



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

**Holt Community Primary School
Chapel Street
Holt
Wrexham
LL13 9DJ**

Date of inspection: February 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

Holt Community Primary school is located in the Welsh border village of Holt, between Wrexham and Chester. Most pupils come from the local area, which is relatively prosperous. In 2013, no pupils are entitled to free school meals, which is well below the national average. There are 98 pupils aged three to 11 years at the school, including 10 children who attend the nursery part-time. The number on roll has risen since the last inspection. Pupils are taught in four mixed-aged classes, which includes a nursery class in the morning. A very few pupils are looked after by the local authority.

The school has identified about eight per cent of pupils as having additional learning needs. This is considerably lower than the average for primary schools in Wales. A very few pupils have a statement of special educational needs. Nearly all pupils' ethnicity is white British. A very few pupils speak English as an additional language and Welsh as a first language at home.

The headteacher was appointed in September 2011.

The individual school budget per pupil for Holt Community Primary School in 2013-2014 means that the budget is £3,563 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. Holt Community Primary School is 26th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

Current performance of Holt Community Primary School is good because:

- standards of achievement are good throughout the school;
- the standard of pupils' behaviour is very good;
- learning experiences are varied and engage nearly all learners successfully;
- nearly all pupils are enthusiastic learners;
- there are very good relationships between staff and pupils;
- the overall quality of teaching is good; and
- the school's caring ethos develops pupils' attitudes to health and wellbeing effectively.

Prospects for improvement

Prospects for improvement of Holt Community Primary School are good because:

- the quality of leadership is good and team work is a strong feature of the school;
- there is an effective process for self-evaluation based on a broad range of first-hand information;
- targets for school improvement are focused appropriately on raising standards and improving quality;
- the headteacher, senior leadership team and governors have a clear, shared vision and sense of direction for the school; and
- the school is a strong learning community, which has had a significant effect on pupils' learning and experiences.

Recommendations

- R1 Improve standards for more able pupils
- R2 Improve pupils' standards in Welsh in key stage 2, particularly in writing
- R3 Ensure that all areas of the information and communication technology (ICT) curriculum are planned for systematically and progressively
- R4 Make more effective use of data to support and strengthen assessment procedures

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at or above the level expected for their age. Pupils generally make good progress in relation to their starting point.

In the Foundation Phase, most pupils develop their numeracy skills well and apply them in other learning areas confidently, solving number problems across the curriculum. In key stage 2, standards of numeracy by the end of the stage are good. Nearly all pupils use a variety of mental and written calculations accurately to solve problems. Many have a good understanding of the concept of addition, subtraction, multiplication and division and they can transfer their numeracy skills confidently to other subject areas.

Most pupils in the Foundation Phase take increasing responsibility for arranging their own activities and tasks, and make informed decisions about how to achieve the desired outcomes. Pupils in key stage 2 have good opportunities to learn independently and by the time they reach Year 6 nearly all are mature enough to organise and plan their own learning.

Nearly all pupils make good progress in their literacy skills and listen carefully to adults and each other. In the Foundation Phase, pupils talk confidently about their work and use a good range of vocabulary that is appropriate to their age and ability. By the end of the Phase, most discuss their ideas clearly and enthusiastically. Nearly all pupils enjoy reading and make good progress. They read meaningfully with increasing accuracy and understanding of the text.

In key stage 2 many pupils read at or above the level expected for their age. Many use an appropriate range of strategies, including phonic knowledge and contextual clues, to decode unfamiliar words. They enjoy reading for pleasure and benefit well from the guided reading sessions.

Nearly all pupils write well for an appropriate range of purposes at a level appropriate to their ability. For example, pupils in Year 2 answer comprehension questions on their reading books using full sentences that they punctuate appropriately. Most older pupils write interesting extended pieces of writing using descriptive language effectively.

Many older pupils express their opinions clearly using a well-developed vocabulary, such as when discussing the work of the school council and eco-committee.

In lessons, pupils recall previous learning well and often learn new concepts quickly and effectively. Nearly all pupils with additional learning needs make good progress in relation to their starting point.

