



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

A report on

**Ysgol Gynradd Gymraeg Tan-y-lan
Tan-y-lan Terrace
Morrison
Swansea
SA6 7DU**

Date of inspection: October 2015

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: 15/12/2015

Context

Ysgol Gynradd Gymraeg Tan-y-lan was established by Swansea local authority in 2011, in response to the increasing demand for Welsh-medium education in the city. The school is situated in Morriston on the outskirts of the city of Swansea.

At present, there are 137 pupils aged between 3 and 9 years on roll. They are arranged into five classes, including 30 pupils in the part-time nursery class and one mixed-age class in key stage 2. There are no pupils in Years 5 and 6. The school provides Welsh-medium education. About 10% of pupils come from Welsh-speaking homes. A very few pupils come from ethnic minority backgrounds.

About 20% of pupils are eligible for free school meals, a figure that is lower than the average for Wales. About 20% of pupils have additional learning needs (ALN). A very few pupils are looked after by the local authority.

The individual school budget for Ysgol Gynradd Gymraeg Tan-y-lan in 2015-2016 is £3,589 per pupil. The maximum per pupil in primary schools in the County of Swansea is £5,006 and the minimum is £2,556. Ysgol Gynradd Gymraeg is in 19th place of the 79 primary schools in the County of Swansea in terms of the school budget per pupil.

The headteacher has been in post since September 2011 when the school opened. This is the school's first inspection.

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 make good progress in their learning during their time there
- Nearly all pupils feel completely safe and know that they can turn to any member of staff for advice and support
- It provides a wide range of comprehensive and interesting experiences
- Teachers have good subject knowledge and they use beneficial resources to support teaching and learning
- It organises effectively and contributes well to its pupils' wellbeing
- It has robust arrangements for pupils who have additional learning needs
- It has a welcoming and warm ethos
- It is an inclusive and caring community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has included all stakeholders in creating a clear and agreed vision for the school
- Governors support the school well
- It has thorough self-evaluation procedures that are based on information from a wide range of direct evidence
- There are strong partnerships with parents and carers and almost all of them appreciate the open-door policy
- It is staffed effectively and good use is made of the expertise of individuals to enrich the teaching and learning
- It provides good value for money

Recommendations

R1 Improve pupils' understanding of what they read

R2 Improve attendance

R3 Improve opportunities for pupils to use their extended writing skills more regularly

R4 Ensure that teaching promotes pupils' independent learning

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

Standards: Good

Many pupils' basic skills on entry to the school are much lower than expected. However, almost all pupils make good progress in their learning during their time at the school.

By the end of the Foundation Phase, most of them make good progress in all areas of learning, especially in their use of language, literacy and communication skills in Welsh. In lessons, most pupils work productively and make good progress.

Most pupils' oral skills develop well in the Foundation Phase and in key stage 2. They listen attentively and respond eagerly. They speak increasingly correctly about their work, and most of them use Welsh increasingly naturally when conversing together. Many pupils in key stage 2 apply their oracy skills in English successfully in their work across the curriculum.

On the whole, pupils' reading skills are developing appropriately across the school. In the Foundation Phase, most make good progress in their initial reading skills. By the end of the phase, they use appropriate strategies to confirm meaning and show a suitable understanding of the main points. More able pupils colour expression well. In key stage 2, the majority of pupils read appropriately for their age and ability in both languages. More able pupils read confidently and use appropriate expression. However, only a minority of pupils are able to discuss various texts and answer questions effectively about the books they read.

A majority of pupils in the Foundation Phase show continuous development in terms of early writing skills in Welsh. They also make effective initial progress in their ability to write independently. For example, they write simple scientific vocabulary to describe the properties of materials. They use vocabulary and phrases increasingly accurately. They vary sentences and use commas confidently when writing in various forms. In key stage 2, most pupils make appropriate progress in their ability to write for an increasing range of purposes in both languages according to their ability. Pupils have a purposeful awareness of different forms of writing; for example, they create a script of the legend of Pwyll and Rhiannon effectively. However, their ability to write creatively and at length has not developed fully. The standard of handwriting and presentation of written work on the whole is neat across the school.

Pupils' skills are developing effectively across the school. Most pupils use their thinking skills and investigative skills well in their work across the subjects.

