



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

**Ysgol Llwyn-Yr-Eos
Penparcau
Aberystwyth
Ceredigion
SY23 1SH**

Date of inspection: November 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English)

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/01/2014

Context

Ysgol Llwyn yr Eos is situated in Penparcau on the outskirts of the town of Aberystwyth in Ceredigion. The school provides for mainstream pupils as well as pupils who receive their education in four specialist units. The school admits pupils with specific needs from various areas across Ceredigion. The school indicates that 63% of pupils are on the additional learning needs register, which includes 58% of mainstream pupils. This is significantly higher than national averages. A few pupils have a statement of special educational needs.

The school admits pupils on a full-time basis to the reception class following their fourth birthday. There are 211 pupils on roll at present.

Thirty-eight per cent of pupils are entitled to free school meals, which is considerably higher than average for Wales, namely 21%. About 85% of pupils come from English-speaking homes. English is the medium of teaching and learning across the school.

The school was last inspected in November 2007. The current headteacher was appointed to the post in January 2003.

The individual school budget per pupil for Ysgol Gynradd Llwyn-Yr Eos in 2013-2014 is £8,174. The maximum per pupil in primary schools in Ceredigion is £9,062, and the minimum is £3,119. Ysgol Gynradd Llwyn yr Eos is in second position of the 51 primary schools in Ceredigion in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is good because

- most pupils across the school make good progress in their learning;
- the school promotes an inclusive ethos successfully, based on respect and care;
- the school's attendance is good;
- the school promotes pupils' understanding of the Welsh language and the Welsh dimension very effectively; and
- the school provides a wide range of valuable experiences to all pupils at the school.

Prospects for improvement

The school's prospects for improvement are good because:

- the school's leaders have a clear vision that is based on ensuring high standards, and pupils' happiness and wellbeing;
- the staff and governors have a sound understanding of the school and its performance;
- there is a close and clear link between self-evaluation and the priorities in the school development plan and
- the school development plan focuses clearly on improving standards.

Recommendations

- R1 Raise standards of mathematics across the school, ensuring that pupils use their numeracy skills at the appropriate level across the curriculum
- R2 Ensure that the principles of the Foundation Phase are implemented more consistently to promote pupils' independence
- R3 Ensure that all targets in the individual education plans are specific
- R4 Ensure that the school's leaders act more effectively on the information that derives from the monitoring work

What happens next?

Ysgol Llwyn yr Eos will produce an action plan that shows how it will address recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, most pupils at Ysgol Llwyn yr Eos make good progress in their learning. On the whole, pupils across the school listen carefully and respond enthusiastically in lessons. Nearly all co-operate well in pairs and in groups, and contribute effectively to discussions.

Many pupils' basic skills at the beginning of their time in the school are below the expected level in all outcomes.

Many pupils' standards of oral English in the Foundation Phase are good. They speak confidently and use vocabulary that is appropriate to their age and ability. By the end of the Foundation Phase, many can discuss their ideas clearly and use appropriate vocabulary. By the end of key stage 2, most pupils in the mainstream speak increasingly confidently. Many of them respond enthusiastically in class discussions and discuss their ideas intelligently.

Many pupils' reading skills develop well across the school. In the Foundation Phase, most pupils read confidently with increasing expression. Most pupils have a sound understanding of the text and discuss the contents of books intelligently. In key stage 2, most pupils read meaningfully and, by the end of the key stage, they can glean information skilfully from various texts.

Many pupils in the Foundation Phase make good progress in their writing skills. By the end of Year 2, many of them use their literacy skills successfully and write independently and punctuate their work appropriately. However, by the end of the Foundation Phase, the extended writing skills of a few pupils of higher ability have not developed fully. By the end of key stage 2, many pupils write intelligently in a variety of written forms and use wide vocabulary to enrich their work. Most pupils' standards of handwriting and presentation of work across the school are neat.

Considering their linguistic background, many pupils' oral Welsh skills develop quickly. Many of them in the Foundation Phase can follow simple instructions. By the time pupils reach the top end of the school, the majority converse suitably in informal conversations. Pupils' skills in written Welsh are developing appropriately.

Most pupils across the school use their thinking and research skills effectively across the curriculum.

