



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Llanstephan
Llanstephan
Carmarthenshire
SA33 5LN**

Date of inspection: October 2016

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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Publication date: 13/12/2016

Context

The school is situated in the village of Llanstephan and is maintained by Carmarthenshire local authority. It serves the village and the surrounding area. It provides education for pupils between four and eleven years old.

There are 32 pupils on roll in two mixed-age classes. Approximately 12% of pupils are eligible for free school meals, which is below the average for Wales.

Approximately 19% of pupils come from homes in which Welsh is the main language. A very few pupils are from ethnic minority backgrounds. The school identifies that approximately 28% of pupils have additional learning needs, which is above the national average. A very few pupils have a statement of special educational needs.

The school is part of an informal partnership with two other nearby schools, and they share the same headteacher. During the inspection, the school had two temporary teachers.

The school was last inspected in March 2010. The headteacher has been in post since September 2007.

The individual school budget per pupil for Ysgol Llanstephan in 2016-2017 is £4,569. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Llanstephan is in 15th place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils make appropriate progress in their learning
- most pupils in the Foundation Phase listen attentively and make appropriate progress in their oral skills
- most pupils in the Foundation Phase make good progress in their reading and writing skills
- most pupils' mathematical skills are robust
- nearly all pupils are well-behaved and have good attitudes towards learning
- there is a variety of good opportunities to develop pupils' knowledge and information of the Welsh dimension
- the school is a happy and caring community that places a very strong emphasis on developing pupils' wellbeing

However:

- a lack of vocabulary and awkward syntax limit the ability of pupils in key stage 2 to develop their ideas and discuss books through the medium of Welsh
- pupils in key stage 2 do not make enough progress in their ability to write at length in both languages
- attendance rates are lower than in similar schools
- teaching does not always challenge pupils
- teachers do not make good use of the findings of the assessment process

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear picture of the school's strengths and weaknesses
- staff work together closely as a team
- governors are very supportive of the school's work and are aware of their responsibilities
- the school gives appropriate attention to national and local priorities
- the school has suitable self-evaluation procedures
- a number of good strategic partnerships enrich and maintain pupils' educational experiences and wellbeing

However:

- the leadership's focus is not always robust enough on reviewing progress and

monitoring the effect of improvement procedures

- staff have begun to share responsibilities relatively recently
- the governors' role as critical friends is not embedded enough to enable them to hold the school to account in full
- leaders do not evaluate progress against the success indicators in the development plan meaningfully

Recommendations

- R1 Raise standards of speaking, reading and writing in Welsh and English in key stage 2
- R2 Improve the quality of teaching and the assessment procedures to ensure challenge for all pupils
- R3 Strengthen management and leadership procedures at all levels, including the governing body
- R4 Ensure that effective self-evaluation procedures lead to improvement
- R5 Raise attendance levels

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, most pupils' skills are at the expected level for their age. During their time at the school, many make appropriate progress in their learning.

In the Foundation Phase, most pupils listen attentively and make appropriate progress in their oral skills. By the end of the phase, many discuss their ideas clearly and enthusiastically using appropriate vocabulary. In key stage 2, many pupils concentrate well in lessons and show an interest in their work. A majority of pupils communicate appropriately in Welsh. However, a lack of vocabulary and awkward syntax limit pupils' ability to develop their ideas through the medium of Welsh.

Most pupils in the Foundation Phase make good progress in their reading skills. They enjoy discussing books and show a sound understanding of their reading materials. In key stage 2, many pupils read appropriately in Welsh and English, and discuss the content of the books fairly confidently. However, a lack of confidence and shortage of vocabulary limit pupils' ability to discuss their books. When researching a particular topic, a majority of pupils gather information from different texts successfully.

Many pupils in the Foundation Phase make good progress in their writing skills. By the end of the phase, many write independently. They use literacy skills effectively across the curriculum and punctuate their work regularly; for example, there are good examples of the story of Guy Fawkes and on the Chinese New Year. In key stage 2, many pupils develop their writing skills suitably in both languages. However, in general, they do not make enough progress in their ability to write at length across the other subjects in both languages. A lack of vocabulary and overuse of worksheets limit the ability of a majority of pupils to extend their written talents. On the whole, pupils do not present their work neatly, mainly because of the worksheets in their books.

In the Foundation Phase, most pupils have sound mathematical skills. By the end of the phase, many have a secure grasp of number facts and they use this information effectively to solve number problems in their activities. Many apply their understanding of standard and non-standard measurement units well, for example when measuring the capacity of different equipment. Most pupils gather, present and analyse simple information when creating a tally chart and drawing a simple bar graph, for example of different homes.

