



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

**Talycopa Primary School
Heol Hafdy
Llansamlet
Swansea
SA7 9RZ**

Date of inspection: December 2013

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

Talcopa Primary School serves the community of Llansamlet on the outskirts of Swansea. A majority of pupils travel from outside the traditional catchment area to attend the school.

The school currently has 215 pupils from the ages of three to 11, including 25 part-time nursery children. Pupils are taught in eight single-age classes and one mixed-age class.

Approximately 14% of pupils are eligible to receive free school meals and around 18% have additional learning needs. Both of these figures are below the national and local averages. A very few pupils have a statement of special educational needs, come from an ethnic minority background or are looked after by the local authority. A few speak English as an additional language. No pupils use Welsh as a first language.

The school was last inspected in November 2007. The current headteacher was appointed in January 2012.

The individual school budget per pupil for Talcopa Primary School in 2013-2014 is £3,289. The maximum per pupil in primary schools in Swansea is £15,824 and the minimum is £2,673. Talcopa Primary School is in 52nd place of the 80 primary schools in Swansea in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- pupil attainment at the end of key stage 2 at the expected level places the school in the upper 50% of similar schools in all three core subjects;
- standards in literacy, numeracy and Welsh second language are good;
- nearly all pupils, including the less and more able, make good progress through the school;
- pupils' behaviour and attitudes to learning are good; and
- the quality of teaching is consistently good with a few excellent features.

Prospects for improvement

Prospects for improvement are good because:

- the school has rigorous monitoring systems and procedures to evaluate the performance of the school;
- the school's management is effective and is having a significant impact on raising standards and the quality of provision;
- the headteacher has high expectations and a clear vision for the future and is well supported by the deputy headteacher and senior leadership team;
- all staff share a common purpose and work together well; and
- the school works with a range of partners very effectively, which impacts positively on strategic planning.

Recommendations

- R1 Improve attendance rates
- R2 Develop the provision and use of the outdoor learning environment in the Foundation Phase
- R3 Strengthen the role of the governing body, especially in relation to monitoring the school's outcomes and provision
- R4 Address the health and safety issues raised with the governing body during the inspection

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

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

Many pupils across the school speak confidently and listen well to each other and teachers. In the Foundation Phase, most use a suitable range of vocabulary when communicating their ideas or responding to questions. In Year 2, for example, they think of a range of suitable adjectives to describe animals. In key stage 2 pupils regularly engage in purposeful group discussions, for example about 'The Blitz' and issues related to World War Two.

Pupils make good progress in reading. By the end of the Foundation Phase, many pupils read with enjoyment and increasing fluency, accuracy and understanding. Most have a good knowledge of letter sounds and use a range of strategies to work out unfamiliar words confidently. In key stage 2, most pupils read a suitable range of fiction and non-fiction books. They discuss books and authors and their likes or dislikes and have a good understanding of characters and storylines. Older pupils are able to skim a passage to gain its meaning and gather information and the more able can recognise inference and bias in a text. Many apply their reading skills well in different subjects and can locate and use reference books effectively.

Nearly all pupils' writing skills develop well throughout the school. Most make good progress with their early writing and mark-making. By the end of the Foundation Phase, many write successfully to describe events, simple accounts and stories using appropriate punctuation. Most pupils in key stage 2 write independently, confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Most write well across the curriculum, for example in history and geography. However, presentation is inconsistent and often does not reflect the good quality of the content.

Nearly all pupils make good progress in numeracy. By the end of the Foundation Phase, they can read and write numbers to 100 and compare and order two-digit numbers. They can sort and match objects and start to use standard units of measurement. They gather and record data in various ways in different contexts.

By the end of key stage 2, most pupils can recall multiplication tables mentally and use different methods of multiplication to reach correct answers. Nearly all tackle simple problems confidently and can add and subtract two-digit numbers using alternative strategies. The more able work confidently with decimals, fractions and percentages, as well as with negative numbers and metric and imperial measures. Nearly all pupils know the language and properties of common two and three dimensional shapes and are familiar with the language of circles. There is evidence of pupils applying their mathematical skills effectively to real life situations, for example when calculating profit and loss and comparing prices.