Pupils enjoy using simple Welsh phrases and most can engage in a simple conversation within the classroom about themselves or the weather. Older pupils in key stage 2 read appropriate Welsh texts with a good degree of fluency and clear pronunciation. They are able to discuss the characters and their preferences effectively. However, their writing skills are less well developed.

Throughout the school most pupils use ICT appropriately for writing, researching and redrafting work. However, the range of ICT skills used by pupils in key stage 2 is too narrow. As a result, more able pupils do not develop their ICT skills to the level they are capable of.

In the Foundation Phase and key stage 2, the school's performance in end of stage assessments at the expected levels (outcome 5 in the Foundation Phase and level 4 in key stage 2) compares well with that of similar schools. In key stage 2, over the past two years, the school's performance has placed it consistently in the top 25% in English, mathematics and science. Performance at the higher levels (outcome 6 in the Foundation Phase and level 5 in key stage 2) is more variable. However, in 2013, the school's performance on nearly all indicators placed it between the upper half and lower half of similar schools. There is little difference in the performance of the different groups of pupils. However, generally boys outperform girls at key stage 2.

Wellbeing: Good

Nearly all pupils have very positive attitude towards their learning. They are proud of their school, keen to learn and take pride in their work.

They enjoy school and believe that the staff value them and listen to their views. They have positive relationships with staff and each other and, if a problem occurs, the pupils know where to go for help. Behaviour in lessons, around the school and in after-school clubs is very good. Pupils are courteous, polite and well mannered. They speak confidently to adults.

The school council and eco council are well established and pupils carry out their duties with self-assurance and maturity. They have been responsible for many developments including promoting a healthy eating initiative and have been proactive in reducing energy consumption throughout the school. All pupils play a full and active part in school life. This helps develop the strong sense of inclusion and belonging that is evident in the school.

Nearly all pupils have a secure understanding of how to lead a healthy lifestyle and are keen to take part in a range of sporting activities and after-school clubs.

Attendance levels fluctuate between the upper 50% and top 25% when compared with those of similar schools. Unauthorised absence is low. Most pupils are punctual and nearly all are highly motivated and show a good understanding of what they need to do in order to improve their work.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school's curriculum is broad and balanced. Teachers provide a well planned, varied and relevant range of learning experiences for pupils both inside and outside the classroom. Teachers plan good opportunities for pupils to learn in stimulating outside areas. Planning to develop literacy, numeracy and thinking skills is good and has a significant influence on pupils' achievement.

Teachers' planning is very thorough and covers Foundation Phase, National Curriculum and religious education requirements. Joint planning by teachers ensures that pupils have equal access to all the learning experiences. For example, in key stage 2 part time teachers get together on a weekly basis to plan activities that ensure continuity and progression.

The school promotes pupils' understanding of sustainable development and global citizenship effectively. Many pupils show extensive knowledge of issues associated with sustainability, such as recycling and reducing energy consumption. Pupils have benefited from exciting first-hand experiences, for example a banana farmer from St Lucia visiting the school to talk about his experiences of farming in a different country.

In most classes the provision for developing the ICT skills of presenting and researching information is good. However, planning does not ensure that teachers cover all areas of ICT appropriately or at a high enough level.

Planning for the development of pupils' Welsh language skills is appropriate in the Foundation Phase. However, in key stage 2, opportunities to use and develop oral and written skills in Welsh are underdeveloped. The curriculum develops pupils' understanding of Cwricwlwm Cymreig effectively. The school uses colourful Welsh displays to promote the culture of Wales. Nearly all displays around the school are bilingual.

Teaching: Good

The working relationships between all staff and pupils are good. These lead to a positive learning environment. In all lessons, the learning intentions are clear and shared with the pupils. Teachers have good up-to-date knowledge of the curriculum and of suitable strategies for developing pupils' skills. They plan carefully to provide a wide range of learning activities that stimulate and interest nearly all pupils. In the most effective lessons, teachers ask probing questions to develop pupils' thinking skills very well. They also have high expectations of pupils. Where teaching is less effective, lesson introductions are often too long and learning tasks are not always appropriate to meet the needs of all pupils. Teaching assistants are effective in helping pupils to learn and provide a valuable resource.

