



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

A report on

**Ysgol Gynradd Bro Elwern
Gwyddelwern
Corwen
Denbighshire
LL21 9DF**

Date of inspection: November 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Context

Ysgol Gynradd Bro Elwern is in the village of Gwyddelwern near Corwen, Denbighshire. It is federated with Ysgol Betws Gwerfyl Goch.

The school provides education for pupils aged between 3 and 11 years. Welsh is the everyday language and the main medium of learning and teaching. English is introduced formally in key stage 2. About half of the pupils come from Welsh-speaking homes. No pupils are from ethnic minority backgrounds.

Pupils are admitted to the nursery class on a full-time basis in the September following their third birthday. During the inspection, there were 44 pupils on roll. They are taught by two full-time teachers in two mixed-age classes. About 10% of pupils are eligible for free school meals, which is lower than the national average.

About 7% are on the school's additional learning needs register. The number is considerably lower than the average for Wales. No pupils have a statement of special educational needs.

The headteacher was appointed in April 2012. The school was last inspected in June 2009.

The individual school budget per pupil for Ysgol Bro Elwern in 2015-2016 is £5,605. The maximum per pupil in primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Bro Elwern is in 6th position of the 46 primary schools in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Most pupils make good progress during their time at the school
- Nearly all pupils are confidently bilingual by the end of key stage 2
- Most pupils' behaviour is good and they show respect and care for each other
- There is effective provision to promote pupils' wellbeing
- Pupils are happy and safe
- There is effective provision for pupils who have additional learning needs

Prospects for improvement

Prospects for improvement are good because:

- The school's performance at the expected outcomes and levels at the end of the Foundation Phase and key stage 2 have been consistently in the top 25% in comparison with similar schools
- Nearly all pupils are confidently bilingual by the end of key stage 2
- All members of staff are aware of their roles and responsibilities and co-operate well
- Members of the governing body are becoming increasingly confident in holding the school to account for its performance
- There is a range of effective partners, and they support the school well
- There is enthusiastic co-operation between the staff of both schools in the federation to arrange varied and interesting experiences

Recommendations

- R1 Raise pupils' standards of handwriting and presentation across the school
- R2 Provide more opportunities for pupils in key stage 2 to write at length in Welsh
- R3 Provide more opportunities for pupils to take responsibility for their own learning
- R4 Set more challenging targets for pupils and strengthen teachers' marking comments in key stage 2 to ensure that pupils understand better what they need to do in order to improve
- R5 Develop further the role of members of the governing body in the school's strategic processes to enable them to challenge leaders more effectively about their performance
- R6 Ensure that monitoring systems focus clearly and regularly on pupils' work

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

How good are outcomes?

Good

Standards: Good

The results of pupils' basic assessments on entry to the school show that achievement varies naturally in line with ability, and Welsh is a new language for about half of the pupils. However, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Most participate fully in classroom activities, and build well on their previous learning experiences. Most pupils make good progress during their time at the school.

Many pupils across the Foundation Phase communicate well in Welsh and use a range of purposeful vocabulary that matches their classroom themes. In key stage 2, most pupils communicate freely in Welsh and English and show a sure grasp of subject vocabulary when discussing their work. Many discuss and express an opinion confidently. By the end of key stage 2, nearly all pupils are confidently bilingual.

In the Foundation Phase, many pupils read fluently and meaningfully and at a level that is appropriate to their age and ability. More able pupils use appropriate strategies when reading unfamiliar words. Many are able to discuss stories and characters confidently. Most pupils in key stage 2 read accurately and fluently in Welsh and English. They are able to discuss the main elements of stories and books that they like, as well as their favourite authors.

By the end of the Foundation Phase, most pupils write independently, vary the beginnings of their sentences and use basic punctuation correctly. They have an increasing understanding of adjectives and similes. Pupils' extended writing skills are developing appropriately. In key stage 2, many pupils write appropriately in a variety of forms in Welsh and English, using a range of effective adjectives. However, there are few examples of extended writing in Welsh across the subjects. Although many pupils develop as confident writers, a lack of accuracy in Welsh at times hinders the quality and standard of their work.

Many pupils' quality of handwriting and presentation of work across the school is untidy.

Most pupils in the Foundation Phase show good progress in number skills. Many collect data to discover pupils' favourite colour and present the information in the form of a simple graph accurately. They solve problems well when conducting an experiment to measure the distance that cars of different sizes travel, and present their findings in an organised way and interpret results intelligently.

