



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

**A report on**

**Ysgol Gynradd Abersoch  
Pwllheli  
Gwynedd  
LL53 7EA**

**Date of inspection: June 2017**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 22/08/2017**

## Context

Ysgol Abersoch is in the village of Abersoch near Pwllheli in Gwynedd local authority, and it serves the village and the surrounding area.

The school provides education for children between three and eight years old. Pupils transfer to a nearby primary school after Year 3. There are 21 pupils on roll, including six part-time nursery age pupils. Welsh is the school's everyday language and the main medium of teaching and learning, and English is taught formally in Year 3. Thirty-nine per cent (39%) of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds. Over the last three years, approximately 13% of pupils have been eligible for free school meals, which is lower than the national average. Twenty-nine per cent (29%) of pupils are on the school's additional learning needs register, which is higher than the national average.

The school was last inspected in October 2010. The teacher in charge was appointed to the post in September 2016.

The individual school budget per pupil for Ysgol Abersoch in 2016-2017 is £7,182. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Abersoch is in second place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Many pupils make sound progress in their learning
- The Welsh oral skills of a majority of pupils are developing soundly across the school
- Many pupils make good progress across the school in their reading skills
- Most pupils show a sound understanding of number facts and use this knowledge effectively to solve problems
- Teachers provide a range of stimulating experiences that are of interest to pupils
- Teachers plan activities that build on pupils' previous learning and consider their needs, interests and ideas
- The quality of teaching is sound

### Prospects for improvement

Prospects for improvement are good because:

- The headteacher in charge is beginning to set a purposeful strategic direction for the school's development
- The headteacher has clear aims to include all stakeholders in the school's development processes
- Members of the governing body have a successful effect on the school's development
- The school has a better understanding of its strengths and a majority of the areas for improvement
- The development plan is detailed and identifies relevant actions and success criteria that focus appropriately on provision and outcomes

## Recommendations

- R1 Improve pupils' attendance rates
- R2 Strengthen provision to meet all the principles of the Foundation Phase in full
- R3 Use fewer worksheets and provide more challenging and open-ended tasks to enable pupils to extend their work, particularly in writing
- R4 Develop further the leadership roles of leaders at all levels
- R5 Respond to the health and safety concerns that were raised during the inspection

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

During their time at the school, many pupils make sound progress in their learning. On entry to the school, basic skills are lower than expected, and Welsh is a new language to a majority of pupils. Pupils with additional learning needs make good progress against their targets. In general, many make good progress across the school in their reading and numeracy skills.

The Welsh oral skills of a majority of pupils are developing soundly across the school. They communicate clearly and use an increasing range of vocabulary and sentence patterns. Most pupils' listening skills are good across the school. They listen attentively to each other's comments and respond appropriately. By key stage 2, most have good subject vocabulary and contribute intelligently to discussions, and describe a recent visit to experience practical Easter activities at Coleg y Bala.

Nearly all children make very good progress in their reading skills. Across the school, pupils enjoy discussing books and show a sound understanding of their reading materials. In the Foundation Phase, nearly all pupils make effective use of their phonological knowledge to read unfamiliar words. By the end of Year 3, most read fluently in both languages and vary their tone of voice to maintain the listeners' attention effectively. More able pupils discuss the features of books effectively and describe characters in a story skilfully.

Many pupils across the school make satisfactory progress in their writing skills. In the Foundation Phase, they use literacy skills purposefully in a variety of forms across the areas of learning by using simple sentence structures and basic punctuation. By the time pupils reach Year 3, they begin to write at length and start to use a few adjectives, for example when re-telling the legend of Rhys and Meinir following a visit to Nant Gwrtheyrn. However, overuse of worksheets hinders pupils' extended Welsh writing skills across the school, which impairs their progress. In key stage 2, a majority of pupils acquire written English skills successfully. They create extended pieces in a wide range of forms by making purposeful use of vocabulary and varying sentences. Nearly all pupils write to the same standard across the curriculum in both languages as they do in language lessons, for example when writing about electrical and lighting objects and placing the text in a Venn diagram.