The quality of assessment for learning is good throughout the school. All staff mark books rigorously and comment effectively on the quality of work and ways in which pupils can improve. Older pupils assess their own and others' work meaningfully.

The school uses standardised and moderated portfolios well to ensure accurate leveling of pupils' work. However, the school's use of the full range of external data available to support the assessment process is underdeveloped.

Reports to parents are informative and provide appropriate opportunities for parents and pupils to contribute to target setting.

Care, support and guidance: Good

The level of care, support and guidance provided for pupils is a strength of the school. All staff ensure that there is a warm and welcoming atmosphere and that they meet pupils' individual needs well.

The school promotes pupils' spiritual, social moral and cultural development well. As a result, pupils show a great deal of respect and consideration for each other and to adults. Assemblies provide good opportunities for pupils to explore a range of spiritual and moral issues and give time for pupils to think and reflect.

Good arrangements exist to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Effective strategies promote regular attendance.

Involvement with specialist agencies, such as speech and language therapists, educational psychologists, language services and social services, are effective. They help to improve outcomes for pupils with additional or specific learning needs and provide valuable support for vulnerable pupils and their parents.

The provision for pupils with additional needs is good. The school has successful systems to identify pupils with additional needs at an early stage. Pupils have comprehensive individual education plans, which include child friendly targets. Teachers, in consultation with pupils and their parents, review and amend these targets regularly. Withdrawal groups in all classes are particularly effective in ensuring the progress of pupils with additional needs.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school promotes a friendly and inclusive family ethos well. All pupils have equal access to the curriculum and all aspects of school life regardless of their gender, ability, ethnicity or background. There are good procedures in place to help all pupils develop tolerant attitudes and, as a result, everyone works well together.

There are effective activities to promote pupils' understanding of equality and diversity. For example, pupils learn about the world in which they live by celebrating festivals such as Chinese New Year.

The extensive school grounds, which include a variety of grassy, wooded and hard play areas, are of good quality. The well-maintained buildings and attractive

communal areas such as the library enrich pupils' learning experiences. Classrooms are attractive, bright and tidy, creating a friendly and welcoming learning environment. Stimulating and engaging displays of pupils' work celebrate and enhance the school's provision.

There is a good range of quality resources, which staff use well to support children's learning.

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

The headteacher conveys a clear vision for the school, which all staff share. Her effective leadership ensures that all aspects of school life have a positive influence on pupils' standards of work and wellbeing. All staff are clear about their role in improving opportunities and outcomes for pupils. There are clearly defined staff roles and responsibilities, and the headteacher encourages others to lead in aspects of the life and work of the school.

Staff meetings are organised weekly but on different days in order to ensure that part time staff have equal opportunities. Meetings focus appropriately on pupil progress and the development of teachers' skills, as well as other aspects of school life. There is an appropriate performance management process for all members of the school staff, which helps to support improvements in learning and teaching. The school has made good progress in responding to local and national priorities, for example in adopting Foundation Phase practice and planning for the Numeracy and Literacy Framework.

The governing body supports the school loyally and members bring a good range of skills and experience to their role. Governors receive useful information from the headteacher about performance data, along with detailed analysis of trends, strengths and areas for development. As a result, governors have a very clear understanding of how well the school performs compared with other schools.

Governors hold leaders and managers to account well.

Improving quality: Good

The school has a culture of continuous self-evaluation. The headteacher has an accurate picture of the school's strengths and weaknesses. All teachers are suitably involved in monitoring and evaluating the school's standards and provision. An innovative practice is the annual self-evaluation day in the summer term where all staff and governors evaluate the school's work and agree future priorities.

Monitoring activities include first hand evidence such as observations of teaching and scrutinising pupils' work. The school is active in gathering the views of parents and pupils and uses the outcomes to inform future planning. For example, as a result of listening to the views of parents the school has reviewed its homework policy and improved its provision for music.

Leaders analyse pupil performance accurately and use this to inform their plans for the future. They take good account of subject co-ordinator evaluations to target areas in need of improvement.

