



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

**A report on**

**Brynteg Nursery School  
High Street  
Abersychan  
Pontypool  
Torfaen  
NP4 7DG**

**Date of inspection: March 2016**

**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: 20/05/2016**

## Context

Brynteg Nursery School is in the village of Abersychan, near Pontypool in the Torfaen local authority. The school serves a wide area and there are currently 52 children on roll, all aged between three and four years. Three children attend on a full-time basis and the remaining children attend for either the morning or afternoon sessions.

The school employs two full-time teachers, who include the headteacher and the assistant headteacher and one full-time and three part-time support staff.

The school has identified a very few children as having additional learning needs. There are no children with a statement of special educational needs. A very few children have English as an additional language and a very few children speak Welsh as a first language at home.

The school was last inspected in May 2012 and the current headteacher has been in post since 2009.

The 2015-2016 individual school budget per pupil for Brynteg Nursery School is £6,852, which compares to a national average of £6,482 for all maintained nursery schools in Wales.

## Summary

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

### Current performance

The nursery's current performance is excellent because:

- Most children make very strong progress during their time at the nursery
- Most children develop their literacy and numeracy skills well and, in particular, make excellent progress in developing their writing skills
- Nearly all children have a very positive attitude towards their learning and are enthusiastic and well-motivated
- Children's behaviour is very good
- Learning experiences cover Foundation Phase requirements extremely well and give children valuable experiences to practise their skills through interesting practical experiences
- It provides children with excellent opportunities to learn about environmental awareness and sustainable living
- Practitioners care for children well and provide a safe and secure environment
- It makes good use of its indoor and outdoor environments to support learning

### Prospects for improvement

The nursery's prospects for improvement are good because:

- The headteacher, along with the assistant headteacher, has a strong vision for nurturing skilful, independent learners
- Leaders work together successfully to establish a thorough understanding of effective Foundation Phase practice for all staff, with a strong emphasis on learning through practical experience
- Governors have a good understanding of the school's strengths and areas for development
- There is an effective culture of continuous improvement
- Leaders set appropriate targets for improvement that focus on raising standards
- It has a range of effective partnerships
- Leaders manage resources well and the nursery provides good value for money

## Recommendations

- R1 Improve sessions to review children's work so that they maintain their interest and consolidate their learning effectively
- R2 Ensure that procedures to promote healthy eating are followed consistently
- R3 Address premises issues raised during the inspection
- R4 Improve the rigour of the self-evaluation process

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Excellent

#### Standards: Excellent

Children enter the nursery with a wide range of abilities. Many children start nursery with skills at or below the level expected for their age. Most children make very strong progress during their time at the nursery.

Most children are confident speakers and many use a wide range of vocabulary for their age, such as when talking about needing to develop their muscles so that they can lift a large sword. Many engage in conversation with adults willingly. They explain the need to follow a recipe and to mix the mixture thoroughly when making a cake. Most children listen well to adults and other children. They respond to instructions and wait to take their turn when listening to others.

Many children recognise their name when self-registering. Most show pleasure and enjoyment when sharing books and listening to stories. They hold books the right way up and talk about the pictures. Older children make sensible predictions about what will happen next when listening to a story. They understand what an author does and describe themselves as authors when they refer to the class book they have produced.

Most children make excellent progress in developing their writing skills. Nearly all older children are confident to have a go at writing. Many hold writing implements using the correct grip and sound out letter names as they make their marks. Children that are more able make good attempts at spelling difficult words, such as strawberry and butterfly. Writing has high status in the nursery and children produce writing during most activities. Many older children write their name legibly on their work. Children see themselves as writers and read back what they have written when asked. They write for a range of purposes particularly well. These include stories, lists, invitations, letters, menus and birthday cards.

Most children make good progress in developing their numeracy skills. Many count and recognise numbers to ten and a few order and count numbers beyond ten confidently. Many children use relevant mathematical language when describing the shape and size of objects and most older children can make comparisons between objects. For example, explaining which is longer or shorter when comparing the size of worms. Many children know the sequence of the days of the week and understand how to use a timer to set a time limit for a task.

Children's thinking and problem solving skills are developing well and they apply these regularly in their play. For example, they make sensible choices when planning a party or use trial and error methods when linking a series of tubes so that water flows from one to another.

Most children have well developed physical skills. They run, hop, skip, jump and crawl with good control. They use the trim trail confidently and move from one piece

of apparatus to another smoothly, demonstrating good balance and strength. Many children show good co-ordination when riding a range of pedalled toys and using long spoons to transfer 'food' from one container to another in the mud kitchen.