In key stage 2, most pupils have a useful understanding of numeracy strategies. By the end of the stage, many identify the steps that are needed to solve problems and develop appropriate strategies correctly, for example when calculating the cost of visiting a sports stadium. They gather and present information systematically and correctly in the form of tables and graphs when researching the cost of a crew to make a film of a Welsh story. Most pupils' mathematical skills are sound and they transfer them purposefully to other areas across the curriculum.

The majority of pupils develop their information and communication technology (ICT) skills appropriately across the curriculum. They use ICT packages to make suitable presentations of their work; for example, most pupils in the Foundation Phase are able to draw digital pictures to record tasks. Older pupils in key stage 2 are able to combine text, adapt the size of the font and add a digital photograph when writing about a refugee's visit. A majority of pupils use the internet safely and effectively to search for information. However, a very few pupils develop an understanding of how to handle or create spreadsheets. In general, pupils do not create or use databases to analyse data and follow specific lines of enquiry.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care as the small pupil numbers in year groups can affect the school's performance from one year to the next.

Over the last four years, in comparison with similar schools at the expected outcome, the performance of pupils in the Foundation Phase in literacy and mathematical development has been lower than the average, on the whole. At the higher outcome, performance has usually been higher than the average.

At the end of key stage 2, pupils' performance at the expected level and the higher level in Welsh, English, mathematics and science over the same period has varied and, in general, it is not as strong as the performance of similar schools in Welsh and mathematics.

There is no clear pattern of difference between the achievement of pupils who are eligible for free school meals and that of their peers. Pupils who receive support for additional learning needs make suitable progress. More able pupils do not always achieve as well as they could.

Wellbeing: Adequate

Nearly all pupils feel safe at school and confident to ask for support if they are worried. They respond politely to each other and adults. Their behaviour and attitudes towards learning are good. Many pupils work independently on their tasks in the classrooms.

Most pupils have a good understanding of the importance of eating healthily and keeping fit. They have a positive attitude towards exercise and they take part in various activities and sports to promote health and wellbeing; for example, pupils choose their favourite fruit and hold a fruit shop in the school every day.

Most pupils develop their social and life skills successfully through a range of activities in after-school clubs and in the community. Members of the school council contribute constructively to decisions about the school. All pupils have input each term into the themes that they learn. Pupils show clear pride in the contribution to different aspects of school life, such as organising activities to raise money for Macmillan and Comic Relief.

Most pupils arrive at school punctually. Attendance levels have placed the school in the bottom 25% over the last four years in comparison with similar schools.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of experiences that respond to the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers ensure that learning experiences build effectively on pupils' previous experiences. For example, in the Foundation Phase, plans show skills progression over a period of time, and this ensures that teachers are able to see at the end of a theme on which skills they will need to focus in the next theme.

Teachers give appropriate attention to the Literacy and Numeracy Framework in their schemes of work. The school has an ICT scheme of work that is developing well and is being embedded in the experiences that pupils receive. There is a range of effective support programmes for pupils who need additional support with their learning. However, at times, overuse of worksheets limits pupils' ability to extend their written skills.

A variety of good opportunities is provided to develop pupils' knowledge and understanding of the Welsh dimension. Visits by local artists and historians, such as the 'Lord Rhys' show by the 'In Character' company, reinforce pupils' knowledge of their area and their identity. There are extensive opportunities for pupils to visit important sites, such as Llanstephan Castle, which are linked with the area's history. As a result, pupils have a good understanding of their local area.

Provision for promoting pupils' understanding of sustainable development is successful. The eco committee's work reinforces this element effectively. Pupils have a good awareness of the importance of saving energy, reducing waste and recycling. There are suitable opportunities for pupils to learn about the wider world by collecting for different charities, such as the Save the Children fund and Christian Aid, and supporting the principles of fair trade.

Teaching: Adequate

Teachers plan interesting activities that engage most pupils' interest in their learning. Teachers have a good relationship with pupils. In a majority of sessions in which teaching is effective, there is skilful questioning to develop pupils' understanding, and teachers and assistants work well together to ensure that pupils achieve appropriate outcomes in their tasks. However, where teaching is less effective, tasks do not always challenge pupils successfully. At times, teachers use too many worksheets, which hinder pupils' extended writing in Welsh and English. In general, teachers do not always ensure that pupils present their work neatly.