Areas for development highlighted in the self-evaluation process become priorities for action in the school improvement plan. The improvement plan has identified targets and success criteria as well as suitable timescales and allocation of resources. Staff monitor progress against ongoing targets well and make appropriate adjustments to ensure that pupils are on track to achieve the intended outcomes. For example, the provision of a specified literacy support programme has resulted in a few individual pupils making significant progress.

Partnership working: Good

The school benefits from strong partnerships with a wide range of groups and organisations that enhance pupils' learning experiences. One such partnership is with the local town's football club: their involvement has had a positive effect on raising the standards of boys' writing. The school's partnership with parents is a strength and parents value the level of care and support that their children receive.

Links with the community are very successful and offer valuable experiences for pupils, such as taking part in concerts and public events in the village.

A number of agencies contribute positively to pupils' wellbeing, for example by raising an awareness of the misuse of drugs and alcohol.

The school has very close links with the on-site pre-school setting who visit the Foundation Phase regularly throughout the year. There is close collaboration with other schools, including sharing educational experiences and exchanging good practice. This has contributed well to improved pupil achievement.

There are well-planned transition activities for older pupils to visit their secondary schools. These activities help pupils settle quickly into the next stage of their education.

Resource management: Good

Teachers are deployed well to make the best use of their knowledge, skills and expertise to deliver the curriculum effectively. There are appropriate arrangements in place for teachers' planning, preparation and assessment time.

All support staff make a valuable contribution to pupils' learning. The headteacher, school administrative assistant and the governing body manage the budget efficiently to meet the priorities identified in the school improvement plan. The school uses its overall resources very well.

Members of staff benefit from training opportunities, which support their continuous professional development and help to raise standards throughout the school.

The school is a strong learning community with well-established links with other schools. Staff use these links well to share good practice, improve provision and raise standards.

Given the quality of education provided and the standards achieved by the end of key stage 2, the school gives good value for money.

Appendix 1

Commentary on performance data

In 2013, attainment at the end of the Foundation Phase at the expected outcome 5 was above the average for the family of schools in language, literacy and communication skills, personal and social development, wellbeing and cultural diversity but slightly below the average for mathematical development. In comparison with relative performance levels in similar schools, attainment in literacy and personal and social skills was in the top 25%. However, attainment in mathematical development placed the school in the bottom 25%. There was little difference between the relative performance of boys and girls.

At the higher than expected outcome 6, the performance of more able pupils was below the family average in all three areas of learning. When compared with relative performance levels in similar schools, outcomes placed the school in the upper 50% of similar schools. However, the girls performed far better than boys at the higher levels.

In key stage 2, attainment in English, mathematics and science at the expected level 4 is above the family average. In comparison with relative performance levels in similar schools, performance in all three subjects has been consistently in the top 25%. In 2013, boys performed better than girls by more than the family average in all three subjects.

At the higher level 5, the school performs below the family average in all three subjects. Over the years the school has fluctuated between the lower 50% and bottom 25% of similar schools throughout Wales in all three core subjects.

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.	45	45 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	42 95%	2 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	45	42 93%	3 7%	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	44	43 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.	45	42 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	43	42 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.	45	44 98%	1 2%	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.	44	42 95%	2 5%	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.	42	37 88%	5 12%	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.	44	40 91%	4 9%	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.	40	35 88%	5 12%	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	43	39 91%	4 9%	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.	20	19 95%	1 5%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	19 95%	1 5%	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.	20	18 90%	2 10%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	19	15 79%	4 21%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	12 60%	7 35%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	20	15 75%	4 20%	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.	20	15 75%	4 20%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	10 50%	10 50%	0 0%	0 0%	0	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.	20	14 70%	6 30%	0 0%	0 0%	0	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.	20	14 70%	6 30%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	20	17 85%	3 15%	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'.	20	14 70%	5 25%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	19 95%	1 5%	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.	20	10 50%	9 45%	0 0%	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.	20	15 75%	5 25%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	8 44%	7 39%	0 0%	0 0%	3	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.	20	17 85%	3 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	20	18 90%	2 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Peter Anthony Roach	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Alwena Morgan	Lay Inspector
Mrs Michelle O'Connor	Peer Inspector
Mrs Kathryn Goodwin	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.