Most pupils in key stage 2 show a sound understanding of numeracy terms. They have a thorough understanding of fractions, decimals and angles. They use questionnaires effectively to collect information about the height of pupils in the class

and produce clear graphs to convey their findings. They develop their number skills well in other subjects, especially in science, for example when comparing the temperature inside and outside the school and recording this as a line graph.

Over recent years, the number of pupils in the year groups at the end of the Foundation Phase and key stage 2 has been very small. This can have a considerable effect on the school's benchmark performance in comparison with similar schools and in comparison with national averages. In addition, numbers are too small to make a meaningful comparison between pupils who are eligible for free school meals and other pupils.

At the end of the Foundation Phase, over a period of four years, performance in literacy and numeracy at the expected outcome (outcome 5) has placed the school consistently in the top 25% in three of the four years in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in language and mathematics has varied between the top 25% and the bottom 25%.

At the end of key stage 2, over a period of four years, the school's performance at the expected level (level 4) in comparison with similar schools has been consistently in the top 25% in Welsh, English, mathematics and science. Over the same period, the school's performance at the higher level has varied between the top 25% and the bottom 25% in Welsh and between the upper 50% and the bottom 25% in English. However, performance in mathematics and science has been consistently in the bottom 25%.

Wellbeing: Good

Nearly all pupils are aware of the importance of eating and drinking healthily and taking part in physical exercise activities regularly. They take part enthusiastically in sports during lessons and during the 'Dal i Fynd' (Keep Going) club. Pupils feel safe at the school and feel that they are treated with respect. They know that they can turn to any adult for support when needed.

Most pupils' behaviour is good and they show respect and care towards each other. Many are conscientious learners who can co-operate effectively and persevere with their tasks for extended periods.

By the end of the Foundation Phase, many pupils are beginning to show a good awareness of what they need to do to improve their work. In key stage 2, many are becoming increasingly confident in evaluating their work and the work of others and offer suggestions on how to move forward to the next stage of learning.

Pupils take full advantage of appropriate opportunities to voice an opinion and express concern. Members of the school council and the eco council meet regularly and take their responsibilities seriously. They act effectively and acquire fellow pupils' opinions and comments regularly. They are proud of their efforts to raise money to improve play equipment and raise money in aid of charities, such as Children in Need, and to support a school in Nepal.

Many pupils contribute appropriately to the local community by taking part in assemblies, concerts and activities to celebrate the story of the former Prince of Wales, Owain Glyndŵr. This raises their awareness of their community responsibilities.

Trends in attendance levels are inconsistent but in three out of the last four years, it has been higher than the median in comparison with similar schools in terms of the percentage of pupils who are eligible for free school meals. Most pupils arrive at school punctually.

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

The school provides a wide range of interesting learning experiences that gain pupils' interest well. It meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Purposeful planning ensures a good range of experiences that develop pupils' knowledge, understanding and skills successfully as they move through the school.

Schemes of work give appropriate attention to the requirements of the Literacy and Numeracy Framework in order to ensure appropriate opportunities for pupils to develop and practise their skills regularly. The school promotes the Welsh language effectively, and staff model language well and encourage pupils to use it as a medium of communication continuously. However, there are few opportunities for pupils to write at length in Welsh across the curriculum.

The school provides appropriate and effective opportunities for pupils to learn about the culture, history and geography of Wales. It arranges visits to places of interest and invites visitors such as authors to the school to discuss their work with pupils. In addition, extra-curricular activities such as visiting the Glanllyn residential centre also contributes well to developing pupils' independence and building their confidence in a Welsh environment.

The curriculum provides suitable opportunities for pupils to learn about sustainable development and global citizenship. The eco council is successful in raising other pupils' awareness of the importance of recycling and saving energy and there are good links with schools in Lesotho and Nepal, which raises their awareness of the life of children in areas that are very different from Wales.

Teaching: Adequate

Teachers and other adults have a beneficial working relationship with each other and with pupils. This enables them to give suitable support to individuals and specific groups. On the whole, teachers have good subject knowledge.

In most lessons where teaching is at its best, teachers share lesson objectives clearly and use beneficial resources to support learning and teaching. Introductions are lively with a good pace and effective questioning. However, teachers tend to over-direct pupils. This limits opportunities for pupils to take responsibility for their own learning.

