. The wide range of stimulating extra-curricular activities reinforce learning effectively. This is a strong feature of the school's work

The school has suitable schemes of work which meet the requirements of the National Literacy and Numeracy Framework. Provision for communication and ICT skills is developing well. However, planning needs to be more purposeful to develop numeracy skills across the curriculum further.

Provision for the Welsh language and Welsh dimension is very effective. Pupils are given valuable experiences by working closely with artists from Wales. They are also given the opportunity to perform publicly for different audiences, such as in eisteddfodau and local events. This has a positive effect on pupils' confidence and their understanding of Welsh culture.

The school has effective provision for teaching about global development and sustainability. Pupils' knowledge of countries and foreign affairs is expanded further through direct links. The school promotes environmental issues, such as recycling and sustainability, effectively.

### **Teaching: Good**

In general, the quality of teaching is good. There is a close working relationship between adults and pupils. All members of staff model good and rich language for all pupils at the school. They use effective strategies to manage behaviour.

In most lessons, teachers use purposeful questioning to move learning forward. They ensure relevant tasks for the specific needs of pupils in the class and take advantage of assessment for learning opportunities effectively. Teachers offer appropriate support and challenge while pupils are on task. However, the tasks that are planned are not always specific enough for the different groups within the class. The use of assessment for learning strategies is not yet consistent enough across the school.

The school has a range of comprehensive procedures for assessing, tracking progress and monitoring pupils' achievement. The school uses a range of internal and national tests purposefully to identify needs and target intervention for specific cohorts of pupils. Effective use is made of specific portfolios to ensure the consistency and accuracy of end of key stage assessments.

Teachers mark work regularly and give appropriate written feedback. Annual reports to parents are thorough and provide comments on progress. They offer targets for the next stage in pupils' learning journey. They meet statutory requirements.

### **Care, support and guidance: Good**

The school is a happy and friendly community. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school has robust procedures in place to ensure pupils' health and safety. It also has appropriate arrangements for promoting eating and drinking healthily.

The school has an effective system for responding to pupils' absence, which has had a positive effect on attendance in the school recently.

The school provides well for pupils' spiritual, moral, social and cultural development. The morning assemblies promote pupils' spiritual development well. The school also promotes pupils' values, such as honesty, tolerance and fairness, effectively.

The school is an important part of the community and provides very good opportunities for pupils to support local cultural and social events.

Provision for pupils with additional learning needs is extensive and comprehensive. Pupils' needs are identified at an early stage by using purposeful assessments. Intervention procedures within the units, and the school in general, meet requirements in full. The school provides comprehensive individual schemes of work. Intervention programmes have a positive effect on individuals' progress and are reviewed regularly.

The school has consistently good links with a variety of external agencies, including speech therapists, educational psychologists and physiotherapists. This has a positive effect on pupils' development.

### **Learning environment: Good**

There is a prominent community and inclusive ethos throughout the whole school. This is one of the school's obvious strengths. Each individual is given an equal opportunity to develop in a happy and creative environment, whether in one of the units or the main stream. There is a warm and welcoming atmosphere in which adults and pupils throughout the school community treat each other with care and respect.

There is a very good supply of purposeful resources in order to enrich learning both inside and outside the building, and effective use is made of them. Pupils in the

Foundation Phase are given valuable experiences by using the outdoors in their learning and every possible opportunity.

There are a number of attractive and creative displays on the school's walls, which celebrate pupils' work and successes. The accommodation is of good quality and is maintained appropriately.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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### **Leadership: Good**

The headteacher gives the school robust leadership and the support of the senior management team and governors is a very important influence on the school's success. They have established effective management procedures and processes and high expectations, which have a positive influence on pupils' standards across the school.

The school has policies and plans that meet statutory requirements and a number of non-statutory good practices.

Staff job descriptions are up-to-date. Teaching staff have clear monitoring duties and the process of analysing data is a central part of their responsibilities within classes and as subject co-ordinators. Teachers and support staff receive appropriate support through performance management procedures. Improvement targets are quantitative and support the school's priorities for improvement successfully.

Governors challenge the school's performance effectively, and co-operate fully with the school on strategic decisions and setting a direction. This is one of the school's obvious strengths. Members analyse the school's data and plans on a termly basis as part of an effective system for monitoring performance and setting targets.

### **Improving quality: Good**

The school has an effective system for identifying its own performance. This is done by gathering and analysing a wide range of direct evidence. The school analyses an appropriate range of data, monitors pupils' work, observes lessons and gathers the opinions of pupils and parents regularly, and uses the findings effectively. The headteacher and management team identify strengths and areas for development well, and act on them to raise standards.

However, self-evaluation reports are not always evaluative enough.

The school development plan is up-to-date and links appropriately with the school's self-evaluation arrangements. Suitable and clear criteria are set to evaluate effect. The school has implemented all aspects of the previous inspection and gathered evidence of the effect of standards and provision.

