



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gynradd Llangwryfon
Llangwryfon
Aberystwyth
Ceredigion
SY23 4HA**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 17/12/2013

Context

The school is situated in the rural village of Llangwryfon, which is about 10 miles from the town of Aberystwyth in Ceredigion. The school serves the village and the nearby area.

The school admits pupils on a full-time basis to the reception class following their fourth birthday. Currently, there are 41 pupils on roll. Children are taught in two mixed-age classes; pupils aged four to seven in the Foundation Phase and pupils aged seven to 11 in key stage 2.

There are no pupils who are entitled to free school meals at the school at present. Approximately half of the pupils come from Welsh-speaking homes. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of making them bilingual by the time they transfer to the secondary school at 11 years old. About 22% of pupils are on the additional learning needs register, which includes a very few pupils who have a statement of special educational needs.

The school was last inspected in November 2007. The current headteacher was appointed in September 2012.

The individual school budget per pupil for Ysgol Gynradd Llangwryfon in 2013-2014 is £4,630. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Gynradd Llangwryfon is in 20th position of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Llangwryfon's current performance is good because:

- pupils perform consistently well at the higher levels over a period of time;
- nearly all pupils make good progress in their learning;
- there is an inclusive ethos, which is based on respect for others;
- pupils' attendance is consistently good;
- the quality of teaching is robust across the school and there are very good elements in the Foundation Phase; and
- the school provides a range of various learning experiences, which promote pupils' interest and motivation successfully.

Prospects for improvement

Ysgol Llangwryfon's prospects for improvement are good because:

- the headteacher has a clear vision and he conveys it effectively to others;
- all members of staff co-operate successfully as a team;
- members of the governing body are very supportive of the school and operate strategically;
- the school development plan, which arises directly from self-evaluation, is based on raising standards; and
- there is a strong partnership with parents and the community.

Recommendations

- R1 Ensure that numeracy and information and communication technology (ICT) skills are planned purposefully and developmentally across the curriculum
- R2 Ensure that all pupils reach their full potential by making more effective use of intervention programmes to respond to needs
- R3 Ensure that the self-evaluation report places more specific emphasis on analysing the effect of the school's work

What happens next?

Ysgol Llangwryfon will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, nearly all pupils make good progress in their learning, including pupils who have additional learning needs.

Many pupils' basic skills are above the average that is expected of children of this age in all outcomes on entry to the school.

Most pupils in the Foundation Phase listen attentively, talk confidently about their work and use robust syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, most discuss their ideas clearly and enthusiastically. Most pupils enjoy reading books and make good progress, and read meaningfully with increasing accuracy and understanding of the text.

Most pupils in key stage 2 concentrate well in lessons and take an interest in their work. The majority communicate clearly and confidently in both languages, and join in with class discussions enthusiastically. Many pupils read meaningfully with appropriate expression and discuss the content intelligently. Many pupils can glean relevant information from various texts effectively.

Most pupils in the Foundation Phase make good progress in their writing skills. By the end of Year 2, most of them use their literacy skills successfully and write sensibly and independently across learning areas. The best pupils write at length and punctuate their work appropriately. In key stage 2, many pupils write intelligently in a variety of forms in both languages and use wider vocabulary to enrich their work, especially in English.

Most pupils' ICT skills are developing appropriately.

In the Foundation Phase, most pupils develop their numeracy skills well in a variety of situations. Many can collect information successfully and transfer that information to a graph. An example of this is the work that has been done on a traffic audit in the village in the context of theme work. By the end of the phase, most pupils use their numeracy skills successfully to solve mathematical problems in a variety of learning areas.

In key stage 2, many pupils' standards in mathematics lessons and books are robustly good and more able pupils achieve highly. Most pupils use a good variety of calculation methods correctly in investigations. They use a range of appropriate units of measurement confidently in their work. However, evidence of pupils using and applying the numeracy skills that they learn in mathematics lessons across the curriculum is scarce.

Teachers' assessments at the end of a key stage must be treated with care because the small numbers of children in a year group can have a significant effect on the school's performance from one year to the next.

At the end of the Foundation Phase in 2013, in comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performs in the bottom 25% for all learning areas. However, the school's performance at outcome 6 compares more favourably and has placed the school in the top 25% and 50% in comparison with similar schools over the last two years.

Over a period of two years, in comparison with national percentages, boys have performed better in mathematical development at the higher level (outcome 6) whilst girls' performance is better in personal, social and cultural development.

In 2013, the school's performance at the expected level, namely level 4, is higher than the average for the family of schools and Wales, in English, mathematics and science but is lower in Welsh. When comparing the school's results with similar schools in terms of pupils who are entitled to free school meals, the school performs in the top 25% for most of the time in all core subjects. Over a period of four years, the percentage achieving higher than the expected level (level 5) at the end of key stage 2 is significantly higher than the average for Wales in Welsh.