Most pupils across the school show a sound understanding of number facts and use this knowledge effectively to solve everyday problems, for example when calculating the cost of a train ticket to travel with their family across north Wales. They use simple addition, subtraction and multiplication strategies confidently. By the end of the Foundation Phase and Year 3, pupils apply their skills in measuring, shape and data-handling tasks with increasing accuracy. Most pupils gather, analyse and present information effectively in the form of graphs, for example when analysing data based on their favourite seaside creatures. Many pupils in Year 3 use a good variety of mental and written calculation skills correctly in mathematics lessons. Many pupils' thinking skills are developing soundly, for example when considering facts about lifeboats and travellers on the Titanic.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills appropriately in areas of learning and across the curriculum. They use art packages effectively to create presentations of their work, for example to create pictures of seaside boats. Most are able to program toys or a screen image successfully. By the end of Year 3, nearly all pupils have a sound grasp of ICT skills and present information by combining pictures and text on a poster of special places across Wales. They research information effectively, for example when gathering facts about the Titanic. Older pupils are beginning to show a good understanding of how to use the internet safely.

As there are very small pupil numbers in the Foundation Phase, it is not appropriate to report on trends in the school's performance data without identifying individuals.

### **Wellbeing: Adequate**

Nearly all pupils feel safe and happy at school and know who to approach if anything is worrying them. They treat each other with care and respect, and offer support to their fellow pupils spontaneously in lessons or in more informal situations. In general, most pupils are enthusiastic and show an interest in their work, and stay on task for specific periods. By being aware of their targets, many know how well they are achieving and what they need to do to improve.

In general, nearly all pupils are aware of the importance of eating and drinking healthily and staying healthy. They participate enthusiastically in physical activities within the curriculum and through extra-curricular activities. Pupils play an important part in school life, and many enjoy shouldering responsibilities, for example when telephoning a nearby school to order lunch each day. The school council, the 'Sgwad Syniadau' (Ideas Squad), is beginning to develop an awareness of its responsibilities. It has begun to take action in the school and organises fundraising activities for those in need. Members understand their responsibility to support others when raising money for charities, such as the Mike Peters Walk and Children in Need. As a result, pupils develop a good sense of social responsibility.

Over the last four years, attendance levels have placed the school in the bottom 25% in comparison with similar schools. Pupils' punctuality is good.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Adequate**

Teachers provide a range of stimulating experiences that are of interest to pupils. They have adapted their plans to ensure balanced and suitable provision for all pupils, which provides them with an interesting range of activities. Although the school's schemes of work are based on delivering the principles of the Foundation Phase and the requirements of the National Curriculum, they are not always implemented in full to enrich provision effectively or when presenting independent writing tasks cohesively.

Planning in a majority of areas ensures that activities build on pupils' previous learning and consider their needs, interests and ideas. The school meets the

requirements of the Literacy and Numeracy Framework purposefully through its thematic schemes of work. However, there is not enough challenge or regular opportunities for pupils to extend their work independently. Provision to develop pupils' ICT skills is basic and has not been established firmly enough for pupils to build on their skills systematically enough across the school.

Whole-school projects and visits from visitors enrich pupils' learning experiences well. The school takes advantage of these successful opportunities to engage their interest and enjoyment, for example when planning and organising a mock community wedding. As a result, pupils use a range of skills effectively in several areas across the curriculum.

There is a strong focus on developing pupils to be fluent in Welsh, and all staff take advantage of many opportunities to enrich and improve the quality of their spoken language. Staff provide purposeful opportunities for pupils to learn about the local area and Welsh culture. Good examples of this include studying the life and work of famous Welsh people, such as T. Llew Jones and St. David. Pupils' understanding of Welsh heritage and culture is developing well.

Aspects of global citizenship are promoted successfully, for example by sponsoring a boy from Nepal. Pupils receive and send correspondence to him and raise money for his community. Links with other organisations, such as Christian Aid, develop pupils' awareness of people who are less fortunate than themselves across the world. The school provides valuable opportunities to promote pupils' awareness of sustainability issues with a school council that encourages recycling as a priority. They collect clothes to be recycled from the community on the school grounds.

### **Teaching: Good**

Teachers plan stimulating lessons that engage most pupils' interest successfully. The quality of teaching is sound across the school. There is a close working relationship between adults and pupils. Teachers model language clearly, which contributes effectively to the development of pupils' spoken language. The contribution of support staff to supporting learning across the school is good. Pupils benefit from the fact that all members of staff know them very well and staff treat them sensitively and supportively. Teachers and learning assistants manage behaviour skilfully. As a result, most pupils are very well behaved and are willing to learn. Teachers link lessons with previous learning effectively, and provide beneficial activities that meet many pupils' needs. However, at times, activities do not always respond in full to ensure an appropriate challenge for all pupils, and overuse of worksheets hinders the standard of the extended writing of a minority of pupils.