In the Foundation Phase, pupils develop their numeracy skills well. They are able to count confidently, and identify the time and 3D shapes successfully. By key stage 2, more able pupils have a clear understanding of numeracy strategies and use these strategies effectively across the curriculum. For example, following a visit to the

supermarket, they solve money problems confidently. They are skilful in estimating, and reason their answers appropriately, using mathematical vocabulary increasingly correctly. Most pupils transfer skills more regularly in other areas across the curriculum, for example calculating how much water is needed for one family to fetch from the well in Africa.

As the school is comparatively new, performance data for only two years is available, and it is for the end of the Foundation Phase. Because the size of cohorts is small for the two years, it is not possible to reach a meaningful judgement on the basis of this data. The school's internal tracking records show that almost all pupils are making the expected progress, or better than expected.

Compared with similar schools, over two years, the school's performance at the expected outcomes has varied, moving it between between the top 25% and the lower 50% in literacy and mathematical development.

During the same period, the proportion of pupils who achieved at the higher outcome in literacy has varied, moving the school between the upper 50% and the top 25%. In mathematical development, performance has declined, moving the school from the upper 50% to the bottom 25%.

Pupils who have additional learning needs make good progress in relation to targets in their individual education plans. There is no obvious difference between the performance of boys and girls at either the expected level or the higher level than expected over time. The performance of pupils who are eligible for free school meals compares favourably with that of their peers.

Wellbeing: Adequate

Nearly all pupils feel safe at the school and know that they can turn to any member of staff for advice and support. They are aware of the importance of eating healthily and undertaking physical exercise during lessons and in the after-school club.

Most pupils co-operate effectively together in their lessons and activities and standards of behaviour or good on the whole. They persevere to complete their tasks with increasing independence. Most pupils contribute effectively towards aspects of the theme and are beginning to respond to teachers' comments successfully. They develop their skills to improve their own work appropriately. Many pupils develop their role effectively as playground pals and encourage others to speak Welsh in informal situations.

Members of the school council are beginning to develop their role appropriately. To date, they have created and implemented the playground rules and ordered sports equipment to facilitate play times. Older pupils have arranged a whole-school activity to raise money for a water purifying charity in Africa. This has a positive effect on developing pupils' life skills. Many pupils are beginning to take part in local events that expand their knowledge and their contribution to the local community.

Although they are beginning to improve, in comparison with those of similar schools, the school's attendance rates have been lower than the average over the last two years. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of comprehensive and interesting experiences that meet the requirements of the National Curriculum and religious education effectively. Provision for the Foundation Phase has been embedded successfully for most pupils. However, provision for older pupils in the Foundation Phase does not ensure regular opportunities for pupils to develop their independent learning skills effectively enough.

Teachers plan up-to-date themes and ensure effective progression from previous learning. There are regular and appropriate opportunities to develop pupils' key skills and they embody the requirements of the Literacy and Numeracy Framework effectively. Although planning is thorough on the whole, it does not always ensure a balance of subjects. Extra-curricular activities and educational visits, for example to a local nature reserve, support themes well and extend pupils' social and communication skills effectively.

The Welsh language is promoted well. Teachers feed a rich language model to pupils consistently in lessons and provide sufficient opportunities for them to practise new language patterns. The school ensures that there is a suitable emphasis on the Cwricwlwm Cymreig in schemes of work.

Through the medium of classroom themes, for example investigating the effect of establishing a well in Africa and charitable activities, there are appropriate opportunities to develop pupils' understanding of global citizenship. The whole school is beginning to behave sustainably by recycling.

Teaching: Good

Teaching is fairly robust across the school. All of the teachers establish positive working relationships with pupils and they use support staff effectively to support specific individuals. They have good subject knowledge and use resources effectively to support teaching and learning. At the beginning of lessons, they share lesson objectives clearly with pupils and review them effectively at the end. Presentations are lively and they question purposefully in order to develop good thinking skills and improve their participation and progress in lessons.

In a few classes, where teaching is less effective, teachers tend to lead pupils excessively. This limits opportunities for them to develop their own independent learning skills and take responsibility for their own learning. Teachers do not always manage behaviour effectively enough.