In the Foundation Phase, the majority of pupils develop their numeracy skills appropriately in a variety of situations. Many of them can collect information and transfer it onto a graph independently. An example of this is the graphs that were drawn in the context of theme work on the body. However, examples of applying numeracy across learning areas are scarce.

In general, many pupils' mathematical skills in key stage 2 are good, and most of them use a variety of calculation methods correctly. However, pupils do not use their numeracy skills across the curriculum consistently enough.

Many pupils who have additional learning needs, including those in the specialist units, make good progress against their targets. Pupils who have profound needs listen and concentrate appropriately, and nearly all of them show enthusiasm for activities. Although the majority of these pupils' attainment levels are low, pupils' literacy, numeracy and information and communication technology skills are developing suitably.

The school's performance data is not a clear reflection of pupils' current work or the school's standards that were seen during the inspection.

At the end of the Foundation Phase, achievements at the expected outcome (outcome 5) in all learning areas do not compare favourably with the performance of similar schools. The school's performance has placed it in the bottom 25% of similar schools in terms of levels of entitlement to free school meals over the last two years. Pupils' achievements at outcome 6 also place the school in the bottom 25% in comparison with similar schools in all learning areas in 2013, but in the upper 50% in two of the three areas in 2012.

In key stage 2, the percentage of pupils who achieve the expected level in all core subjects individually and in combination in 2013 is lower than the averages for the family of similar schools and for Wales. Overall, the trend has been fairly consistent over the last five years. The percentage who attain the higher level, namely level 5 or higher, is lower than the average for the family and Wales in all core subjects.

The very high proportion of pupils who have additional learning needs is a significant factor in the Foundation Phase and key stage 2.

Overall, at the end of the Foundation Phase and key stage 2, the performance of pupils who are not entitled to free school meals is better in comparison with that of pupils who are entitled to free school meals.

Wellbeing: Good

Most pupils across the school are aware of what they need to do to eat and to drink to keep fit and healthy. All pupils at the school indicate that they feel safe at school and know to whom to turn if anything is worrying them.

Most pupils participate enthusiastically in the life and work of the school. They are courteous and show respect and care for each other, for adults and visitors and behave well and co-operate effectively in a range of situations. By the end of key stage 2, the majority develop to be independent learners and develop social skills and life skills suitably.

Pupils' attendance has placed the school among the top 25% of similar schools in terms of levels of entitlement to free school meals over the last four years. The majority of pupils arrive at school punctually.

Members of the school council and the eco committee take pride in their additional responsibilities and are pleased that their suggestions are considered by the school. More activities are now being provided for pupils at lunchtime.

Pupils in Year 6 are developing useful vocational skills such as cookery and first aid through a community scheme that the school has developed with Ceredigion Training.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school plans appropriate and relevant learning experiences that gain pupils' interest across the school, including beneficial activities involving the world of work, such as cookery and woodwork. Schemes of work are detailed and orderly, and meet the requirements of the National Curriculum, the Foundation Phase and religious education appropriately. The school provides a wide range of valuable experiences for pupils in the specialist units. This provision is a strength at the school.

Schemes of work ensure that most pupils make good progress in their literacy, ICT and thinking skills. The school has a purposeful action plan for implementing the Literacy and Numeracy Framework. However, provision for developing numeracy skills across the subjects has not been developed in full.

The school provides a variety of beneficial extra-curricular activities that enrich pupils' experiences.

The school promotes pupils' understanding of the Welsh language and the Welsh dimension very effectively. This is a strong feature of the school. The school uses a variety of Welsh language resources regularly in order to promote Welshness among pupils.

Provision for promoting sustainable development and global citizenship is suitable. Recycling, saving energy and sustainability are a natural part of school life. Global citizenship is promoted appropriately by the school through its links with Italy and Finland.

Teaching: Good

All pupils have good subject knowledge and they use a wide range of relevant resources and effective teaching methods in order to gain pupils' interest. Lessons are planned thoroughly and build upon pupils' previous knowledge. In a very few lessons across the school, tasks do not always meet the needs of pupils of higher ability. In a few lessons in the Foundation Phase, tasks do not develop pupils' independence consistently enough.