Standards in Welsh second language are good. Most pupils have very positive attitudes to Welsh and are eager to use the language they have learnt in the

classroom. They make appropriate progress as they move through the school and many older ones write well for their age and ability, using a good range of simple Welsh sentence patterns for different purposes. However, their ability to use Welsh outside these lessons is less well developed.

At the end of the Foundation Phase in 2013 at the expected outcome 5, pupil performance placed the school in the bottom 25% of similar schools for language, literacy and communication skills and in the upper 50% for mathematical development. At the higher outcome 6, attainment of more able pupils placed it in the lower 50% in both subjects. These results at both levels were below those of the previous year.

At the end of key stage 2 in 2013 at the expected level 4, pupil performance placed the school in the upper 50% of similar schools in all three core subjects. These results were above those of the previous four years, when the school had been almost entirely in the lower 50% or bottom 25%. At the higher level 5, attainment of more able pupils placed the school in the lower 50% in English and mathematics, which was similar to most previous years. However, it was in the upper 50% in science, which was an improvement.

Nearly all pupils make good progress through the school. However, boys in the Foundation Phase and at the higher level in key stage 2 do comparatively less well than girls in relation to language. Pupils entitled to free school meals in key stage 2 also do comparatively less well than other pupils. Inspection evidence indicates that more able pupils overall are now making good progress, especially in key stage 2.

Wellbeing: Adequate

Most pupils have a good understanding of the importance of eating healthily and keeping fit. They have a positive attitude to physical exercise.

All pupils feel safe at school and confidently seek help if they are worried. They respond politely to each other and adults. Their behaviour and attitudes to learning are good.

Most pupils recall previous learning well and use information effectively to acquire new knowledge and skills. They work well as individuals, in pairs and in groups. In the Foundation Phase, they make decisions that have a positive effect on their learning. In key stage 2, they use their thinking skills purposefully to develop as independent learners.

Although attendance levels have improved recently, they have been in the lower 50% or bottom 25% in previous years in comparison with those of similar schools. However, persistent absenteeism and unauthorised absences are declining significantly. Most pupils arrive at school punctually.

Most pupils develop effective social and life skills through a range of activities in lessons, in after-school clubs and in the community.

Pupils have regular opportunities, for example as 'Rights Ambassadors', to express their views and to make decisions about school life. The school council is well established. Members have a good understanding of their different roles and contribute effectively to school improvement initiatives, such as healthy eating and keeping fit.

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

The school provides a broad and balanced curriculum that complies with statutory requirements. Through relevant topics, it offers a range of experiences that contribute effectively to pupils' achievement by building progressively and systematically on their previous learning. Teaching time is appropriate, but the school only recently altered its timetable in key stage 2 to ensure that it provides the recommended hours.

Teachers plan suitably challenging activities for pupils that take into account expected outcomes and skills. They integrate provision for literacy and numeracy well into their planning and enable pupils to develop their skills appropriately across the curriculum. However, teachers in the Foundation Phase tend to over-rely on worksheets and do not plan effectively for the use of the outside environment to promote independent learning.

Individuals and groups of pupils with specific needs, including the more and less able, receive relevant intervention programmes, for example in literacy. Together with the whole-school emphasis on developing reading and writing skills, these programmes are having a positive impact on the standards that pupils currently achieve.

Pupils benefit from the quality and range of extra-curricular activities. Interesting visits and visitors from the wider community stimulate and motivate their learning successfully.

The school provides good opportunities for pupils to develop their Welsh language skills, as well as their understanding of the culture and heritage of Wales.

The school acts in a sustainable way and recycles many products. Pupils have good opportunities to learn about their role as global citizens and about life in other countries.

Teaching: Good

Teaching is consistently good throughout the school with a few excellent features in key stage 2.

All teachers prepare, organise and structure lessons well. They have high expectations and use an effective range of teaching and learning approaches. They conduct lessons at a lively pace and create a purposeful and supportive learning

environment. They provide challenging activities and resources that are well matched to pupils' interests and abilities. They manage time and behaviour well.

Teachers encourage pupils to think for themselves and to share their ideas. They involve them in formulating their own success criteria well. They establish good relationships with them, motivate them to succeed and monitor their progress effectively in class.