The school's assessment processes are effective. Staff have a sound knowledge of pupils' attainment. That knowledge is used to plan in detail to develop the individual,

and teachers use various strategies in order to target skills that need to be improved. Teachers' response to pupils' work is regular and constructive, and pupils have an appropriate opportunity to respond. This, along with other assessment for learning techniques, enables pupils to understand their own learning, and what they need to do to improve.

All parents receive regular information about their child's progress and purposeful targets are set jointly with pupils regularly.

Care, support and guidance: Good

The school is safe and caring community. It has been organised effectively and staff contribute effectively to developing pupils' wellbeing. Appropriate arrangements are made for promoting eating and drinking healthily.

Through the medium of charitable activities, assembles and visits, the school ensures pupils' spiritual, moral and social development well. Cultural activities such as concerts, and more recently, taking part in the Urdd eisteddfod, enrich pupils' experiences effectively. Collective worship sessions reinforce values well and the morning opportunities to have a 'sgwrs sydyn' (quick chat) contribute effectively to pupils' wellbeing.

The school co-operates closely with external agencies and local authority specialists to ensure support in areas such as health, confidence, behaviour and achievement.

The school has robust arrangements for pupils who have additional learning needs. The school identifies these pupils at an early stage and ensures effective support for them. Teachers and pupils co-operate on individual education plans regularly. The plans are reviewed regularly in consultation with parents. Assistants contribute effectively to enriching pupils' learning experiences and general wellbeing. Teachers know pupils well and evaluate any progress regularly.

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

Learning environment: Good

The school's ethos is welcoming and warm. The community is inclusive and caring, in which pupils feel happy and safe and they co-operate very effectively with each other and with adults.

Obvious emphasis is placed on ensuring equal opportunities and full access to the curriculum for all pupils. Respect for racial diversity and equality is promoted through varied work.

There are good quality resources in all classrooms and staff use these effectively to improve pupils' learning. Displays in the classrooms, and across the school, support learning and show an appropriate variety of pupils' work and the school's wider activities effectively.

The site and building present a variety of challenges structurally and physically. They are kept in good condition and to a safe and robust standard. The outdoor areas include a range of purposeful equipment to develop pupils' social and physical skills. Younger pupils in the Foundation Phase make extensive use of these areas for play and learning. However, limited use is made of the outdoor area to promote the learning of the remainder of the school's pupils.

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

In establishing the school from the beginning, the headteacher has included all the stakeholders to create a clear, agreed vision and established strong foundations to enable it to attain its full growth in a few years. She works effectively with the deputy headteacher, who also provides the school with clear leadership. An obvious feature of the school is the successful team work. This has all created a strong and inclusive ethos in which all pupils are valued as individuals.

Performance management processes set realistic targets for staff members, which are linked to the school's priorities. Staff focus appropriately on self-evaluation aspects and focus appropriately on those issues that have been identified as being necessary in order to improve the school. Leaders use staff meetings as an effective medium to discuss planning and pupils' progress regularly. All this contributes effectively to raising standards in the classroom and to identifying pupils' needs.

The school responds successfully to a number of local and national priorities. The use of the Literacy and Numeracy Framework for mapping skills across the curriculum has been interwoven purposefully across the themes. The school has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils.

Governors support the school well. By receiving the headteacher's reports and conducting regular visits to evaluate provision, they have a sound understanding of the effectiveness of activities on pupils' standards and wellbeing. This has led recently to developing the pupil's voice by establishing the school council and expanding pupils' awareness of children's rights.

Improving quality: Good

The school has thorough self-evaluation procedures that are based on a wide range of direct evidence. These include analysing performance data, thorough monitoring evaluations to evaluate standards and the quality of teaching and learning. They also consider parents' and governors' opinions regularly, and termly reviews by external educational agencies. The self-evaluation report summarises the school's strengths accurately and identifies areas that need to be developed.

Arrangements to monitor standards, provision and leadership within the school provide clear knowledge of strengths and areas that need to be improved. The outcomes of the self-evaluation procedure are used effectively to develop priorities for the improvement plan, with a clear focus on raising standards.

