



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

**Sageston C.P. School
Sageston
Tenby
Pembrokeshire
SA70 8SH**

Date of inspection: January 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

Sageston Community Primary School is in the village of Sageston some five miles north-west of Tenby in Pembrokeshire. The school primarily serves the village and several other small villages in the immediate area.

There are 109 pupils on roll, including 15 pupils who attend the nursery part-time. There are four mixed age classes and a nursery class that meets in the mornings. English is the main language spoken in the home. A very few pupils speak Welsh at home. A very few pupils are looked after by the local authority.

The school has identified around 10% of pupils as having additional learning needs and a very few pupils have a statement of special educational needs. A very few pupils have been excluded over the past 12 months.

Around 10% of pupils are entitled to receive free school meals, a figure that is well below the county and national averages.

Since the last inspection in March 2008, there have been many changes to the teaching staff at the school. The headteacher has been in post since April 1991.

The individual school budget per pupil for Sageston C.P. School in 2013-2014 means that the budget is £3,989 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Sageston C.P. School is 23rd out of the 61 primary schools in Pembrokeshire 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:

- nearly all pupils achieve well in their learning during their time in the school;
- school performance in end of key stage assessments compares favourably with similar schools;
- the quality of teaching is good;
- the varied and interesting curriculum motivates and engages pupils well;
- there is effective support for pupils with additional learning needs; and
- pupils behave well, are courteous and have good attitudes towards learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has high expectations and offers strong leadership;
- all staff share the same vision and work as a cohesive team;
- there are well-established evaluation procedures which identify appropriate areas for improvement;
- recent initiatives are developing pupils' numeracy and literacy skills successfully; and
- close co-operation with the governing body, parents and other partners has a constructive influence on the school's work.

Recommendations

R1 Improve pupils' Welsh skills

R2 Improve attendance levels

R3 Develop planning to extend pupils' skills more consistently across all subjects

R4 Improve the outdoor learning area to develop pupils' learning in the Foundation Phase

R5 Develop pupils' skills in assessing their own learning and progress

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils start school with the range of skills normally expected for their age. Nearly all pupils achieve well and make good and often very good progress from their starting points.

Across the school, pupils' listening skills are good. They are attentive in class and most pupils can recall and apply previous learning appropriately. Nearly all pupils speak readily in different situations and use a good range of vocabulary when discussing their work. In upper key stage 2, many pupils pose pertinent questions and can justify their opinions with well-considered points of view.

In the Foundation Phase, nearly all pupils read with developing fluency and accuracy demonstrating a range of strategies to decode unfamiliar words. Most pupils are confident in discussing the characters and events in their books. In key stage 2, nearly all pupils read accurately and with good understanding. The most able pupils read with very good expression. They can talk about books they have enjoyed and engage in a discussion about the work of different authors. The less fluent readers develop their skills well and achieve their targets. Across the school, most pupils use their reading skills effectively to gather information from a range of sources.

In the Foundation Phase, pupils write independently for different purposes. Nearly all pupils show a good awareness of sentence construction and punctuation rules and apply them accurately in their own writing. In key stage 2, nearly all pupils write effectively in a variety of forms. They use their spelling and punctuation skills accurately overall. Most pupils use their writing skills confidently in their work in other subjects. The more able pupils write at length demonstrating a good understanding of a range of different styles. Pupils' presentation and handwriting skills are generally of a high standard.

In the Foundation Phase, most pupils can name, order and use number accurately in their activities. They have a good knowledge of the characteristics of shapes. They collect, record and interpret data effectively in their mathematics lessons and in their work in other subjects. In key stage 2, most pupils develop a firm understanding of number facts and processes. They use different forms of measurement and correct terms when discussing and recording their work. Most pupils can collect and represent data well in number tasks and in real life situations arising from their work in other subjects. Nearly all pupils are confident in using information and communication technology (ICT) skills to present their results, for example in the form of graphs.

Standards in Welsh are adequate. Across the school, pupils demonstrate good attitudes to learning the language. The majority of pupils understand and respond accurately to greetings and instructions during lessons, registration periods and collective worship. They are developing a basic vocabulary and knowledge of simple sentence patterns, which they use appropriately to answer questions and to record their tasks in lessons. Overall, pupils do not have enough grasp of language patterns or a range of vocabulary to communicate fully in different situations.