Teachers mark pupils' work beneficially and provide them with constructive comments on how to improve. In the best examples of marking, comments encourage pupils to respond and lead to refining specific skills in a specific piece of work. Most teachers share lesson aims and success criteria with pupils regularly, and assessment for learning strategies are developing effectively. The process of setting targets for pupils has been embedded and this has a positive effect on the standard of their work. The school has robust processes for assessing and tracking pupils' progress. Data is used carefully to monitor their progress, plan the next steps



in their learning and to provide additional educational programmes, as required. Annual reports for parents include valuable and comprehensive comments about their children's progress, in addition to suitable targets for improvement.

### **Care, support and guidance: Good**

The school is a homely, happy and friendly community. The familial atmosphere has a positive effect on pupils' wellbeing and behaviour. Pupils are given numerous opportunities to keep fit by taking part in regular fitness sessions, rugby and swimming lessons. The school has purposeful arrangements for promoting eating and drinking healthily.

Provision to promote pupils' spiritual, moral, social and cultural development is effective and this contributes successfully to the caring ethos. Assemblies reinforce the school's values, and visits to places such as Coleg y Bala and taking part in exciting projects such as celebrating a wedding, support pupils' spiritual knowledge and development beneficially. Pupils, parents and the wider community have conducted a walk to fund medical equipment for local schools and cafes. This has a positive effect on pupils' awareness of living in a community.

Staff identify pupils with additional learning needs at a very early stage and provide effectively for them. Individual education plans are used to ensure that nearly all pupils make good progress. The school ensures that pupils and parents are a part of the process of setting and reviewing targets. The school has supportive links with a number of specialist services, which ensure appropriate support for pupils, staff and parents. A good example of this is the purposeful staff training that the school has organised to support pupils' needs in relation to speech.

The school has appropriate procedures to improve pupils' attendance. However, it is too early to see their effect as yet. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Adequate**

The school is a welcoming and caring community with a very inclusive and supportive ethos. The school treats all pupils equally in all aspects of its activities. The school's policies and procedures promote equality and equal access to provision.

The village hall is used to conduct physical education activities, which expand pupils' learning experiences successfully. The school has a varied range of good quality resources that are used effectively to support learning. A majority of the displays in the classrooms and throughout the school reflect and celebrate pupils' work effectively. There are some modern displays that promote pupils' art skills effectively, for example work that emulates the work of the artists Ruth Jên and Picasso. These examples celebrate their work effectively. The outdoor area has been developed since the last inspection. A 'house underneath a tree' has been developed to conduct outdoor learning activities. However, it is not used frequently and purposefully to ensure that pupils receive learning experiences that are as stimulating as they could be. Nearly all pupils attend extra-curricular activities, such as rugby and Urdd activities. This develops their physical and social skills well.

Although the school building and grounds are safe and kept clean and tidy, the governing body's attention was drawn to a health and safety issue.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Adequate**

Since being appointed, the teacher in charge, with the skilful support and contribution of the governors, has begun to set a purposeful strategic direction for developing the school. Within a short period of time, she has implemented robust strategies and has succeeded in creating an ethos of teamwork among the staff. She has begun to put robust processes in place that are based on raising standards, and they have begun to have a positive effect on pupils' standards of reading and mental mathematics, for example.

The headteacher has clear aims to include all stakeholders in the school's processes, promote pupils' wellbeing and work closely with parents. The workforce meets regularly to discuss and monitor progress against the school's priorities. Up-to-date job descriptions are in place and reflect the roles and responsibilities of staff appropriately. Effective performance management arrangements provide valuable opportunities for promoting the staff's professional learning successfully, and contribute to some improvements in learning and teaching. However, leaders' roles at every level have not yet been developed effectively.

Members of the governing body are very supportive of the school. Their valuable contribution has a successful effect on the school's development for the future by ensuring effective support and mentoring for the headteacher in charge. They have a rigorous understanding of the school's performance, in addition to very detailed knowledge of pupils' standards and wellbeing. They visit the school regularly to observe lessons and scrutinise pupils' work. This practice has enabled the governing body to support and begin to challenge standards. Members of the governing body use their expertise effectively to support the school, for example by supporting issues relating to teaching, provision and funding. Recently, the governing body has acted strategically to target stable leadership for the school.