### **Partnership working: Good**

The school has a number of strategic partnerships which contribute effectively to provision and the good standards achieved by pupils. The partnership with parents is strong and constructive, and includes conducting activities with pupils and creating the wicker snail and the school mosaic. The numerous and valuable links with the local community have a beneficial effect on pupils' learning experiences and their awareness of their community and the importance of contributing to it. They play an active part in a number of events, such as the Botanical Gardens' Food Festival, elderly people's homes, local eisteddfodau, entertainment at local coffee mornings and activities in the local chapel and church.

The school co-operates effectively with the schools in the cluster and the secondary school in the process of moderating and standardising assessments continuously. Very effective transition arrangements exist to ensure that pupils continue with their progress from the primary school to the secondary school, including additional visits for pupils in year 6 with profound additional learning needs.

The school has co-operated effectively as part of professional networks in order to improve standards in areas such as developing factual writing.

### **Resource management: Good**

There is an appropriate number of teachers at the school with suitable qualifications for their posts. Classroom assistants work effectively with teachers and support pupils well in their work.

The school provides a purposeful training programme to meet staff's development needs. This has a good influence on the quality of teaching and pupils' achievement. The school's arrangements to ensure time for planning, preparation and assessment are appropriate. There is a very good range of resources at the school and they are managed well. Pupils benefit greatly from the opportunities they have while using resources and the stimulating outdoor environment.

The headteacher and governors monitor and manage funding carefully. Funds are distributed appropriately for the school's priorities within the school development plan. As pupils attain good standards, in general, and the school makes effective use of resources, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care, as the school's data includes the results of pupils in two of the county's special units that are situated at the school. This data has a negative effect on the school's results at the end of both stages.

In 2013, the proportion of pupils in the Foundation Phase who attained the expected outcome, namely outcome 5, in language development, literacy and communication in Welsh was higher than the average for Wales and slightly lower than the average for the family. The situation was the same in personal and social development; however, results in mathematical development were higher than the averages for Wales and the family.

By comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals in 2013, the school performed in the lower 50% in all areas. This is an increase from the bottom 25% in all areas in 2012.

In 2013, the proportion of pupils who achieved higher than the expected outcome, namely outcome 6, in all areas of learning was higher than the average for schools in Wales and the family, and placed the school in the upper 50% in comparison with similar schools.

In key stage 2, achievement in all subjects and in the core subject indicator in 2013 was higher than the average for schools in Wales and the family. The percentage who attained the higher level, namely level 5, was higher than the average for the family and Wales in English and science. Performance in Welsh and mathematics was higher than the average for schools in Wales and slightly lower than the family.

Trends in results over the last five years at the expected level and the higher level show a gradual increase in all subjects.

In comparison with national percentages, there are no significant differences between the performance of boys and girls at the expected outcome. Girls perform a little better than boys in the Foundation Phase indicator and in language development, literacy and communication. Boys are slightly better at outcome 6. In key stage 2, boys perform better than girls in all subjects at level 4 and in mathematics at level 5.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Survey (All Pupils)

Denotes the benchmark – this is the 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.	123	121 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	119	101 85%	18 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	122	110 90%	12 10%	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	119	115 97%	4 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	122	119 98%	3 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	118	104 88%	14 12%	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.	121	116 96%	5 4%	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.	122	117 96%	5 4%	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.	118	91 77%	27 23%	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.	121	116 96%	5 4%	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.	111	90 81%	21 19%	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	117	104 89%	13 11%	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 the 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.	74	59 80%	12 16%	2 3%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	74	61 82%	10 14%	1 1%	2 3%	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.	74	57 77%	17 23%	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.	74	45 61%	26 35%	2 3%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	74	40 54%	30 41%	0 0%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	74	51 69%	20 27%	2 3%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	56 76%	15 20%	0 0%	1 1%	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.	74	40 54%	30 41%	2 3%	1 1%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	74	43 58%	25 34%	2 3%	2 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	74	54 73%	20 27%	0 0%	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.	74	56 76%	15 20%	1 1%	1 1%	1	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'.	66	37 56%	17 26%	4 6%	2 3%	6	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.	74	41 55%	27 36%	3 4%	3 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	54 73%	16 22%	2 3%	2 3%	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.	74	39 53%	29 39%	4 5%	1 1%	1	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.	73	46 63%	21 29%	4 5%	0 0%	2	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.	63	29 46%	18 29%	2 3%	1 2%	13	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.	73	56 77%	15 21%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	72	55 76%	12 17%	4 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Glyn Roberts	Reporting Inspector
Margaret Davies	Team Inspector
Gwen Aubrey	Lay Inspector
Anita Tucknutt	Peer Inspector
Steffan Griffiths	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.