A good relationship exists between staff and pupils, which promotes good behaviour and fosters learning effectively. Assistants contribute successfully to pupils' learning and wellbeing.

Assessment for learning strategies are robust and are used regularly in the Foundation Phase and in key stage 2. Teachers share lesson objectives and refer to them regularly in order to ensure pupils' understanding of the task. Pupils' work is marked regularly and offers constructive comments that help pupils to improve their work.

Purposeful arrangements are in place for tracking pupils' progress. Effective use is made of standardised tests to measure pupils' attainment in order to provide appropriate support for them. Annual reports to parents give a clear picture of pupils' attainment and progress, and outline appropriate targets for further development.

Care, support and guidance: Good

Ysgol Llwyn yr Eos ensures full inclusion for all pupils.

Provision for pupils who have additional learning needs is appropriate. Individual educational programmes offer clear, specific and measurable targets for pupils who have profound needs. However, the majority of targets for pupils who have additional learning needs in the mainstream are not specific and measurable enough.

Teachers provide appropriate support and intervention programmes to respond to the needs of all pupils. The school has a comprehensive and successful system for monitoring the progress of pupils with additional learning needs.

The school co-operates closely with specific agencies such as medical services and social services. This ensures specialist provision that is suitable for pupils. In co-operation with specialist services, the school provides a professional and effective counselling service for vulnerable pupils.

The school develops pupils' awareness of spiritual, moral, social and cultural issues well. The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Learning environment: Good

Ysgol Llwyn yr Eos is an inclusive, caring community in which pupils feel happy and safe. The school ensures equal opportunities for all pupils and promotes equality well. Pupils in the profound needs units are included successfully in all aspects of school life. Staff foster attitudes of respect, positive behaviour and racial equality among pupils through suitable personal and social education programmes and theme work.

Overall, the learning environment is of appropriate quality. The school has extensive outdoor areas and suitable use is made of them. However, learning areas in the Foundation Phase have not been developed fully to promote consistent, effective learning.

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

Good

Leadership: Good

The school's leaders have a clear vision that is based on high standards, and pupils' happiness and wellbeing. They convey the vision successfully to staff, pupils, parents and governors. The school is a caring community and it has clear structures and policies which contribute successfully towards fulfilling its objectives.

Over the last year, the senior management team has developed its role effectively and it now takes a prominent place in the process of monitoring standards and tracking pupils' progress. However, the school's leaders do not always act thoroughly enough on the findings of monitoring. All of the school's staff have job descriptions that identify clearly their role and responsibilities. This contributes well to creating a strong feeling of co-operation within the school to raise standards. However, the responsibility for overseeing the specialist units has not been defined clearly enough.

Governors undertake their responsibilities conscientiously and take a prominent part in the school's improvement strategy. Governors receive regular detailed reports from staff on pupils' attainment and the school's performance. This enables them to challenge the school and hold it to account for its performance in a knowledgeable way.

Improving quality: Good

The school identifies its strengths and areas to be developed well. Staff, pupils, parents and governors take an appropriate part in the process of self-evaluating standards and school life. The process is thorough and is based clearly on evidence from monitoring lessons, scrutinising pupils' work and a detailed analysis of data. Teachers and governors contribute effectively when creating comprehensive reports on the quality of provision and pupils' standards.

There is a strong link between self-evaluation and the priorities in the school developing development plan. The plan focuses clearly on improving standards and identifies staff responsibilities clearly in terms of achieving improvements. The plan also includes success indicators and appropriate timescales for completing them. However, the school is not always probing enough when evaluating how effective the action has been to ensure improvement.

Partnership working: Good

The school works successfully with a wide range of partners. This has a positive effect on pupils' wellbeing and attainment.

There is a successful relationship between the school and parents. The parents' support has led to improving boys' motivation to read. The school co-operates closely with pre-school provision, 'Ffrindiau Bach yr Eos' and the local nursery school. This ensures that pupils settle quickly when they start at the school.

The school has successful partnerships with the local secondary schools. Effective transition arrangements prepare older pupils well for the next stage of their education. The school co-operates effectively with schools in the cluster, secondary schools and the education authority in order to standardise and moderate pupils' work. This helps teachers to understand better the expected standards at the end of the Foundation Phase and key stage 2.

