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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Bryntirion Infants School
Bryngolau
Bryntirion
Bridgend
CF31 4DD**

Date of inspection: January 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

Bryntirion Infants School is on the outskirts of Bridgend. The school caters for pupils between three and seven years of age, most of whom live in the local area. Currently, there are 145 pupils on roll, including 44 in the full-time nursery class. There are four ordinary classes and two observation classes that support pupils with additional educational needs from across the local authority.

Around 33% of pupils are eligible for free school meals, which is higher than the national average of 21%. The school identifies around 40% of pupils with additional learning needs, including a few who have severe and complex needs.

Most pupils are of white British ethnicity and nearly all speak English as their first language.

The school was last inspected in 2009. The headteacher took up her post in September 2009.

The individual school budget per pupil for Bryntirion Infants School in 2014-2015 means that the budget is £4,465 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Bryntirion Infants School is third out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Many pupils make good progress in relation to their low starting points
- Nearly all pupils behave well, enjoy school and have good attendance
- The curriculum provides a wide range of stimulating learning experiences
- Care, support and guidance are very good
- The school makes good use of specialist agencies to support vulnerable pupils
- Support for pupils with additional learning needs is effective and most make good progress
- The school uses the physical environment well to provide pupils with engaging learning experiences

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear sense of direction to the work of the school
- All members of staff combine very well in a strong team ethos
- Leaders analyse pupil attainment data carefully when evaluating the school's performance
- There is a close link between the self-evaluation report and priorities in the school improvement plan
- The school makes good use of a wide range of partnerships and successfully involves many parents in supporting their children's learning
- There are effective arrangements for developing staff expertise through a range of professional development opportunities

Recommendations

- R1 Improve pupils' speaking and independent thinking skills
- R2 Ensure that teaching consistently challenges the more able pupils
- R3 Improve the effectiveness of feedback to pupils so that they have a clear understanding of how they can improve their work
- R4 Develop governors' capacity to provide strategic direction and greater levels of challenge
- R5 Ensure that self-evaluation procedures have a clear focus on how provision improves outcomes for pupils

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skill levels that are below those expected of pupils of a similar age. During their time at school, many pupils make good progress and achieve well in relation to their starting points.

Pupils' oracy develops well from a particularly low base. Many pupils listen well to each other and their teachers. Many older pupils maintain concentration for relatively long periods during lessons and acts of collective worship. The speaking skills of a majority of pupils' develop appropriately, although their vocabulary is limited. They speak confidently when being interviewed in the guise of Samuel Pepys, but most give only short answers. Many pupils in the observation classes have complex additional needs and their expressive language skills are not well developed.

Many pupils' reading skills develop well. They understand the link between letters and sounds and know that blending certain combinations of letters can produce a range of sounds. They use this skill to enable them to read books from the reading scheme fluently, accurately and with understanding. Many pay good attention to punctuation marks so that they read with expression. Many are able to discuss characters and events in their storybooks.

Many pupils make suitable progress in writing. Early in the Foundation Phase, they make steady progress in learning how to grip a pencil and form letters correctly. They go on to develop legible handwriting in a cursive style, although they do not join the letters. As they progress from one class to the next, many pupils write increasingly neatly, forming and spacing letters consistently. Nearly all write for a wide range of purposes, including letters, stories, poems and factual recounts. Older pupils write interesting accounts of the Great Fire of London in the style of a diary. A majority use capital letters and full stops or question marks with increasing accuracy to punctuate sentences. In Year 2, a majority of pupils apply their writing skills well in other areas of learning. For example, they write at length when investigating the effects of heat on various foodstuffs.

The majority of pupils progress well in developing mathematical skills. They acquire a good understanding of numbers and measurement and become less reliant on concrete materials as they progress from one class to the next. They count on and back correctly and older pupils count on in twos, fives and tens. When adding three single digit numbers, a majority simplify the operation by looking to make a ten from two of the digits. They carry out investigations, such as when finding different ways of making 20 using three numbers. They tell the time to the hour and half hour accurately, and name flat and three-dimensional shapes correctly. Many solve simple problems involving money correctly. They use their mathematical skills well in other areas of learning. For example, they order historical events in a timeline and place geometric shapes in art work in the style of Kandinsky.