The school has appropriate arrangements to assess and record pupils' progress. The school is developing an appropriate tracking system to gather and evaluate pupils' progress. However, teachers do not currently make the best use of the assessment findings to identify pupils' needs and set suitable targets for them. Where marking is at its best, teachers offer useful feedback to pupils to help them see how well they are doing and what they need to do to improve their work. At times, pupils are given opportunities to respond to teachers' comments. The provision is beginning to enable pupils to evaluate their own work and that of their peers.

Parents receive suitable information about their children's progress and achievement. End of year reports include useful comments and targets to show parents how to help their children to improve their work.

Care, support and guidance: Good

The school is a happy and caring community that places a strong emphasis on developing pupils' wellbeing. The school promotes and supports pupils' health and fitness successfully, and it has appropriate policies and procedures in place.

The school provides valuable learning experiences that promote pupils' spiritual, moral, social and cultural development effectively. Collective worship sessions and the curriculum offer beneficial experiences that contribute to this.

There are constructive links with external specialist services, such as the education service, the health service, social services and welfare officers to ensure appropriate support for pupils, staff and parents. For example, the school has received valuable training from the health department's speech therapist and also from the additional learning needs department, which has enabled staff to support specific pupils from day to day.

Teachers identify pupils with additional learning needs at an early stage and provide appropriate support; for example, the school uses data and assessments suitably to earmark pupils who need additional support. The school ensures that parents and pupils are included in the process of producing individual learning plans, and that reviews are held regularly. However, targets that are identified in the individual education plans are fairly broad at times.

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

Learning environment: Good

The school is a happy, caring and friendly community in which all children and parents are welcomed and supported. The school has suitable policies and procedures to reinforce pupils' understanding of equal rights. The school's rules are clear and have a positive effect on pupils' personal and social development. There are effective procedures to ensure that no pupil suffers because of disadvantage.

There are enough resources of a suitable quality to promote learning. Displays in the classrooms and on corridors are colourful and celebrate pupils' work and achievements successfully. The outdoor learning environment contributes well to developing pupils' social and physical skills. Pupils in the Foundation Phase make extensive use of these areas to play and learn; for example, they learn to care for other people, living creatures and the environment. The school building and grounds are safe and well-maintained.

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

Leadership: Adequate

The headteacher has a clear picture of the school's strengths and weaknesses. Her caring leadership is based on pupils' wellbeing and developing pupils to their full potential. Staff and governors share this vision. As a result of the changes and the period of instability in the staffing situation, the leadership has not had a robust enough focus recently on reviewing progress and monitoring the effect of improvement procedures. However, leaders have implemented strategies to raise standards. A good example of this is the way in which the school has introduced effective intervention programmes to raise vulnerable pupils' standards of reading in English.

All members of staff have up-to-date job descriptions that describe individuals' responsibilities specifically. Staff work together closely as a team and undertake their work very conscientiously. However, new members of staff have only just begun to share responsibilities. Staff meetings are held regularly and produce suitable actions to raise standards.

Governors are very supportive of the school's work, meet regularly and are aware of their responsibilities. Recent arrangements to create a standards sub-committee to monitor the quality of provision and teaching reinforce governors' knowledge of the school's daily life. A few governors visit the school to broaden their understanding of standards and the quality of provision, but their role as critical friends has not been embedded in full.

The school makes appropriate progress in terms of introducing initiatives that meet national and local priorities. These initiatives have a positive effect on most pupils' learning experiences, particularly in numeracy and standards of wellbeing. The school has also implemented the Welsh Language Charter to raise pupils' language standards. The principles of the Foundation Phase are firmly in place and the school gives due attention to activities relating to pupil deprivation.

Improving quality: Adequate

The school has suitable self-evaluation procedures that focus on raising standards. Leaders use a range of sources of direct evidence appropriately to gather relevant evidence and compile the views of pupils and parents. Current monitoring reports are not always evaluative enough and do not always focus clearly on areas for improvement.

The self-evaluation report presents a suitable picture of the school's performance, its strengths, in addition to some aspects for improvement. The report includes a suitable analysis of data, but it is too descriptive at times. As a result, the document does not always focus on measuring the effect of the school's work.

There is an appropriate link between the outcomes of the self-evaluation document and the priorities in the school development plan. The plan identifies a suitable number of priorities for improvement, and responsibilities for action are allocated

appropriately. However, because of the period of instability in the staffing situation, the school has not yet evaluated progress against the success indicators meaningfully.

There is evidence that purposeful planning has led to improvements, particularly in developing the Foundation Phase successfully and introducing the Literacy and Numeracy Framework.

Partnership working: Good

The school has a number of good strategic partnerships that enrich and maintain pupils' educational experiences and wellbeing.