Wellbeing: Good

All of the school's pupils are courteous and show respect for their peers and adults. The behaviour of nearly all within the class and beyond is very good. Most pupils show interest in their work, co-operate effectively and focus successfully for appropriate periods.

All children say that they feel safe and happy at the school and know to whom to turn if they are worried. The school council is enthusiastic and undertakes its role conscientiously. It meets regularly and members' ideas are appreciated in the life and work of the school.

Most pupils have a sound understanding of eating and drinking healthily. The majority of pupils take advantage of activities such as sports and after-school activities in order to develop their fitness. The understanding of the majority of pupils at the school of the importance of keeping healthy is developing successfully.

The school's attendance is robustly good and has placed the school among the top 25% of similar schools on the basis of entitlement to free school meals over the last four years. This is a strength at the school.

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

The school provides a range of various learning experiences, which promote pupils' interest and motivation successfully. These experiences respond fully to the principles of the Foundation Phase, the National Curriculum and religious education.

The detailed plans for the Foundation Phase ensure that most pupils make good progress in skills.

Schemes of work in key stage 2 pay appropriate attention to developing the skills across the curriculum, but more able pupils do not always receive enough of a challenge. Provision for developing oral, reading and writing skills is good but there are not enough opportunities for them to develop their numeracy and ICT skills across the curriculum.

Extra-curricular activities, educational trips and visits develop and support pupils' education successfully.

Provision for the Welsh dimension and the Welsh language is good. Through theme work and competing in eisteddfodau, pupils' understanding of their local area is developing appropriately.

The school provides various opportunities across the curriculum for pupils to expand their knowledge and understanding of sustainable development and global citizenship. All of this contributes successfully towards pupils' awareness of the importance of acting sustainably.

Teaching: Good

The quality of teaching is robust across the school and there are very good elements in the Foundation Phase. In many lessons that were observed during the inspection, teachers have high expectations and they question effectively in order to ensure pupils' understanding and raise standards within the context of the task. This is a strength in the Foundation Phase.

All teachers have good subject knowledge and they plan tasks that gain pupils' interest successfully. Lessons have been planned carefully and appropriate attention is paid to developing skills. However, tasks do not always provide enough opportunities to develop numeracy skills across the curriculum. Tasks do not always challenge pupils of higher ability at the top end of the school.

There is effective co-operation between the teaching staff and assistants, which enriches learning experiences and supports individuals and groups of learners suitably.

Assessment for learning strategies across the school are developing well. At their best, teachers share objectives and discuss success criteria successfully with pupils. Teachers mark pupils' work regularly and offer constructive comments. All of this promotes pupils' independence, and helps them to know how to improve the standard of their work.

Assessment arrangements across the school are effective. The school uses standardised tests and teachers' assessments when assessing pupils' work and to provide appropriate support as needed.

Annual reports for parents meet statutory requirements and include purposeful comments on their child's progress

Care, support and guidance: Good

The school is an inclusive community, which gives appropriate support to ensure that pupils make good progress in their learning. School policies ensure positive behaviour and high attendance levels.

Effective arrangements are in place to support pupils' health and wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking. It supports this successfully through theme work and a variety of physical activities.

The school's pupils have opportunities to accept responsibilities through the eco committee, the school council and the "Cyfaill Clên" scheme. The oldest pupils at the school take responsibility for looking after others during play time and lunch time.

The school provides good opportunities for promoting pupils' spiritual, moral, social and cultural development successfully through class and whole-school assemblies.

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

Provision for additional learning needs complies fully with the Code of Practice. In a short time, the co-ordinator has developed the role effectively. The school identifies pupils' learning needs at an early stage, and provides suitable additional support as needed. The school uses appropriate intervention programmes for developing individuals' literacy skills; however, provision for supporting individuals in numeracy, or to challenge pupils of higher ability, has not been developed to the same extent. The school makes effective use of the knowledge and guidance of specialist external agencies regularly.

Learning environment: Good

Ysgol Gynradd Llangwryfon is a community that ensures that pupils are valued and respected. All pupils feel safe and happy at the school.

The school ensures equal opportunities for all the school's pupils by ensuring that all individuals have full access to the school curriculum. The whole staff fosters positive attitudes and behaviour among pupils.

Tolerance and racial equality are given appropriate attention through the personal and social education programme. An effective example of this is the work that is done on Botswana and France.

The building is of appropriate quality and the school uses it effectively. Displays in classrooms and across the school are colourful and celebrate pupils' work and successes appropriately. The buildings and site are well maintained.

Key Question 3: How good are leadership and management?

Good

Leadership: Good

The headteacher has high expectations of herself, of staff and of pupils. She has a clear vision and conveys this effectively to others. This ensures that all members of staff work as a part of a team and understand their role fully in implementing the school's plans. This has a positive influence on pupils' standards across the school.

The school has effective procedures for performance management, which include suitable arrangements for monitoring and evaluating the quality of learning and teaching in every class.