In 2012 and 2013, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in end of key stage assessments was above the average for the family of similar schools. Compared to similar schools in Wales in terms of the proportion of pupils who are entitled to free school meals, the results placed the school in the top 25% in all three assessed areas of learning.

Over a period of four years, the percentage of pupils at the end of key stage 2 who achieved the expected level (level 4) has been in the top 25% of similar schools consistently in mathematics and science. In English, outcomes have been in the upper 50% or top 25% of similar schools in most years.

In 2013, the percentage of pupils who attained the higher outcome (outcome 6) at the end of the Foundation Phase placed the school in the top 25% of similar schools in all assessed areas. At the end of key stage 2, the percentage of pupils who achieved the higher level (level 5) placed the school in the top 25% of similar schools in English, mathematics and science.

Wellbeing: Adequate

Pupils feel happy and safe in school. Nearly all pupils are aware of the importance of eating healthily and taking regular physical exercise.

Pupils' behaviour is very good both in the classroom and in the wider school environment. They are courteous to staff and relate well to other pupils. Nearly all pupils are highly motivated and keen to learn.

Across the school, pupils undertake appropriate responsibilities. Members of the school and class councils, the prefects and librarians understand their roles and fulfil their responsibilities effectively. The school council provides good opportunities for pupils to contribute to aspects of school provision, for example planning fund raising events in order to enhance playground provision.

Pupils acquire a good range of social and life skills which prepares them well for life outside school. The school is an integral part of the local community. As well as welcoming visitors to the school and contributing to local events, the pupils take part in a range of extra-curricular activities including concerts and sporting activities.

The school's attendance percentage has placed it in the bottom 25% of similar schools in three out of the last four years.

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

The school provides a good range of learning experiences to meet the needs of all pupils. The provision meets statutory requirements. The range of extra-curricular activities, including clubs and visits, extend and support pupils' learning well.

Teachers plan carefully and offer pupils relevant opportunities to develop their communication, numeracy and ICT skills in lessons. However, planning to extend

pupils' skills consistently across all subjects, including incorporating the requirements of the Literacy and Numeracy Framework, is at an early stage of development. In the Foundation Phase, there are too few opportunities for pupils to develop their skills in outdoor learning areas.

There are appropriate opportunities for pupils to use their skills to work more independently in aspects of their work, for example when participating in enterprise fairs and media animation activities, but this is not a consistent feature of provision.

The provision to develop pupils' Welsh language skills succeeds in engaging pupils' interest and in fostering positive attitudes. Staff make appropriate use of incidental Welsh throughout the school day. Whole school planning, however, lacks sufficient structure to promote pupils' skills consistently. The strong links with the local community and visits to places of historical, religious and geographical interest extend pupils' knowledge of their locality, and the history and culture of Wales.

There is good provision for pupils to understand and take responsibility for their environment. This includes the focus on education for sustainable development and global citizenship in aspects of work across the curriculum, specific projects and through links with other countries.

Teaching: Good

Teachers have high expectations of all pupils. They have good subject knowledge and plan lessons effectively with clear learning objectives. Across the school, teachers use a range of teaching approaches and suitable resources, which ensures that most pupils are interested and well motivated.

In most lessons, there is effective use of pair and group activities in matching tasks to pupils' current learning needs. In upper key stage 2, there are excellent features in the quality of teacher-pupil interaction, which enables all pupils to gain confidence and engage successfully in their learning. Across the school, support staff make an important contribution to pupils' learning by guiding and supporting a range of activities.

There are appropriate assessment procedures in place, including a system for tracking pupils' progress throughout the school. There is effective use of the data produced to monitor pupils' progress and to select suitable support programmes.

Across the school, teachers are introducing appropriate strategies to develop pupils' skills in assessing their own learning and progress. In most classes, however, this work is at an early stage of development. The opportunities for pupils to set and discuss their targets assist them in identifying the next steps in their learning. Teachers mark pupils' work regularly and offer supportive comments. However, written comments do not always identify clearly enough what pupils need to do to improve the quality of their work.

Reports to parents are clear and informative. Most parents feel well informed about their child's progress, wellbeing and development.