The school undertakes a range of relevant assessment procedures that fulfil statutory requirements. It has systematic and manageable records for each pupil and has developed its own tracking system, which effectively identifies pupils' needs and sets appropriate targets.

Most teachers use a range of assessment for learning strategies consistently in lessons. For example, pupils regularly undertake self and peer assessment tasks to help them understand how well they are achieving.

Teachers mark work conscientiously and provide positive and supportive comments. However, these do not consistently help pupils to understand how to improve their work.

Annual pupil reports provide parents with useful information about their children's achievements and include targets for improvement. Both parents and pupils have the opportunity to respond.

Care, support and guidance: Good

The school has the appropriate arrangements to promote and encourage healthy eating and drinking. Through physical activities during the day and in after-school clubs, pupils have a variety of opportunities to increase their health and fitness levels.

Pupils learn how to keep safe and there are effective strategies to encourage good behaviour. The school is implementing a series of robust measures to improve attendance, which are beginning to reduce the levels of persistent and unauthorised absence.

The school promotes pupils' spiritual, moral, social and cultural development well by providing suitable experiences, such as raising money for less fortunate children and encouraging pupils to express their feelings each morning. Visitors also contribute beneficially to this provision.

The school works effectively with a number of external agencies and support services to offer guidance and information to pupils and parents, as required. Staff ensure that the external help received has a positive impact on pupils' achievements and wellbeing.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security of the school site is good.

Provision for pupils with additional learning needs is a strong feature of the school. Teachers identify pupils' needs at an early stage and use information from observations and tests carefully to provide a suitable range of support programmes. Individual education plans contain clear and measurable targets. Efficient systems are in place to monitor and assess pupils' progress.

Learning environment: Good

The school is a well-ordered and caring community with an inclusive and supportive ethos that contributes significantly to pupils' learning and wellbeing. It promotes equal opportunities effectively and encourages all pupils to participate fully in every activity. It respects and celebrates diversity and makes appropriate provision for any individual with a disability.

The school ensures that staff and pupils treat each other fairly and are free from any harassment, negative stereotyping or discrimination. Pupils learn to show care and consideration for others, living creatures and the environment.

The building and grounds are well maintained and displays of good quality enhance the learning environment and celebrate pupils' achievements appropriately. Adaptations to the accommodation have benefited pupils well, for example in the creation of a research area. There are generally sufficient learning resources across the school. The inspection team informed the governing body of a few minor health and safety issues to address.

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

The school's management has a significant impact on raising standards and the quality of provision. The headteacher leads the school effectively with high expectations and a clear vision for the future. The deputy headteacher is very supportive and undertakes a number of important roles and initiatives successfully. The senior management team also provides good support in establishing and taking forward school priorities.

All staff share a common purpose and work together well. They have clearly defined roles and responsibilities, which they undertake conscientiously and thoroughly. They meet regularly, share good practice and contribute appropriately to strategic planning.

Governors are supportive and ensure that the school meets all statutory requirements. Most are well informed and attend training events. The chair and vice chair visit the school regularly. However, the governing body's role as a critical friend is in the early stages of development, especially in relation to monitoring the school's outcomes and provision.

The school takes good account of local and national priorities. For example, raising standards in literacy and numeracy is a major focus of the current school development plan.

Improving quality: Good

Leaders and staff have a good understanding of the school's performance and how well pupils are progressing as a result of rigorous monitoring and self-evaluation procedures. They base their judgements on a range of first-hand evidence and a thorough analysis of up-to-date performance data, with particular reference to the impact of the provision on pupil outcomes.

The school seeks the views of pupils and parents systematically and acts on their suggestions, when appropriate, to implement improvements. For example, it has recently introduced an extra parent-teacher consultation evening in the early part of the year. The school also ensures that all teachers assess their own performance in order to improve standards and provision.

Planning for improvement is good resulting in rising standards by the end of key stage 2. The detailed self-evaluation report provides a clear picture of the school's strengths and areas for development. It contains suitable links to the three-year school development plan, which outlines relevant and manageable priorities for improvement with measurable outcomes where appropriate. The plan realistically identifies the necessary resources, timescales and staff required to ensure that the priorities are achievable.