The school responds positively to a range of national priorities by addressing raising standards of literacy, assessment for learning and the principles of the Foundation Phase effectively.

Members of the governing body are very supportive of the school and operate strategically. Governors receive school data, analyse it confidently and use it appropriately to challenge the school and raise standards further.

The governing body promotes good attendance and supports initiatives such as healthy eating and drinking, which influences pupils' wellbeing positively.

Improving quality: Good

The process of planning for improvement is effective and active. The school includes the opinions of staff, governors, parents and pupils in the self-evaluation process. The self-evaluation process has been established firmly and is based on raising pupils' standards. The report includes a thorough analysis of data and the school and authority's monitoring observations of teaching and learning. However, elements of the report are too descriptive and are not analytical enough.

Governors play an effective part in the process, by monitoring and challenging the school as critical friends. Teachers develop a sound understanding of the school's strengths and weaknesses by being an active part of the process.

The school development plan, which derives directly from self-evaluation, has a positive effect on raising standards. The plan targets specific areas to be developed. The plan refers suitably to the steps to be taken, the success criteria, monitoring arrangements and budgeting requirements. The plan includes measurable targets which enable governors to measure progress in the school's standards and performance successfully.

Partnership working: Good

The partnership between the school and parents is strong. The Parent Teacher Association has bought useful learning resources in order to enrich the curriculum. The school shares information with parents effectively through newsletters, and

regular meetings are held for parents, in order to discuss their children's work and standards.

The close link between the school and the nursery group facilitates pupils' transfer to the school. Suitable arrangements are also in place for transferring pupils to the local secondary schools. These arrangements prepare the oldest pupils successfully for the next stage in their education.

Close links with the community enrich pupils' learning experiences well. The prominent part that the school took in the venture to clean up litter from around the village and competing in the local eisteddfod is a sign of the strong partnership that exists between the school and the community.

The school works effectively with nearby schools to moderate pupils' work in order to ensure consistency in their assessments and future planning.

The school benefits from the effective partnership with the local authority's education services in order to develop staff, respond to pupils' needs and raise standards.

Resource management: Good

The school has enough teachers and assistants to respond to the principles of the Foundation Phase and the National Curriculum. Staff are managed effectively in a way that makes the best use of their expertise. Teachers make suitable use of their planning, preparation and assessment time to prepare lessons and mark pupils' work. All members of staff have a job description, and they take an appropriate part in performance management arrangements. Staff take advantage of training, which enables them to implement strategies identified in the school development plan.

The school has established a professional learning community in order to improve staff's information technology skills and raise pupils' standards. This is beginning to have an effect on pupils' outcomes.

The headteacher and governors manage their resources appropriately. The governing body and the finance sub-committees meet regularly. With the support of the authority's finance officer, they monitor the budget appropriately.

Considering the school's good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

Teachers' assessments at the end of a key stage must be treated with care as the small numbers of children in a year group can have a significant effect on the performance of a school from one year to the next.

In 2013, 80% of pupils in the Foundation Phase attained the expected level, namely outcome 5, in all learning areas. This is lower than the averages for the family and Wales. In 2012, 100% of pupils attained the expected level, namely outcome 5, in all learning areas.

The proportion of pupils who achieve higher than the expected level, namely outcome 6, in language, literacy and communication in Welsh, mathematical development, and in personal and social development, compares more favourably with the averages for the family and Wales.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the bottom 25% for all learning areas in 2013, whilst it was in the top 25% in 2012.

Over a period of two years, in comparison with national percentages, boys have performed better in mathematics at the higher level (outcome 6) while girls' performance is better in personal, social and cultural development.

In key stage 2, all pupils achieved the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2013. This is higher than the averages for the family of similar schools and Wales. All pupils also achieved the expected level, namely level 4 or higher, in the core subjects apart from Welsh. The percentage attaining the higher level, namely level 5, was significantly higher than the averages for the family and Wales in Welsh, English, mathematics and science. Overall, the trend has been fairly consistent over the last five years.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performs in the top 25% for most of the time.

Over a period of five years, in comparison with the national percentages in general, girls have performed better than boys at the higher level in Welsh and English.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	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.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	17	16 94%	1 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	17	17 100%	0 0%	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 ddyngu 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	17 100%	0 0%	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	17 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	17	17 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Daim yn gwybod	
Overall I am satisfied with the school.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	9 69%	4 31%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	13	9 69%	4 31%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	13	7 54%	6 46%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	9 69%	3 23%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	10 77%	2 15%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	7 54%	5 38%	1 8%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	11 85%	2 15%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	7 54%	6 46%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	11 85%	2 15%	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.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	9 69%	3 23%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	3 30%	5 50%	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%	34%	4%	1%		
There is a good range of activities including trips or visits.	13	8 62%	5 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Carolyn Thomas	Team Inspector
Michaela Leyshon	Lay Inspector
Robert Gwyn Williams	Peer Inspector
Nerys Parry	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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