There is a clear link between the areas to be developed that were identified in the self-evaluation report and priorities in the school development plan. The school development plan identifies clearly what is needed to be improved. Actions are identified, along with relevant funding and a start and finish timetable. The school has made good progress against the priorities that were identified in the previous year, for example improving standards of writing and developing assessment for learning strategies.

Partnership working: Good

There are strong partnerships with parents and carers and nearly all of them appreciate the school's open door policy. Parents' views are collected regularly, and through responding to questionnaires, the school holds sessions to inform them about curricular matters, the 'Hwyl Teulu' (Family Fun) club and after-school activity clubs. The parents' association is active and contributes financially every year to providing resources, for example to expand pupils' social experiences in the playground.

Beneficial partnerships are strengthening with the local community and all the pupils take part in a Christmas concert in the local chapel, which boosts their communication skills effectively. There are also constructive links with the local garden centre. Pupils benefit greatly from visits away from the school site such as the technological centre in Cardiff. The school is beginning to welcome visitors to speak about their work, for example a poet to speak about writing poetry.

The close relationship that exists with the Flying Start provision that was established by the school helps the youngest children to settle in quickly. This partnership has a positive effect on pupils' standards and wellbeing.

Preparations to transfer pupils to the nearby Welsh-medium comprehensive school in two years' time have already begun. The school co-operates well within the cluster of local schools to share teaching methods such as for literacy and numeracy. Activities to ensure consistency within standardising and moderating teachers' assessments also contribute effectively to teachers' understanding of levelling work and to improving provision and pupils' outcomes.

Resource management: Good

The school is staffed appropriately and good use is made of the expertise of individuals to enrich teaching and learning. The contribution and support of classroom assistants is effective in the school. They provide valuable support for teachers and have a positive influence on raising pupils' standards of work and attainment. The school has suitable procedures to manage staff's performance and professional development. It also responds fully to statutory requirements for reducing teachers' workload. Teachers make effective use of their non-contact time for planning, preparation and assessing pupils' progress. These arrangements help the school to fulfil its objectives and priorities effectively.

The school is developing as a purposeful learning community. There are a few networks that provide appropriate opportunities for teachers to co-operate with other teachers in the cluster. These have a positive effect on wellbeing and on improving pupils' language and numeracy skills.

In order to respond effectively to the school's developing situation, the headteacher and governors make careful decisions about making the best use of funding and resources that are available to them. Expenditure for running the school reflects the priorities in the school development plan well. The school's surplus enables them to make appropriate arrangements to meet and develop the school further next year. The school makes good use of the Pupil Deprivation Grant to improve provision further for developing the literacy and numeracy skills of pupils who are eligible for free school meals.

Considering pupils' standards, the school provides good value for money.

Appendix 1: Commentary on performance data

There are many very small cohorts in many of the years of performance data in the Foundation Phase and key stage 2 for this school. In such a case, we do not include a performance data table.

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 a 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.	24	23 96%	1 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	24	20 83%	4 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	23 96%	1 4%	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	24	24 100%	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.	24	23 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	24	23 96%	1 4%	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.	24	24 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	24	23 96%	1 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.	24	22 92%	2 8%	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.	23	16 70%	7 30%	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.	22	17 77%	5 23%	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	24	22 92%	2 8%	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 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.	43	23 53%	16 37%	4 9%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	43	30 70%	13 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	42	29 69%	13 31%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	43	26 60%	14 33%	3 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	40	13 32%	24 60%	3 8%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	42	27 64%	15 36%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	31 74%	11 26%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	20 49%	17 41%	4 10%	0 0%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	39	21 54%	14 36%	2 5%	2 5%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	41	19 46%	19 46%	3 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	43	20 47%	17 40%	4 9%	2 5%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	39	23 59%	12 31%	4 10%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	43	19 44%	17 40%	6 14%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	42	22 52%	12 29%	5 12%	3 7%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	37	17 46%	9 24%	8 22%	3 8%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	39	21 54%	18 46%	0 0%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	11 41%	13 48%	0 0%	3 11%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	42	14 33%	18 43%	7 17%	3 7%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	42	17 40%	18 43%	6 14%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Glyn Griffiths	Team inspector
Deris Williams	Lay inspector
Rayanne Rogers	Peer inspector
Catrin Pugh 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.