Partnership working: Good

The school works with a range of partners very effectively, which impacts positively on strategic planning. It communicates regularly with parents and provides useful information for them about school life, for example through its prospectus, newsletters, website and text messages. Parents in return are very supportive.

There are good links with the local playgroup and the two main receiving secondary schools. There are effective transfer arrangements between the different phases. There is also regular collaboration with other local primary schools for the standardisation and moderation of pupils' work and the pooling of funds, for example to purchase a reading scheme.

There are positive links with a local church and other community organisations and the school welcomes students on training placements. Successful liaison with the local university has resulted in students visiting the school to help older pupils improve their reading skills.

The school has strong partnerships with businesses that enrich pupils' learning by providing real life experiences. A local bank, for example, has matched funds from events and enabled older pupils to learn about the world of finance, including mortgages and savings.

Resource management: Good

Teachers are suitably qualified and experienced. Support assistants have appropriate roles and make a major contribution to pupils' learning, particularly those with additional learning needs.

The school participates in a range of relevant professional learning communities within the Swansea area. All staff regularly attend whole-school training sessions and external courses in line with their professional and personal development targets and school priorities.

The senior management team leads performance management appropriately and ensures the arrangements meet statutory requirements. However, support staff do not participate in any formal system of appraisal. The school fulfils all the requirements of the national workload agreement.

The school manages its accommodation, resources and budget effectively and good financial controls are in place, although there is currently a large surplus. The headteacher and governing body base their financial decisions on the identified needs of the school.

Due to the successful outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013 at the expected outcome 5, pupil performance was above the family average in mathematical development and personal and social skills, but below in language, literacy and communication skills. In comparison with similar schools, attainment placed the school in the bottom 25% for language skills, in the upper 50% for mathematical development and in the top 25% for personal and social skills. At the higher outcome 6 in 2013, more able pupils performed at around the family average in language skills and above in mathematical development and personal and social skills. In comparison with similar schools, pupil performance at outcome 6 placed the school in the lower 50% in all three areas of learning assessed. Attainment at both levels was better than in the previous year only in personal and social skills.

At the end of key stage 2 in 2013 at the expected level 4 and at the higher level 5, pupil performance was above the family average in all three core subjects. In comparison with similar schools, attainment at level 4 placed the school in the upper 50% in all three core subjects. These results were above those in the previous four years, when the school had been almost entirely in the lower 50% or bottom 25%. At the higher level 5, the performance of more able pupils placed the school in the lower 50% in English and mathematics, which was similar to most previous years. However, it was in the upper 50% in science, which was an improvement.

Nearly all pupils make good progress through the school. However, boys in the Foundation Phase and at the higher level in key stage 2 do comparatively less well than girls in relation to language. Pupils entitled to free school meals in key stage 2 also do comparatively less well than other pupils. Inspection evidence indicates that more able pupils overall are now making good progress, especially in key stage 2.

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.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	90 90%	10 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	96 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	100	97 97%	3 3%	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.	100	96 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	97 97%	3 3%	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.	99	98 99%	1 1%	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.	100	96 96%	4 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.	100	94 94%	6 6%	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.	100	95 95%	5 5%	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.	100	76 76%	24 24%	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	99	87 88%	12 12%	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.	30	15 50%	14 47%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	21 70%	9 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	19 63%	9 30%	0 0%	2 7%	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.	30	16 53%	14 47%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	30	12 40%	14 47%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	29	15 52%	13 45%	0 0%	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.	30	20 67%	10 33%	0 0%	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.	30	13 43%	13 43%	2 7%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	29	15 52%	12 41%	0 0%	0 0%	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.	30	20 67%	8 27%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	30	16 53%	14 47%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	12 43%	12 43%	0 0%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	30	13 43%	12 40%	5 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	30	13 43%	17 57%	0 0%	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.	30	10 33%	7 23%	4 13%	0 0%	9	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.	30	19 63%	7 23%	1 3%	0 0%	3	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.	28	7 25%	7 25%	1 4%	0 0%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	30	13 43%	14 47%	1 3%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	16 53%	12 40%	1 3%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Michael Thomas	Team Inspector
Rhiannon Boardman	Lay Inspector
Meinir Howells	Peer Inspector
Rebecca Knight	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.