



*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

## **Report on**

**Ysgol Gynradd Talsarnau  
Talsarnau  
Gwynedd  
LL47 6TA**

**Date of inspection: July 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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**Publication date: 03/09/2014**

## Context

The school is situated in the village of Talsarnau, which is about three miles from the town of Harlech in Gwynedd. There are 36 pupils aged between three and 11 on roll, including four part-time nursery children. They are arranged into two mixed-age classes.

About 85% of pupils come from homes in which Welsh is spoken as a first language. There are no pupils from an ethnic minority background. Seventeen per cent of pupils have additional learning needs, which is a little lower than the national percentage. Very few pupils have a statutory statement of special educational needs. No pupils are eligible for free school meals.

The individual school budget per pupil for Ysgol Talsarnau in 2013-2014 is £5,562. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Talsarnau is in the 22nd position of the 103 primary schools in terms of the school budget per pupil.

The school has been led since January 2013 by a strategic headteacher, who is also the headteacher at another school in the catchment area.

The school was last inspected by Estyn in June 2008.

## Summary

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

### Current performance

Performance is good because:

- nearly all pupils make good progress in their learning;
- the literacy and numeracy skills of pupils of all ages are good;
- pupils of all ages behave responsibly and are caring of each other;
- the school provides a rich and imaginative curriculum;
- teachers expect a great deal from all pupils and challenge them to achieve well;
- ensuring pupils' health and wellbeing is a high priority at the school; and
- the school promotes high values that help pupils to show respect for others.

### Prospects for improvement

Prospects for improvement are good because:

- the leadership and management of the headteacher and the governors are effective;
- there are clear communication systems and a strong sense of teamwork at the school;
- self-evaluation has led to improvements in standards and teaching;
- teachers fulfil their roles conscientiously and effectively;
- strong partnerships contribute well to pupils' progress and wellbeing; and
- the school provides good value for money.

## Recommendations

- R1 Establish a whole-school system for tracking pupils' progress
- R2 Provide more opportunities for pupils to have an influence on the content of the curriculum

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Nearly all pupils give of their best in lessons and make good progress in their learning. Pupils of all ages recall previous learning quickly and apply it successfully in new situations. Nearly all of them make consistent progress in their ability to use their thinking skills to solve practical problems. A notable example of this is the skilful use of historical evidence by key stage 2 pupils as they try to track the family connections of an old ship's captain.

The literacy skills of pupils of all ages are good. Nearly all in the Foundation Phase listen attentively during plenary sessions and express their ideas confidently and correctly. They all choose books independently and use a wide range of ways to enable them to read unfamiliar words. By the end of the Phase, they write fluently and use words, phrases, idioms and sentences effectively to produce written pieces that are often interesting and imaginative.

In key stage 2, nearly all pupils contribute thoughtfully in group and class discussions and use polished speech. They are confident and enthusiastic readers and, by the end of the key stage, they glean information in an orderly way from various sources, such as books and websites. Throughout the key stage, many pupils are very skilful in using information that has been collected from English language reference books to support their work in Welsh. By Year 4, many pupils write for a number of purposes and show increasing fluency and accuracy in their work. Most of them mutate correctly and use a good variety of adjectives and phrases to enrich their expression.

Pupils' numeracy skills across the school are good. By the end of the Foundation Phase, all pupils use correct mathematical phraseology when talking about their ideas and are very confident when reading and writing numbers up to 100. They use standard units with suitable precision to measure objects of various sizes and are very confident when describing the properties of solid and flat shapes. By the end of the Foundation Phase, all pupils apply their numeracy skills very robustly in play and problem-solving activities in the classroom and the outdoor, for example when buying goods in the shop.

Nearly all pupils' numeracy skills in key stage 2 are good. Most of them use a good range of mental mathematics strategies to solve number problems and they have a sound understanding of the relationship between fractions, decimals and percentages. When involved in scientific investigations, most use a wide variety of standard measurements with precision. They make purposeful use of databases to record and interpret data. Across the key stage, nearly all pupils' ability to apply their numeracy skills to solve practical problems is robust.