Children's Welsh language skills are developing very well. Nearly all children know the names of colours and older children know the names of familiar shapes and numbers in Welsh. Most children describe the weather and a few link sentences describing a few weather features. Most children respond appropriately to a range of commands and older children follow a series of instructions with confidence. A few children that a more able use short phrases and ask where things are using full sentences.

### **Wellbeing: Good**

Children are very happy coming into the nursery. Nearly all have a very positive attitude towards their learning and are enthusiastic and well-motivated learners. Members of staff take children's views about what and how they learn very seriously. As a result, children contribute powerfully to their own learning and most become highly independent learners who are unafraid of taking risks and of learning from their mistakes. This promotes a strong sense of wellbeing. Many reflect on their work and that of other children appropriately. They suggest ways to make it better and solve problems to do this. For example, when making a castle out of blocks, they suggest it needs a roof and work out how they can use equipment to make one.

Nearly all children know how to stay safe and take appropriate care when using nursery equipment, such as scissors or hammers and nails. They talk to adults if they feel unhappy about something. Many children have a good understanding of which foods are healthy. Most children exercise happily, climbing and jumping, in the outdoor learning areas and use the tricycles enthusiastically. Nearly all children understand the importance of tooth brushing and personal hygiene.

Children behave very well. They co-operate with one another in both learning and play activities. Nearly all children show consideration for each other and understand the importance of taking turns. They care for the nursery pets well, for example not making loud noises that may scare Rizzles, the pet guinea pig.

Most children are eager to take on responsibilities, such as being the 'helpwr heddiw' for the day. They take their duties seriously and work hard to complete the tasks involved. Many children take an active part in community life. For example, they have designed plans to improve the local park and put on performances for the local residential home. These activities have a positive impact on children's levels of confidence and help to improve their oracy skills.

Most children attend regularly and arrive at nursery on time.

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

The nursery's curriculum provides children with meaningful and relevant opportunities to develop their skills well across all areas of learning. Planning is of very good quality and practitioners take very good account of children's suggestions when planning and developing activities. For example, they added a photo booth after children identified the need for one when planning a party. The nursery makes good use of visits and visitors to enhance the curriculum, such as visiting a local farm during a theme about animals.

Learning experiences cover Foundation Phase requirements extremely well and give children valuable experiences to practise their skills through interesting practical experiences. Planning incorporates the Literacy and Numeracy Framework effectively. Practitioners make the most of every opportunity to develop children's literacy and numeracy skills through focused tasks and when intervening during children's free play. There are many valuable opportunities for children to develop their early reading and writing skills while they are playing and practitioners have thought out and planned these exceptionally well. As a result, nearly all children mark confidently in a wide range of contexts and see themselves as writers.

Practitioners develop children's Welsh language skills very successfully. They use Welsh throughout the day as well as using it for specific routines and tasks. The nursery has a good range of resources to promote the use of Welsh. Practitioners encourage children to write in Welsh as well as English and value their attempts at writing. They reward children for using Welsh spontaneously through the tocyn iaith system and children are eager to collect tokens for demonstrating their Welsh skills. The nursery promotes Welsh culture and heritage appropriately through celebrations of St David's Day and Dydd Santes Dwynwen.

The nursery provides children with excellent opportunities to learn about environmental awareness and sustainable living. Through a well-established forest area, children learn how to take care of the world around them. They learn to grow vegetables and to recycle and monitor waste within the nursery. The children are encouraged to collect and use recycled materials in their art and craft work.

Practitioners foster children's understanding of the wider world appropriately through a variety of initiatives, such as a collection for children in Syria, filling shoeboxes for children who are less fortunate and teaching about festivals such as Chinese New Year and Divali.

### **Teaching: Good**

All practitioners establish very good working relationships with the children. They are calm and welcoming and respond to children's individual needs extremely well. As a result, children feel supported and are confident to express themselves and try new things. For example, they use a hammer and nails or climb trees with increasing independence. Practitioners have high expectations of what children can do and provide a suitable level of challenge for all children.



All practitioners work well as a team. They share a common approach to developing children's thinking skills and respond well to their interests. They use effective questioning techniques and allow children plenty of time to answer. As a result, children develop confidence in speaking in front of a group and give extended answers to questions. Practitioners value their contributions and children show high levels of engagement and involvement because of this approach.