Many pupils are keen, well-motivated learners. In lessons, they recall previous learning well. However, many pupils find it difficult to apply their thinking skills independently across the curriculum.

Pupils in the nursery class listen and respond appropriately to the use of Welsh in the classroom. They sing Welsh songs and know the names of colours, types of weather, clothes and foods. Most older pupils use their knowledge of Welsh words and phrases to speak in simple sentences and they respond confidently to questions, for example about their preferred meals. Older pupils read well in Welsh, with good pronunciation, but few write in Welsh.

In the ordinary classes, most pupils with additional learning needs make good progress in relation to their abilities. In the two observation classes, many pupils make notable progress towards developing their communication and personal and social skills at an appropriate level.

Pupils' attainment at the expected outcome 5 in literacy and mathematical skills is consistently below that in similar schools. Comparison with pupils' attainment in similar schools has placed the school consistently in the lower 50% or the bottom 25% of similar schools between 2012 and 2014 in both areas of learning. These outcomes include pupils from the observation classes.

At the higher-than-expected outcome 6, pupils' attainment is often below that of pupils in similar schools in both areas of learning. In literacy, comparisons place the school in the bottom 25% or lower 50% of similar schools. In mathematical development, performance, has varied, moving the school between the higher 50% and the bottom 25% over the last three years.

Pupils who are eligible for free school meals attain less well than other pupils in both areas of learning. Overall, boys perform notably less well than girls. The gender gap is frequently greater than the average for similar schools.

Wellbeing: Good

Standards of pupils' wellbeing are high. Most understand the importance of eating and drinking healthily and of keeping fit through regular exercise. Nearly all pupils feel safe and happy in school and know whom to go to if they have any worries or concerns.

Standards of behaviour are good and there is a positive working atmosphere in all classes. Pupils enjoy taking part in lessons, are confident and engage well with their work. They suggest ideas that interest them at the beginning of a topic and these ideas influence teachers' planning. Most pupils display good social skills and are polite towards adults and each other. Most are beginning to develop valuable problem solving skills, but, because they receive regular support from adults, few develop good independent thinking skills. Many pupils know what they are good at but few understand how they can improve their work.

Pupils' attendance has risen over the last three years. Rates of attendance for the past three years place the school in the upper 50% when compared with similar schools. Most pupils are punctual.

The eco and school councils meet regularly to discuss issues, make decisions and report outcomes to the other pupils. They are beginning to make valuable contributions to school life, for example by choosing new playground equipment. Pupils appreciate their position in the community through regular involvement with the local church, for example through for mock christenings, and through visits from the local police and fire service.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and balanced curriculum that gives all pupils a wide range of stimulating learning experiences, both within and outside the classroom. The curriculum meets all statutory requirements. Pupils from the observation classes integrate regularly with the other classes. This develops pupils' social skills and promotes the school's inclusive ethos.

Staff plan in detail for the effective development of most pupils' skills. Activities provide valuable opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, provision to develop pupils' independent thinking skills is less well developed.

There is a wide range of visits and extra-curricular activities that enrich the curriculum. For example, the school supports parents and carers to engage with their children through several popular play and learn schemes, which have a positive effect on learning and wellbeing.

The school promotes the Welsh language and culture appropriately. Wall displays celebrate the work of Welsh artists and celebrities. Planning for the development of Welsh as a second language is progressive but opportunities for older pupils to write in Welsh are infrequent.

The eco committee promotes pupils' awareness of sustainable development successfully and encourages their involvement in schemes such as recycling, energy conservation and healthy eating. Pupils have appropriate opportunities to learn about other cultures and the wider world.