On the whole, teachers give useful oral feedback to pupils on the quality of their work. However, although they write encouraging comments when marking pupils' work, these comments are not always constructive enough to give them clear guidance on how to improve their work.

The school's arrangements for tracking pupils' progress have been reviewed recently. However, there is not enough evidence at present to judge how effective the new system of setting more challenging targets for pupils will be.

There are suitable arrangements for reporting to parents on their children's progress and achievement and they meet statutory requirements fully.

Care, support and guidance: Good

The school is a happy, caring and inclusive community in which pupils feel safe. Provision for developing pupils' understanding of the importance of eating and drinking healthily and how to be safe is effective. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral and cultural development successfully by providing collective worship services and through wider curriculum activities. Visitors are invited to lead the worship and there are opportunities for pupils to reflect on contemporary topics, such as caring for the environment and considering children and people who are less fortunate than themselves. This is reflected in the efforts to raise money for the people of Nepal after the earthquake in 2014.

The school identifies pupils who have additional learning needs at an early stage and appropriate intervention programmes are provided for those who need specific support. Individual education plans set attainable targets and have a positive effect on pupils' development. They are evaluated and updated regularly in consultation with pupils and parents.

The school has positive partnerships with specialist external agencies, such as the educational psychologist and the language therapist, who ensure good quality support and guidance to pupils and parents.

Learning environment: Good

The school has policies, plans and procedures that ensure equal opportunities to all pupils and that promote equality successfully. Respect for racial diversity and equality is promoted successfully through various activities, including studying foreign countries such as Nepal.

The school is in an old building that is not completely suitable for implementing all the requirements of the modern curriculum. However, good use is made of it by staff.

The school makes beneficial use of the community field and the nearby village hall for various sports.

There is a varied range of good quality equipment and resources at the school and regular use is made of them. A good example of this is the equipment for developing pupils' information and communication technology (ICT) skills.

Attractive displays of pupils' work and successes in classrooms and around the school create an interesting learning environment. Work on African art and the universe engenders pupils' pride in their work. This supports learning well.

The standard of cleanliness is good and the building and grounds are maintained appropriately. The school site is safe for pupils.

How good are leadership and management?	Good
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Leadership: Good

The headteacher and staff create a homely and inclusive ethos for pupils. Teachers co-operate closely as a team and discuss and plan jointly successfully. They fulfil their roles and responsibilities effectively and support the headteacher conscientiously.

In addition, there is an ethos of enthusiastic co-operation between the staff at both schools in the federation, and teachers arrange interesting and varied experiences jointly for pupils, in addition to sharing good practice. Staff have a strong commitment to developing and promoting continuous and sustainable improvements through detailed planning.

There are appropriate arrangements for performance management, which contribute to improvements in learning and teaching. These provide opportunities to promote staff's professional development successfully. The school takes advantage of every opportunity to share training with other schools in the catchment area to enable it to take advantage of an appropriate range of activities to improve their performance.

The governing body is supportive and committed, and members have an increasing understanding of the school's strengths and the areas that need to be developed. Although they have begun to visit classes recently, the role of members of the governing body in the school's strategic processes has not developed fully in order to enable them to challenge the school effectively about its performance.

The school pays appropriate attention to national and local priorities such as literacy and numeracy and has identified the need to develop assessment for learning as a priority in the school development plan.

Improving quality: Adequate

The school has suitable arrangements for self-evaluation and planning for improvement. They make appropriate use of performance data to identify strengths and areas that need to be improved. However, the outcomes of the monitoring procedures are not robust enough and nor do they focus effectively on the progress and achievement of groups of pupils. However, leaders share the findings of processes and discuss them appropriately with all staff and governors and due attention is paid to comments and suggestions by pupils and parents as part of the process.

The school analyses formal assessments at the end of the Foundation Phase and key stage 2 carefully; however, the process is neither powerful enough nor based sufficiently on monitoring pupils' work.

The development plan is detailed and identifies relevant targets, and it has success criteria that focus specifically on improving pupils' outcomes. It gives a clear outline of staff responsibilities, funding requirements and methods for monitoring progress. However, priorities focus excessively on the progress of a small number of pupils at the higher outcomes and levels.

There has not been enough progress against all the recommendations that were made during the previous inspection.