When children are engrossed in free play activities, practitioners intervene sensitively at appropriate times to extend children's learning. They know when to stand back, when to prompt a child or provide support, to enable them to get the most out of a task. For example, they allow children to weigh ingredients and mix cakes without direct adult supervision. Children gain a sense of pride and achievement from completing tasks on their own.

Most sessions proceed with appropriate pace and sustain children's interest well, but review sessions occasionally last for too long and, as a result, children become distracted and do not consolidate their learning effectively.

Practitioners use a good range of strategies to help pupils to understand how their work is improving and what they need to do next. For example the 'marvellous me' pictures, help children to understand how their drawing skills are improving and the features they need to include when drawing a picture of themselves. Daily observations of children provide a clear picture of their strengths, interests and broad areas of development. Practitioners map this information against literacy and numeracy targets to track children's skill development effectively. They use the outcomes of observations and tracking to set appropriate challenges and to plan the next steps in children's learning.

Reports to parents and children's profiles provide parents with useful information about their child's progress and their learning experiences.

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

Practitioners care for children well and provide a safe and secure environment. As a result, children are happy, settled and ready to participate in learning.

The nursery generally makes appropriate arrangements to promote healthy eating and drinking. Most food and snacks are healthy, but occasionally practitioners offer children less healthy options. Practitioners use the nursery's extensive outdoor environment well to promote physical activity and to develop children's co-ordination and skills.

Children have good opportunities for spiritual, moral, social and cultural development. For example, the nursery uses its grounds well to promote children's spiritual development through a sense of awe and wonder at the natural world.

The nursery is a very inclusive setting. Practitioners identify children with additional learning needs early. The headteacher works hard to ensure that children get additional support and advice quickly, for example from the speech and language service. The nursery makes good use of specialist services such as educational

psychologists and health visitors to support children and their parents. Parents have suitable opportunities to discuss and agree children's individual education plans and personal plans with practitioners. This ensures children with additional needs play a full and active part in nursery life and make good progress towards their targets.

The nursery promotes children's regular attendance and punctuality well. It has effective procedures to follow up poor attendance and punctuality. As a result, punctuality and attendance have improved.

The nursery site is secure. The nursery's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Adequate**

The nursery is an inclusive community where all children are valued and respected. There is a happy, caring atmosphere where all children feel confident and able to learn. All children have an equal opportunity to access the nursery's provision and there are appropriate policies to ensure that this happens. The nursery promotes a particularly strong ethos of independent learning.

The nursery makes good use of its indoor and outdoor environments to support learning. The well-resourced and interesting outdoor environment contributes significantly to children's learning and wellbeing. For example, practitioners develop children's imaginative skills effectively in the outdoor 'garage' and 'café', while the outdoor musical area and 'mud kitchen' provide opportunities for children to develop their creative skills.

Large equipment, such as the tight rope and trim trail, provides children with an appropriate level of physical challenge and gives them an opportunity to take risks. The forest area supports children's understanding of the environment well, and practitioners encourage them to grow their own vegetables in their allotment. The grounds are maintained well and the premises are secure.

The fabric of the nursery buildings is old and the internal decoration is in need of refurbishment. Despite this, the accommodation is light and spacious and the nursery uses the indoor learning environment well to support learning and teaching. The nursery is generally safe, although not all doors have adequate finger guards or close slowly enough.

Practitioners display children's work attractively and make good use of display to show the progress that they make. Resources are plentiful and matched well to children's learning needs. For example, there is a baking area and a large, indoor sandpit. Practitioners use these well to develop the full range of children's skills.

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

The headteacher, along with the assistant headteacher, has a strong vision for nurturing skilful, independent learners and giving them the best start to their education. They communicate their vision for the nursery well to all staff, parents and governors, creating a close-knit team with a shared sense of purpose. Leaders share roles and responsibilities effectively and work to their strengths.

Leaders work together successfully to establish a thorough understanding of effective Foundation Phase practice for all staff, with a strong emphasis on learning through practical experience. They have high expectations of themselves and all practitioners and communicate these well through regular meetings and informal contact. This creates a constructive working environment where leaders support and challenge practitioners to do their best. All practitioners are clear about their daily responsibilities and carry these out effectively. The headteacher ensures that practitioners benefit from regular appraisals, identifying targets linked effectively to whole school priorities and individual needs. As a result, there are high standards of teaching, learning and wellbeing throughout the nursery.

The nursery works effectively towards meeting national priorities, such as developing children's numeracy, literacy and Welsh language skills. However, progress towards helping children to learn about healthy eating is less well developed.