Teaching: Adequate

Teachers and learning support staff know their pupils well and maintain good supportive working relationships with their classes. They manage pupils' behaviour well and classes are busy and well ordered. Most lessons have a brisk pace and teachers make good use of a range of resources to make learning interesting. Learning support officers give good support to groups of pupils. However, too often pupils are over-directed and do not take sufficient responsibility for their own work. The balance between teacher-led activities and those that pupils choose for

themselves is appropriate in most classes. However, in the activities members of staff lead, adults do not allow pupils sufficient independence. In many sessions, activities do not challenge pupils who are more able enough.

During lessons, staff praise good work and effort consistently. They intervene at appropriate times to check pupils' understanding. All teachers mark pupils' work regularly. However, the comments they make do not refer enough to pupils' progress towards meeting either the lesson objective or their personal targets. Repeated remarks regarding how pupils can improve their work indicate that pupils do not take enough notice of teachers' comments. Pupils' involvement in evaluating their own progress, and the work of others, is sporadic.

There are rigorous procedures for measuring and tracking pupils' progress. A programme of regular testing supports teachers' assessments and confirms their accuracy. Reports to parents are clear and informative.

Care, support and guidance: Good

The school provides a supportive, caring environment for pupils. There is a clear focus on promoting pupils' wellbeing by developing their social and emotional awareness. This is a strength of the school.

There are well-planned opportunities to promote pupils' moral and spiritual development in classes and during collective worship. Pupils are encouraged to take responsibility and to show respect and consideration for others. Arrangements for supporting pupils' cultural development through a good focus on music and art are effective. The school has appropriate arrangements to promote healthy eating and drinking and regular exercise.

The school arranges worthwhile home visits before pupils start school. These have improved the level of engagement with families.

There are effective arrangements for the identification of, and support for, pupils with additional learning needs. The school demonstrates a commitment to the equity of provision and integrates pupils from the observation classes into mainstream activities such as physical education lessons. The school has highly effective links with external agencies, whose specialist professionals work well with the staff to support the needs of all pupils, including those with complex needs.

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

Learning environment: Good

The school is an inclusive and nurturing community where all pupils are valued and treated equally. Staff recognise, respect and celebrate diversity and this has a positive effect on the school's ethos. All staff contribute to establishing a calm, cohesive and happy environment in the school.

The classrooms are vibrant with well-organised teaching and learning areas. Displays are of high quality and celebrate pupils' current work. There are plentiful, good quality resources, which match pupils' needs well.

The school building is in good condition. Classrooms are spacious, warm, bright and clean. Significant improvements to the outdoor area over the last few years, for example the development of the garden area and the forest school, have helped to improve the quality of provision for pupils through the extensive use of engaging activities in the school grounds.

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

The headteacher provides clear leadership and direction. Staff, governors and parents share her strong inclusive vision for the school.

There is a strong team ethos in the school. Staff members at all levels have a good understanding of their roles and responsibilities. They play an active role in the school's efforts to work towards achieving the targets in its school improvement plan.

Regular staff and senior management team meetings place a clear emphasis on improving teaching and learning. There are efficient arrangements for managing the performance of all staff. These identify professional development opportunities that enable staff to deliver, for example the successful phonics programme. This is beginning to raise standards of reading and writing.

The school pays appropriate attention to national priorities such as developing literacy and numeracy and the development of the Welsh language. The use of the School Effectiveness Framework is helping the school to make improvements in standards in numeracy.

Members of the governing body support the school and know the community it serves well. The headteacher's reports provide them with accurate summaries of the school's life and work, but governors' role in self-evaluation and planning for improvement is superficial. Overall, the governing body's role in challenging the school and in setting its strategic direction is underdeveloped.