Extensive partnerships exist between the school and the local community. Pupils' contributions towards community activities, in addition to visitors who come to the school, enrich learning experiences.

Resource management: Good

The school is staffed appropriately, which ensures that all pupils in the school have full access to the National Curriculum and the Foundation Phase. Effective use is made of staff expertise, especially in the additional learning needs units.

Classroom assistants are used effectively across the school to support teaching and learning. This has had a positive effect on raising standards, especially reading, across the school.

Due attention is paid to the whole staff's continuous professional development and performance management processes support this successfully.

Teachers use their non-contact time effectively for planning, preparation and assessment. This contributes well to maintaining pupils' standards and wellbeing.

Expenditure is managed carefully by the school and the governing body. This ensures a good supply of resources, which respond to the school's needs. Considering the good outcomes and suitable monitoring of the finances, the school provides good value for money.

Appendix 1

Commentary on performance data

Overall, pupils' initial assessments on entry to the school show that pupils' linguistic and mathematical skills and wellbeing are at a low level. At the end of the Foundation Phase, achievements at the expected outcome (outcome 5) are low in every aspect and considerably lower than the averages for the family and Wales. In 2013, 58% of pupils in the Foundation Phase achieved the expected level in relation to their development in English language, literacy and communication skills, and mathematical development. This is considerably lower than the averages for the family and Wales. However, 79% of pupils attained outcome 5 in personal and social development, wellbeing and cultural diversity, which compares more favourably with the averages for the family and Wales.

The school's performance has placed it in the bottom 25% of similar schools in terms of levels of entitlement to free school meals over the last two years. Pupils' achievements at outcome 6 are significantly lower and place the school in the bottom 25% in comparison with similar schools in all learning areas in 2013, but in the upper 50% in two of the three areas in 2012.

In key stage 2, the percentage of pupils who achieve the expected level in all core subjects and in combination (the core subject indicator) in 2013 is lower than the average for the family of similar schools and Wales. Overall, the trend has been fairly consistent over the last five years. Over the last two years, pupils' achievements in the three aspects of oracy, reading and writing have declined. The picture is the same in mathematics. The percentage that reaches the higher level, namely level 5+, is also lower than the averages for the family and Wales in all core subjects, although in general it has risen gradually over the last two years.

When comparing the school's results with the performance of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school mainly performs in the bottom 25% to 50%.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Designating the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	82	76 93%	6 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	83	79 95%	4 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.	84	81 96%	3 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	84	83 99%	1 1%	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.	84	80 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	83	76 92%	7 8%	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.	84	84 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	84	82 98%	2 2%	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.	84	75 89%	9 11%	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.	84	81 96%	3 4%	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.	80	66 82%	14 18%	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	83	62 75%	21 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Designating the benchmark – this is the 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.	13	8 62%	3 23%	2 15%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	8 62%	3 23%	0 0%	0 0%	2	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.	13	9 69%	2 15%	0 0%	0 0%	2	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.	13	7 54%	4 31%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	13	7 54%	3 23%	1 8%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	8 62%	3 23%	0 0%	2 15%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	9 69%	2 15%	0 0%	2 15%	0	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.	12	7 58%	3 25%	0 0%	2 17%	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.	13	7 54%	3 23%	1 8%	2 15%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	8 62%	3 23%	0 0%	0 0%	2	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.	13	8 62%	3 23%	2 15%	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'.	13	9 69%	2 15%	0 0%	2 15%	0	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.	13	8 62%	2 15%	1 8%	2 15%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	13	8 62%	2 15%	3 23%	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.	13	5 38%	5 38%	1 8%	0 0%	2	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.	13	7 54%	4 31%	2 15%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	12	3 25%	4 33%	1 8%	2 17%	2	Mae fy mhentyn 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.	13	8 62%	2 15%	1 8%	2 15%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	8 62%	3 23%	0 0%	2 15%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Anthony Bate	Team Inspector
Glyn Griffiths	Team Inspector
Veronica Williams	Lay Inspector
Llinos Jones	Peer Inspector
Brian Evans	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.