The headteacher keeps the governing body well informed about the nursery's performance. As a result, governors have a good understanding of the nursery's strengths and priorities for development. They support the nursery well and have begun to develop their role as effective critical friends.

### **Improving quality: Good**

There is an effective culture of continuous improvement in the nursery. The headteacher and assistant headteacher make good use of a range of self-evaluation procedures to identify appropriate areas for improvement. These include observing teaching and learning, and evaluating the quality of children's engagement with the learning environment. Practitioners carry out daily evaluations of planning and children's progress well. This gives them valuable opportunities to consider which strategies and activities are most effective in supporting children's learning. Leaders make good use of assessment information to evaluate and track children's progress in their literacy and numeracy skills. This enables them to identify appropriate areas for improvement. Following an analysis of this tracking information, practitioners have recently improved their focus on developing children's early reading skills. The nursery uses questionnaires well to consult parents and responds to their suggestions and requests for support. For example, practitioners demonstrated how to promote children's early writing skills through experimenting with mark making in different ways.

Leaders use the information from self-evaluation procedures to set appropriate priorities for improvement that focus on raising standards. These are included in a

useful plan, which they share and review regularly with practitioners and governors. However, the self-evaluation document tends to be descriptive and does not always provide a clear analysis of the nursery's strengths and areas for improvement. As a result, a few important areas, such as healthy eating, are not given due consideration. Evaluations of previous plans show that the nursery has a good record of making effective improvements. These include developing the outdoor learning environment successfully and strengthening provision to support children's early writing skills.

### **Partnership working: Good**

Partnership working is a good feature of the nursery. There is a close working relationship between parents and the nursery. Regular coffee mornings contribute well to this relationship and enable parents to become more aware of the work of the nursery and ask questions about how and what their children learn. As a result, parents are aware of how they can support their children at home.

There are strong links with the local residential home for senior citizens. This contributes to children's confidence and communication skills well.

Arrangements for transition to local primary schools are comprehensive, particularly for children with additional learning needs. Their new teachers visit the nursery and practitioners accompany the children to their new school to help them to settle. As a result, children are well prepared to move into full-time school.

The nursery supports other schools across the regional consortium in how to deliver the Foundation Phase. Schools visit the nursery to observe a session as part of the Foundation Phase module training. As well as sharing good practice, this helps nursery staff to be reflective about their own practice and to bring about improvements based on feedback from other colleagues.

The nursery has benefited from the support of local businesses and charities to improve its resources. For example, funding has allowed the nursery to purchase a large outdoor sandpit.

### **Resource management: Good**

The headteacher ensures that the nursery has appropriate staff to teach the curriculum effectively. She deploys practitioners well, making the most of their expertise and experience to meet individual children's needs. Practitioners benefit from worthwhile continuous professional development in response to needs identified through the nursery's evaluation procedures and the effective performance management process. This includes valuable opportunities to shadow the assistant headteacher, learning how to question children effectively and ensuring a consistently calm approach to teaching and learning in the nursery.

The nursery provides appropriate time for planning, preparation and assessment for all staff. Children benefit from very good quality learning resources in the nursery, both indoors and outside. These include a plentiful supply of wooden blocks, which support their all-round development highly effectively.

Led by the assistant headteacher, the nursery shares its Foundation Phase good practice with practitioners from four neighbouring local authorities. This includes a particular focus on strategies for encouraging early writing skills.

The nursery keeps its budget under careful review, supported appropriately by the governing body. It generally allocates resources appropriately and uses funds to meet priorities identified in the development plan. However, this year, the nursery has used grants to maintain staffing rather than for their intended purpose.

In view of the excellent outcomes achieved by the children, and the good quality of the educational provision, the nursery provides good value for money.

# Appendix 1

## Stakeholder satisfaction report

### Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	30	30 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	30 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	30 100%	0 0%	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.	29	28 97%	1 3%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	30	28 93%	2 7%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	30	30 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	29 97%	1 3%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	22 85%	4 15%	0 0%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	30	30 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	29 97%	1 3%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	30	30 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	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	
My child receives appropriate additional support in relation to any particular individual needs'.	30	29 97%	1 3%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	30	27 90%	3 10%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	30 100%	0 0%	0 0%	0 0%	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.	30	27 90%	3 10%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	30	30 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	25 93%	2 7%	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.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	30	23 77%	7 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	30	30 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 2

### The inspection team

Jane Rees	Reporting Inspector
Sheila Margaret Birkhead	Team Inspector
Helen Brigid Potts	Lay Inspector
Michael Fryer	Peer Inspector
Linda Ryan (Headteacher)	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.