Partnership working: Good

The school has a range of good strategic partners that contribute effectively to improving pupils' standards and wellbeing. There is a strong relationship between parents and friends, who contribute considerable sums of money to buy resources and equipment in order to develop skills. These include, for example, a kitchen in the Foundation Phase and the growing tunnel in the garden. Staff's focus on promoting an open and collaborative culture ensures parents' commitment to their children's education.

A successful partnership is developing with the other school in the federation through purposeful co-operation, and sharing expertise and good practice. This has a positive effect on pupils' wellbeing and standard of work, and on staff's professional development. Recent successful co-operation to establish assessment for learning strategies in both schools is a good example of this.

There is a strong partnership with the local community. Pupils' contribution to community activities, along with the number of visitors who come to the school, enrich learning experiences. This also promotes pupils' sense of the importance of community and their pride in their local area.

The school has a successful partnership with the secondary schools. Effective transition arrangements and regular visits ensure a smooth transfer for older pupils.

The school has co-operated purposefully with schools in the cluster and the secondary school as part of the authority's arrangements to standardise and moderate pupils work in the core subjects. These processes help teachers to understand better the expected standards at the end of key stages.

Resource management: Good

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Assistants give good support and have a positive influence on pupils' attainment.

Teachers make purposeful use of their planning, preparation and assessment time and the arrangements are managed effectively. There are appropriate arrangements for managing teachers' performance. Across the school, all staff benefit from training opportunities that support their continuous professional development well.

Learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. The recent investment in ICT equipment provides valuable opportunities to develop pupils' skills well.

The school has thorough budgetary arrangements, and expenditure links well with objectives, targets and the school improvement plan. The headteacher and governors monitor and manage expenditure carefully, ensuring that financial resources are used effectively to support priorities for improvement. The school makes full use of the Pupil Deprivation Grant to target specific pupils. However, it does not monitor the effect of this on pupils' outcomes in enough detail.

Although there are no official professional learning networks at present, there is close co-operation between the staff at both schools in the federation and schools in the cluster.

Considering standards and the provision that is offered, the school provides good value for money.

Appendix 1: Commentary on performance data

6632219 - Ysgol Bro Elwern

Number of pupils on roll	39
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	5	*	*	8
Achieving the Foundation Phase indicator (FPI) (%)	40.0	*	*	100.0
Benchmark quartile	4	*	*	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	5	*	*	8
Achieving outcome 5+ (%)	80.0	*	*	100.0
Benchmark quartile	3	*	*	1
Achieving outcome 6+ (%)	40.0	*	*	12.5
Benchmark quartile	1	*	*	4
Mathematical development (MDT)				
Number of pupils in cohort	5	*	*	8
Achieving outcome 5+ (%)	80.0	*	*	100.0
Benchmark quartile	4	*	*	1
Achieving outcome 6+ (%)	60.0	*	*	37.5
Benchmark quartile	1	*	*	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	5	*	*	8
Achieving outcome 5+ (%)	40.0	*	*	100.0
Benchmark quartile	4	*	*	1
Achieving outcome 6+ (%)	40.0	*	*	100.0
Benchmark quartile	3	*	*	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6632219 - Ysgol Bro Elwern

Number of pupils on roll	39
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	5	6	*
Achieving the core subject indicator (CSI) (%)	*	100.0	66.7	*
Benchmark quartile	*	1	4	*
English				
Number of pupils in cohort	*	5	6	*
Achieving level 4+ (%)	*	100.0	66.7	*
Benchmark quartile	*	1	4	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	5	6	*
Achieving level 4+ (%)	*	100.0	83.3	*
Benchmark quartile	*	1	3	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	5	6	*
Achieving level 4+ (%)	*	100.0	66.7	*
Benchmark quartile	*	1	4	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	*	5	6	*
Achieving level 4+ (%)	*	100.0	83.3	*
Benchmark quartile	*	1	4	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Denotes the benchmark– this is a 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.	17	17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	17	17 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	17	17 100%	0 0%	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	17	17 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	17	17 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	17	15 88%	2 12%	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.	17	17 100%	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.	17	17 100%	0 0%	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.	17	15 88%	2 12%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	17	17 100%	0 0%	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.	17	13 76%	4 24%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	17	15 88%	2 12%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Edna Davies	Team Inspector
Jeremy Turner	Lay Inspector
Buddug Ellis	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.