Care, support and guidance: Good

The school is a well-ordered community with clearly established rules and procedures. It liaises effectively with external agencies, such as pupil support and education welfare officers, to acquire additional information and guidance when needed. There is good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise. The school has appropriate arrangements for promoting healthy eating and drinking.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. The emphasis on good values and respect for others is a prominent feature in the classroom, collective worship and the school's personal and social education programme. There is consistent attention to developing pupils' understanding of appropriate behaviour through a range of activities, including a rewards system.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The headteacher and governing body have put suitable arrangements in place, which are improving attendance levels.

There is good provision to identify, support and monitor pupils with additional learning needs. Appropriate individual education plans are prepared and reviewed in consultation with pupils, their parents or carers, and support staff. There is effective use of a range of support programmes which improve pupils' learning and enables them to achieve their targets. The school makes good use of specialist services to provide for pupils' specific needs.

Learning environment: Good

The school has a strong ethos of inclusion. Staff actively promote equal opportunities and access for pupils to all areas of the curriculum and extra-curricular provision. They consider and appreciate pupils' various backgrounds and respond effectively in line with this information.

The accommodation is spacious and offers staff and pupils a range of facilities. There is regular attention to maintaining the building to a good standard. The displays of pupils' work and achievements contribute to creating an attractive learning environment. There is purposeful use of an appropriate range of resources to support learning. However, a few items of equipment and furniture are old and worn.

The outdoor areas are extensive, but are insufficiently developed and resourced as effective learning areas for pupils in the Foundation Phase.

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

The headteacher provides strong and purposeful leadership. She has a clear vision for the school and places a strong emphasis on high standards and the inclusion of all pupils. The governing body, staff and parents share these core aims.

The new senior management structure with redefined roles and responsibilities is developing appropriately. Regular staff and management team meetings discuss school improvement and promote collective decision-making. There is a strong sense of teamwork across the school. All teaching and support staff have suitable job descriptions and carry out their roles well.

The governing body is supportive of the school and fulfils its statutory obligations. Members are knowledgeable about the school's strengths and areas for development and actively help shape its self-evaluation and strategic direction by acting as critical friends. By considering relevant data and holding discussions with the headteacher, they have a secure understanding of how the school is performing in comparison with similar schools.

The school takes appropriate account of national and local priorities and works well to address both these and the individual needs of pupils. Teachers are starting to take account of the Literacy and Numeracy Framework in aspects of their planning, and the school's intervention programmes provide good support for specific groups of pupils to improve their literacy skills.

Improving quality: Good

The headteacher has a clear understanding of the school's main strengths and the areas for improvement. The procedures to evaluate provision and standards, including a programme of lesson observations and monitoring of pupils' work, is effective in securing improvements in aspects such as developing pupils' language skills.

There are appropriate arrangements to gather the views of parents, staff and governors. The increase in the number of parents' consultation evenings is an example of the school responding to parents' views.

There are clear links between self-evaluation and planning for improvement. The rigorous analysis of school data contributes constructively to setting targets and improving standards. Members of the new management team have observed planning and practice in all classes. The suggestions for the way forward identify pertinent opportunities for improvement.

The school development plan includes relevant areas for attention with appropriate targets, timescales, success criteria and costings. It is a working document and provides a relevant agenda for taking the school forward. The school is making good progress in addressing targets in relation to aspects such as literacy, numeracy and attendance levels, but progress is more uneven in developing pupils' Welsh skills and improving the outdoor learning areas.

Partnership working: Good

The school works effectively with its partners in supporting pupils' learning and wellbeing.

There are very strong links with parents and the community and the school benefits from the financial contributions and the commitment to improve resources. The productive links with a range of local businesses, groups and individuals place the school at the heart of the community. A number of local employers help pupils with projects, such as the business club and a recent enterprise initiative.

Through setting up a mother and toddler group and a playgroup within the school staff ensure that pupils have a smooth transition when they start school. Nursery staff work closely and effectively with these groups. Good arrangements with the partner secondary school enable pupils to transfer smoothly to their next stage of learning. These links support the specific needs of individual pupils well through the sharing of staff expertise and learning facilities.