The school is making good progress in introducing initiatives that meet local and national priorities, such as the Literacy and Numeracy Framework. It has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils. However, the leadership has been too slow to ensure that all of the principles of the Foundation Phase are implemented appropriately.

### **Improving quality: Good**

The school has a sound understanding of its strengths and a majority of its areas for improvement. Self-evaluation processes consider a wide range of first-hand evidence, and the headteacher in charge has identified a majority of the school's needs well. Recent appendices to the self-evaluation report provide a balanced and accurate picture of the school. Priorities as a result of self-evaluation ensure a clear focus for the school and, in a short period of time, these have led to visible improvements, for example in standards of reading and numeracy.

The development plan is detailed and identifies relevant actions, which include success criteria that focus appropriately on provision and outcomes. The headteacher in charge is beginning to develop teachers' awareness of the areas for development, and they are beginning to respond to their responsibilities for action conscientiously. The plan has been costed appropriately, and the timetable for action and staff responsibilities are clear. The school's priorities have a positive influence on a suitable training plan as a result of setting performance management targets for all members of staff. This has a positive effect on delivering teaching and support strategies effectively for specific groups of pupils.

### **Partnership working: Good**

The school has a range of effective partnership that support pupils' learning and wellbeing. There is a strong relationship between the school and parents, which contributes well to provision and pupils' wellbeing. A good example of this is the parents' contribution to gardening activities and rugby training. Parents raise significant amounts of money and promote the school in the community, in addition to taking advantage of useful links with a number of local companies and organisations. This enables the school to conduct purposeful visits that have a positive influence on pupils' experiences.

The school plays a leading part in the local community, and pupils contribute regularly to local activities. This enriches pupils' learning experiences well; for example, pupils work closely with the coast guard to support their charitable activities. By doing so, they have a better awareness of water safety.

The school works closely with local schools for the benefit of its pupils. There are suitable transition arrangements with the nearby school, which ensure continuity and progression in pupils' learning experiences as they move to the next stage of their education. The school works with other headteachers to raise standards and to support leadership. The school has established a number of robust partnerships with officers from the local authority and specialist agencies. A good example of this is the way in which the school standardises work internally with an officer from the local authority in order to ensure the consistency and accuracy of outcomes. These partnerships have a positive effect on pupils' wellbeing and attainment.

The school also works effectively with the various agencies from the local authority and the regional consortium to improve pupils' standards and support leadership successfully.

### **Resource management: Good**

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum. Appropriate use is made of their expertise and the beneficial contribution of the support staff is effective. The school responds fully to statutory requirements in relation to teachers' workloads, and teachers make purposeful use of their planning, preparation and assessment time. The school's performance management processes lead purposefully to staff development, and targets are linked to the school's priorities and individuals' needs. However, monitoring processes have not had time to ensure that the achievement of targets and implementing improvements have been developed in full.

The school has a good range of good quality resources, and they are managed purposefully to ensure that pupils have full access to all aspects of the curriculum.

There is a beneficial professional learning community between the school and the primary schools in the cluster, which develops aspects of assessment for learning and planning. This is beginning to have a positive effect on provision.

Leaders monitor and manage expenditure carefully and, as a result, they have succeeded in eliminating the previous over-expenditure. They ensure that financial resources are used effectively to support priorities for improvement. Effective use is made of the Pupil Deprivation Grant to target pupils, for example by providing relevant intervention programmes for them. Pupils who benefit from these programmes make progress towards their targets that is at least good. Considering pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Fewer than 10 responses were received. No data will be shown.

#### Responses to parent questionnaires

Denotes 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.	14	10 71%	4 29%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	14	11 79%	3 21%	0 0%	0 0%	0	Mae fy mhlentyn 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.	14	12 86%	2 14%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	14	10 71%	4 29%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	14	10 71%	4 29%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		

	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	
The homework that is given builds well on what my child learns in school.	14	5 36%	7 50%	1 7%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	14	11 79%	3 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	11 79%	3 21%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	14	11 79%	3 21%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	11 79%	3 21%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	14	9 64%	4 29%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	12 86%	1 7%	0 0%	1 7%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	13	6 46%	6 46%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	4 29%	8 57%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	13	10 77%	3 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	14	8 57%	5 36%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Vanessa Bowen	Reporting Inspector
Meleri Cray	Lay Inspector
Annwen Watkins	Peer Inspector
Linda Jones	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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



## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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