Improving quality: Good

The school has a well-established system of thorough self-evaluation procedures. Staff and pupils contribute to compiling a broad range of first-hand evidence. All members of staff contribute to the careful analysis of performance data. In their annual audits, co-ordinators evaluate the quality of the curriculum and lessons and judge their effect on pupils' standards of achievement. Subsequently, they compile a list of action points that senior leaders consider when agreeing the annual improvement plan. This ensures that the self-evaluation report correctly identifies important priorities for improvement. Although the sections of the report that deal with provision are largely descriptive, it contains a precise analysis of pupils' performance, and takes good account of the school's particular circumstances. It identifies strengths and areas for improvement accurately.

There is a very close link between the findings of self-evaluation and the targets identified in the school improvement plan. The plan is a detailed and comprehensive document. Each target has suitable success criteria. Staff responsibilities are clear and targets have an appropriate budget allocation and realistic timescales. Senior staff monitor progress towards on-going targets regularly. They know, for example, that the introduction of a programme that builds pupils' knowledge of phonics is raising standards in reading and writing successfully.

Partnership working: Good

The school benefits from valuable links with a good range of partners. Relationships with parents are strong and this encourages family engagement and helps to support pupils. For example, the weekly 'Reading Café' is very popular, and there is a waiting list for the 'intergenerational cookery' sessions. Parents value these opportunities to develop their own skills and to support their children's learning. A series of home visits strengthen the transition from home to school.

There are strong links with local schools, particularly the junior school to which most pupils transfer. Staff from local schools meet regularly to share good practice and to agree on the accuracy of teacher assessments.

Secondary schools and colleges in Bridgend value opportunities for students to undertake work experience placements at the school. These young people help to provide pupils with a broader experience and enable staff to give vulnerable pupils more support. Community partners include a local supermarket, which pupils visit to learn about where various foods come from. Pupils are proud of their place in the community when they join with others to sing in the local 'Gymanfa Ganu' and at the civic centre.

Resource management: Good

Overall, the school has appropriate arrangements for the management and deployment of all staff. The arrangements for teachers' planning, preparation and assessment time are effective, often making, for example good use of staff expertise in music, art or cookery.

There are regular opportunities for professional development and the school has suitable arrangements to enable staff to share good practice. A professional learning community with other schools in the locality is starting to have a positive effect on ensuring a more consistent approach to teaching in mathematics.

The school uses its Pupil Deprivation Grant efficiently to benefit pupils who are eligible for free school meals. Employing additional support staff allows the school to increase the level of support for pupils whose language and communication skills are not well developed, and to increase access to information and communication technology equipment for disadvantaged pupils. Although relatively recent, these initiatives are successfully raising the standards of pupils' communication skills.

There are clear plans in place, approved by the local authority, to reduce the current financial surplus by the end of this financial year.

Given the good progress that many pupils make, and the effective quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6722090 - Bryntirion Infants

Number of pupils on roll	137
Pupils eligible for free school meals (FSM) - 3 year average	31.3
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	32	29	28
Achieving the Foundation Phase indicator (FPI) (%)	68.8	69.0	50.0
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	32	29	28
Achieving outcome 5+ (%)	68.8	72.4	50.0
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	9.4	17.2	17.9
Benchmark quartile	4	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	32	29	28
Achieving outcome 5+ (%)	75.0	72.4	53.6
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	18.8	20.7	17.9
Benchmark quartile	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	32	29	28
Achieving outcome 5+ (%)	84.4	82.8	64.3
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	18.8	13.8	17.9
Benchmark quartile	3	4	4

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.

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

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.	19	17 89%	2 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	18 95%	1 5%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	17 89%	2 11%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	19	17 89%	2 11%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	11 58%	7 37%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	19	16 84%	3 16%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	19	16 84%	3 16%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	19	13 68%	3 16%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	15 79%	3 16%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	19	15 79%	3 16%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	15 83%	1 6%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	19	14 74%	5 26%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	17 89%	2 11%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	19	11 58%	6 32%	1 5%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	11 61%	5 28%	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.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	19	16 84%	3 16%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	19	17 89%	2 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr Alun Meilyr Rees	Team Inspector
Matthew Evans	Lay Inspector
Tracey Harries	Peer Inspector
Kathryn Foster	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.