Small numbers of pupils were assessed at the end of the Foundation Phase in 2012 and 2013 and, therefore, it is not appropriate to compare the school's performance with national benchmarks.

Performance at the expected level 4 in key stage 2 in comparison with that of schools with a similar percentage of pupils who are eligible for free school meals, has varied over the period between 2010 and 2013. Performance in Welsh, English, mathematics and science was in the top 25% in 2010 and 2013 and in the bottom 25% during other years.

There was no consistent trend of differences between boys and girls from one year to the next, nor between the achievements of pupils who are eligible for free school meals and the remainder of the cohort.

### **Wellbeing: Good**

All pupils feel safe at school and free from any physical or verbal abuse. They have a sound understanding of how to keep healthy and they appreciate opportunities to have healthy foods and develop fitness.

Nearly all pupils' social skills and life skills are good. Pupils of all ages co-operate in a friendly way in groups, and, as they move around the school or play in the playground, they are courteous to each other and are caring towards other pupils. They are friendly in formal and informal situations and get along well with teachers and other adults at the school.

Older pupils shoulder responsibilities, such as helping during lunch times and undertaking the role of 'Playground Buddies', in a very mature way.

From an early age, pupils are very confident when making choices about their learning. They address open-ended tasks skilfully and most of them make good progress in their ability to improve their learning.

The school council and the eco committee play an important role in the school's social life. However, there are not enough opportunities for pupils of all ages to influence the content of the curriculum and the life and work of the school in general.

The school plays an important part in the local community and the opportunities that pupils have to take part in community activities have an important effect on the development of their social skills.

Attendance rates are consistently high, and have placed the school among the top 25% of similar schools over recent years.

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

The school provides a wide range of stimulating learning experiences that meet the needs of the full range of pupils successfully. Planning in the Foundation Phase is

based firmly on the six areas of learning and on giving pupils an active role in their learning. The curriculum at the beginning of key stage 2 builds systematically on pupils' current knowledge and understanding and ensures that there is progression and continuity in their learning.

Provision for ensuring that pupils of all ages acquire literacy and numeracy skills is effective and leads to good standards of achievement. The curriculum meets all statutory requirements fully, including the Literacy and Numeracy Framework.

Provision for developing the Welsh language and the Welsh dimension in various contexts is rich and enables pupils to make good progress. Good attention is paid to studying the local environment, history and folklore of the area in the context of Welsh culture. Visits by the Mari Lwyd and guest speakers to discuss Glasynys and Yr Ysgwrn reinforce pupils' involvement in their local area.

The wide range of additional experiences, including educational visits and opportunities to join in community activities, enriches pupils' experiences considerably. The school has effective provision to help pupils to develop knowledge and understanding of sustainable development and global citizenship. For example, key stage 2 pupils have studied issues such as apartheid, racism and people's ways of life.

### **Teaching: Good**

Teachers expect a great deal from all pupils and challenge them to achieve well. They plan lessons thoroughly and set clear objectives for learning experiences and ensure that there are regular opportunities for developing pupils' literacy and numeracy skills. Learning activities are differentiated carefully in order to meet all pupils' individual needs and gain their interest. During sessions, teachers and assistants intervene in a timely and skilful manner in pupils' learning and, through skilful questioning, promote better understanding of the work in question. The close working relationship that has been established between staff and pupils results in successful teaching and learning.

Recently, the school has strengthened its arrangements for assessment for learning. Through purposeful marking, pupils have useful guidance on the standard of their work and what they need to do to improve. The practice of setting improvement targets for all individuals, and including the pupils themselves in the discussion, promotes good learning outcomes.

Although teachers keep detailed records of individual pupils' assessments, there is no whole-school system for tracking the progress of all pupils across the school. Annual reports to parents are of a good quality and give them beneficial information about their children's progress and wellbeing.

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

The school is a happy community with a homely, caring ethos and comprehensive and appropriate policies and procedures. Staff create a safe environment in which pupils' health and wellbeing is a high priority. They respond effectively to any alleged



cases of harassment or bullying. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school makes appropriate arrangements for promoting healthy eating and drinking. The essentials of eating healthily, fitness and regular physical exercise are fostered effectively throughout the school.