The parents' association has raised significant amounts of money to improve learning facilities and add to the technological resources. Many parents share their expertise in different areas; for example, parents come to help regularly at the school and to support pupils in the Foundation Phase and key stage 2 with their reading skills. This has a positive effect on raising standards and extending pupils' skills.

There is a good partnership with the local community. Effective use is made of organisations, such as the history society, to broaden pupils' horizons. The close partnership with the church offers beneficial opportunities for pupils to expand their communication and social skills successfully, for example by taking part in harvest and Christmas services.

There is suitable planning with the nearby nursery school to ensure good support for new pupils. Transition arrangements with the local comprehensive schools ensure that pupils are confident when moving to the next stage in their education. There are close links with another local school, and joint lessons in literacy and numeracy have raised standards in key stage 2.

The school works well with local colleges to provide beneficial placements for students who are training to become teachers and assistants. Effective co-operation and planning between the school and another school in the area have a positive effect on raising standards of teaching and learning.

Resource management: Adequate

The school has enough teachers with appropriate qualifications to deliver the curriculum. The school makes good use of learning assistants for those pupils who need additional support. An adequate range of resources is used purposefully to support learning.

The school responds to the statutory requirement for teachers' planning, preparation and assessment time. As a result of the performance management process, staff receive purposeful training that responds to the school's priorities and their own personal needs. However, learning assistants are not currently a part of the process. The school is beginning to develop a network of professional practice to develop numeracy across the curriculum; however, it is too early to measure the effect on standards.

Despite the small number of pupils who are eligible for free school meals, the school makes suitable use of the Pupil Deprivation Grant to improve literacy outcomes and aspects of provision for pupils.

The headteacher and governors manage the buildings, resources and budget carefully. There is a suitable link between the school's expenditure and its plans.

Considering the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6692166 - YSGOL LLANSTEFFAN

Number of pupils on roll	34
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	8	5	5	4
Achieving the Foundation Phase indicator (FPI) (%)	87.5	80.0	80.0	75.0
Benchmark quartile	2	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	1	*	*	*
Achieving outcome 5+ (%)	0.0	*	*	*
Benchmark quartile	4	*	*	*
Achieving outcome 6+ (%)	0.0	*	*	*
Benchmark quartile	4	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	7	5	5	4
Achieving outcome 5+ (%)	100.0	80.0	80.0	75.0
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	57.1	40.0	40.0	25.0
Benchmark quartile	1	2	2	3
Mathematical development (MDT)				
Number of pupils in cohort	8	5	5	4
Achieving outcome 5+ (%)	87.5	80.0	100.0	75.0
Benchmark quartile	3	4	1	4
Achieving outcome 6+ (%)	37.5	40.0	20.0	50.0
Benchmark quartile	2	2	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	5	5	4
Achieving outcome 5+ (%)	87.5	80.0	100.0	75.0
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	37.5	60.0	80.0	75.0
Benchmark quartile	3	2	1	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6692166 - YSGOL LLANSTEFFAN

Number of pupils on roll	34
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	8	3	4	6
Achieving the core subject indicator (CSI) (%)	100.0	66.7	100.0	66.7
Benchmark quartile	1	4	1	4
English				
Number of pupils in cohort	8	3	4	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	50.0	66.7	100.0	0.0
Benchmark quartile	1	1	1	4
Welsh first language				
Number of pupils in cohort	8	3	4	6
Achieving level 4+ (%)	100.0	66.7	100.0	83.3
Benchmark quartile	1	4	1	4
Achieving level 5+ (%)	37.5	33.3	25.0	0.0
Benchmark quartile	2	2	3	4
Mathematics				
Number of pupils in cohort	8	3	4	6
Achieving level 4+ (%)	100.0	66.7	100.0	66.7
Benchmark quartile	1	4	1	4
Achieving level 5+ (%)	50.0	33.3	100.0	16.7
Benchmark quartile	1	3	1	4
Science				
Number of pupils in cohort	8	3	4	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	62.5	66.7	100.0	16.7
Benchmark quartile	1	1	1	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	20 100%	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.	20	20 100%	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	20	20 100%	0 0%	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.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	19 95%	1 5%	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.	20	20 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	20	20 100%	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.	20	20 100%	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.	20	20 100%	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.	20	20 100%	0 0%	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	20	20 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
David Kenneth Davies	Team Inspector
Deris Davies Williams	Lay Inspector
Alwyn Ward	Peer Inspector
Trefina Jones	Nominee

Copies of the report

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

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.