There are close links with the local family of schools. Staff collaborate on training initiatives and work together appropriately to moderate pupils' work to ensure the accuracy of assessments.

The school works collaboratively with the local authority and support services to plan improvements. The school benefits from good links with a college in Germany in developing aspects of its curriculum.

Resource management: Good

The school has enough staff who have appropriate experience and expertise to carry out their roles and responsibilities well. It uses the expertise of specialist staff, such as peripatetic music teachers, effectively. There is constructive use of support staff and volunteers to support the learning and wellbeing of pupils.

There are appropriate performance management arrangements in place. Members of both teaching and support staff participate in a good range of in-service training clearly linked to the targets identified in the school development plan or to personal targets from their performance management. This has an appropriate impact on the quality of teaching and learning. The school meets the requirements of the national workload agreement.

There is a good working relationship with local schools. Staff co-operate closely to share good practice and raise standards. Their involvement in professional learning communities is contributing to extending aspects of provision, for example in literacy and numeracy activities.

Overall, the school makes appropriate use of its accommodation and resources to support the learning.

The school organises its budget with care and its surplus is in line with that permitted by the local authority. School spending decisions link well with the priorities for improvement. The good use of grants, and the contribution of parents and the community add considerably to finances and enrich the range of resources.

The quality of provision and the standards reached by pupils demonstrate that the school provides good value for money.

Appendix 1

Commentary on performance data

Pupil cohorts in some years are very small. This factor together with the percentage of pupils who have additional learning needs can have a significant effect on the school's performance from one year to the next.

In 2012 and 2013, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills, mathematical development, and personal and social development was above the average for the family of similar schools and the national average. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the results placed the school in the top 25% in all assessed areas of learning.

The percentage of pupils who attained the higher outcome (outcome 6) placed the school in the top 25% of similar schools in all assessed areas of learning.

Over a period of four years, the percentage of pupils at the end of key stage 2 who achieved the expected level (level 4) in mathematics and science has been consistently above the family of schools' averages and the national averages. In English, it has been above the family and national averages in three years out of four. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, pupil outcomes have placed the school in the top 25% in mathematics and science consistently. In English, pupil outcomes have been in the upper 50% or top 25% in most years. The 2013 assessment outcomes placed the school in the top 25% of similar schools in all the assessed subjects.

Over the last four years, the percentage of pupils who achieved the higher level (level 5) in mathematics and science was above the family and national averages consistently. In the 2013 end of key stage assessments, there was an upward trend in English placing the school in the top 25% of similar schools in all three subjects.

Because of the variations in the percentage of boys and girls in year groups, and the percentage of pupils with additional learning needs, it is not possible to determine a consistent pattern in the difference between boys' and girls' results.

Pupils who have additional learning needs make good progress and achieve their targets. Pupils entitled to free school meals achieve well overall.

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.	51	48 94%	3 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	51	51 100%	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.	51	51 100%	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	51	50 98%	1 2%	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.	51	51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	50 98%	1 2%	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.	51	51 100%	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.	51	51 100%	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.	51	50 98%	1 2%	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.	51	51 100%	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.	51	40 78%	11 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	51	48 94%	3 6%	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.	26	15 58%	10 38%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	14 54%	11 42%	1 4%	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.	26	15 58%	10 38%	1 4%	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.	26	12 46%	13 50%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	25	8 32%	14 56%	1 4%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	13 50%	9 35%	3 12%	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.	26	13 50%	12 46%	1 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	8 32%	11 44%	4 16%	1 4%	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.	25	13 52%	8 32%	1 4%	1 4%	2	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.	26	9 35%	15 58%	2 8%	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.	26	13 50%	11 42%	1 4%	0 0%	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'.	24	8 33%	13 54%	1 4%	0 0%	2	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.	25	8 32%	14 56%	2 8%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	12 46%	13 50%	1 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	9 35%	14 54%	2 8%	0 0%	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.	26	13 50%	12 46%	0 0%	0 0%	1	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.	21	6 29%	11 52%	0 0%	0 0%	4	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.	26	14 54%	9 35%	2 8%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	26	13 50%	8 31%	2 8%	1 4%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Miss Dorothy Evelyn Morris	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Matthew Evans	Lay Inspector
Alison Dacey	Peer Inspector

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.