Across the school, learning experiences offer stimulating opportunities to promote pupils' social, moral, spiritual and cultural development. The school promotes high values that help pupils to show respect for others. Stimulating joint worship sessions contribute considerably to pupils' spiritual and personal development.

The effective use that the school makes of the expertise of a range of other agencies and charities enables it to support pupils' wellbeing and learning successfully.

The school uses a good range of methods for identifying pupils' additional learning needs at an early stage. Provision and support for these pupils are effective and lead to consistent progress in learning and standards. All pupils that have additional learning needs have an individual education plan that is reviewed regularly. In specific cases, the school takes advantage of the co-operation of services such as educational psychologists and the education authority's specialist teachers. These procedures comply fully with the requirements of the Code of Practice.

### **Learning environment: Good**

The school's ethos creates a welcoming and happy environment that contributes well to supporting learning and teaching. The school is a friendly and caring community that celebrates diversity and values all learners. It ensures equal opportunities for all pupils and strengthens individuals' self-confidence.

There is an extensive supply of purposeful resources of good quality in classrooms. This includes computer equipment that is used purposefully by pupils and teachers to support learning and teaching.

Staff and pupils make the best possible use of the school's accommodation. The community hall that is part of the school building is a valuable resource that is used effectively by teachers for holding physical education lessons and other activities. A stimulating learning environment, along with the attractive displays, enriches pupils' learning experiences considerably.

The outdoor area for Foundation Phase pupils, including the school playground and field, are used purposefully. However, there is no appropriate place for pupils to shelter from the hot sun or bad weather and this limits the use of the area.

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

The strategic headteacher leads the school effectively and has established clear communication systems and a strong sense of teamwork among all staff. This

contributes well towards setting a strategic direction and a becoming a self-critical school that develops continuously. The headteacher is supported well by staff who share the same vision and values to support the efforts to improve standards and quality of teaching.

During their regular meetings, the headteacher and staff focus clearly on the school's priorities and on ensuring that policies and plans for improvement are implemented regularly by all members of staff. Teachers have fulfilled their roles conscientiously and effectively within the comparatively new system. Detailed job descriptions link well to the individual responsibilities of all members of staff.

Governors are well informed about how the school is performing in comparison with similar schools and challenge the school's leadership appropriately.

The school pays good attention to national and local priorities. For example, it has acted successfully to improve standards of literacy and ensure that the principles of the Foundation Phase are implemented effectively.

### **Improving quality: Good**

Self-evaluation is a key part of the school's procedures and staff and managers have a good understanding of the school's strengths and areas that need improvement. Self-evaluation arrangements are detailed and make effective use a wide range of direct evidence and relevant data in order to identify progress and identify aspects to be developed. This includes pupils' progress, the outcomes of lesson observation jointly with teachers at other schools, scrutinising work and external reports. The voice of pupils and parents has an important place in self-evaluation.

The self-evaluation report is detailed and gives an objective and accurate picture of the school's current situation in terms of learning, teaching and standards. However, at times, the report tends to be too descriptive and does not focus sufficiently on pupils' outcomes. All members of staff and governors have strong ownership of the report.

The improvement plan is a beneficial document for informing developments and giving a strategic direction to the school's work. There is a strong link between priorities in the plan and the outcomes of self-evaluation. Developments are planned carefully, the expected outcomes are identified, as well as the responsibilities that are allocated to individuals. It also includes an approximation of the resources that are needed in order to support developments. The implementation of the plan, along with the effect of developments on the school, is discussed regularly in staff meetings and governing body meetings.

The school can show that self-evaluation has led to visible improvements in provision and standards, for example in its strategy for developing numeracy across the curriculum.

### **Partnership working: Good**

There are productive links with a number of strategic partners, which have a positive effect on pupils' attainment, wellbeing and learning experiences.

There are strong partnerships with parents and the local community. For example, the school's use of the community hall and its computer room has raised pupils' expectations and information and communication technology skills. Partnerships with visitors and local volunteers are very effective and have a positive effect on pupils' awareness of their community. Similarly, links with local businesses have improved pupils' numeracy skills and have increased their understanding of financial management.

There is close co-operation between the local primary schools in order to share experiences in terms of developing staff and assistants, and to share ideas, successes and various methods of presenting aspects such as literacy. This has had a strong influence on raising standards. Standardising and moderating procedures are sound and have sharpened teachers' assessments at the end of the Foundation Phase and key stage 2.

The close link between the school and the nursery group which is on the same site facilitates pupils' transfer arrangements to the Foundation Phase very effectively. In addition, a comprehensive programme of activities and visits for pupils who are about to transfer to the local secondary school helps them to settle quickly in their new school.

### **Resource management: Good**

The school has robust financial plans. Staffing and resources, including financial resources, are managed and used effectively to support and improve learning. Decisions on expenditure link well to priorities in the improvement plan and the school's current needs. Recently, the school has adapted its expenditure decisions appropriately in the light of a change in the structure of the leadership team and the prospects of an increase in pupil numbers.

Planning, preparation and assessment time is organised efficiently. Performance management processes set realistic targets which are linked to the school's priorities. This all contributes effectively to raising standards and to identifying pupils' needs.

Effective networks of professional practice with other schools have a positive effect on pupils' standards and wellbeing. Examples of this are the sharing of good practice on aspects of literacy and numeracy across the school.

The headteacher and the governing body monitor the budget regularly with the support of the authority's finance officer. This ensures that there is appropriate provision to meet the expected increase in pupil numbers in the Foundation Phase in September 2014.

Considering the good outcomes and pupils' progress, the school provides good value for money.

## Appendix 1

### **Commentary on performance data**

Small numbers of pupils were assessed at the end of the Foundation Phase in 2012 and 2013 and, therefore, it is not appropriate to compare the school's performance with national benchmarks.

Performance at the expected level 4 in key stage 2 in comparison with that of schools with a similar percentage of pupils who are eligible for free school meals has varied considerably over the period between 2010 to 2013. Performance in Welsh, English, mathematics and science was in the top 25% in 2010 and 2013 and in the bottom 25% during the other years. Performance at level 5 is not as good as it is mostly in the lower 50% in all subjects. Performance in science is lower than in any other subject.

There was no consistent trend of differences in performance between boys and girls from one year to the next. Over time, pupils who are eligible for free school meals perform as well as the remainder of the cohort.

## Atodiad 2

### Adroddiad boddhad rhanddeiliaid

### Ymatebion i'r holiadur i ddysgwyr

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	14	14 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	11	11 100%	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.	14	14 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	14	14 100%	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.	14	14 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	14	14 100%	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.	14	14 100%	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.	14	14 100%	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.	14	11 79%	3 21%	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.	14	13 93%	1 7%	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.	13	11 85%	2 15%	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	13	13 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

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**Ymateb i'r holiadur i rieni**

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	14	5 36%	9 64%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhentyn 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.	15	14 93%	1 7%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	15	5 33%	7 47%	1 7%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	8 53%	6 40%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	6 40%	6 40%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	4 27%	9 60%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	14	4 29%	5 36%	4 29%	0 0%	1	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.	15	10 67%	3 20%	1 7%	0 0%	1	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.	15	11 73%	4 27%	0 0%	0 0%	0	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.	15	10 67%	5 33%	0 0%	0 0%	0	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.	14	5 36%	7 50%	1 7%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

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	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.	15	5 33%	7 47%	3 20%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	8 53%	6 40%	1 7%	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.	15	8 53%	5 33%	1 7%	0 0%	1	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.	15	7 47%	8 53%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	4 33%	5 42%	0 0%	0 0%	3	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.	15	9 60%	5 33%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	5 33%	7 47%	2 13%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

William Williams	Reporting Inspector
David Davies	Team Inspector
David Jenkins	Lay Inspector
Kevin Williams	Peer Inspector
Ann Jones	Nominee



## Copies of the report

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

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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