



**Report on**

**Ysgol Y Parch Thomas Ellis  
Ffordd Treseifion  
Holyhead  
Anglesey  
LL65 2AP**

**Date of inspection: October 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: 09/12/2014**

## Context

Ysgol y Parchedig Thomas Ellis, which is a Church in Wales voluntary school, is situated in Holyhead in Anglesey. The school serves the local area as well as nearby villages. This is a school that is able to teach through the medium of Welsh and English according to demand.

The school provides education for pupils aged between three and 11. Pupils are admitted to the school on a part-time basis in the September following their third birthday and full-time in the September following their fourth birthday. They are arranged into five mixed-age classes.

There are 107 pupils on roll, including 15 of nursery age. At present, there are no pupils from homes where Welsh is the main language of communication. Very few pupils are from an ethnic minority background. About 42% of pupils are eligible for free school meals, which is higher than the county percentage and the percentage for Wales. Thirty-five per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. A few have statements of special educational needs. Uned Cybi is a resource that provides for a group of key stage 2 pupils who have moderate learning needs and it serves other primary schools in the town of Holyhead and beyond.

The headteacher has been in post since October 1997. The school was last inspected in October 2008.

The individual school budget per pupil for Ysgol y Parchedig Thomas Ellis in 2014-2015 is £5,068. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Gynradd y Parch Thomas Ellis is in sixth position of the 48 primary schools in Anglesey in terms of the school budget per pupil.

## Summary

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

### Current performance

#### Main evaluation

The school's current performance is good because:

- most pupils make strong progress from their starting points on entry to the school;
- the high standard of pupils' wellbeing is a strong feature of the school;
- all pupils show courtesy, care and respect towards each other, the staff and visitors;
- the standard of teaching is consistently good;
- there is good provision for pupils who have additional learning needs; and
- the school has an inclusive and caring ethos in which pupils are happy and keen to learn.

### Prospects for learning

The school's prospects for learning are good because:

- the headteacher has a clear vision and a strong mission based on ensuring high standards and pupils' happiness and wellbeing;
- all school staff co-operate effectively as a team;
- governors have a firm understanding of the school and its performance;
- leaders have an effective understanding of strengths and areas that they need to improve;
- a strong partnership exists with parents and the community; and
- the school development plan focuses clearly on raising standards.

## Recommendations

- R1 Raise the percentage of pupils who achieve the higher outcomes and attainment levels
- R2 Ensure further improvements in pupils' standards in Welsh second language in key stage 2
- R3 Develop further more able pupils' extended writing in key stage 2 across the curriculum

### **What happens next?**

The school 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

Most pupils' basic skills at the beginning of their time at the school are weak and below expectations in all outcomes.

During their time at the school, most pupils make good progress in their learning. On the whole, pupils across the school listen carefully and respond enthusiastically in lessons. Nearly all work together well in pairs and in groups, and contribute effectively to discussions.

Many pupils' English oracy standards in the Foundation Phase are developing well. They speak confidently and use vocabulary that is appropriate to their age and ability. By the end of the Foundation Phase, many are able to discuss their ideas clearly and use appropriate vocabulary. By the end of key stage 2, most pupils speak increasingly confidently. Many of them respond enthusiastically in class discussions and discuss their ideas intelligently.

Many pupils' reading skills are developing well across the school. In the Foundation Phase, most read confidently with increasing expression. Most pupils possess a firm understanding of the text and they discuss the content of books intelligently. In key stage 2, most pupils read meaningfully and, by the end of the key stage, they are able to glean information skilfully from various sources.

Across the school, most pupils' writing skills in English are developing effectively. Pupils' writing skills are good in the Foundation Phase. They write increasingly accurately and apply their writing skills well across the curriculum. They are able to write independent pieces on a variety of topics. In key stage 2, most pupils use their writing skills for various purposes suitably, but more able pupils do not develop their ability to write at length across the curriculum. Most pupils use paragraphs effectively, but they do not always spell or punctuate correctly. Most pupils' standards of handwriting and presentation of work across the school are very neat.

Nearly all pupils in the Foundation Phase make good progress in their use of the Welsh language from the time they begin at the school. Considering their linguistic background, their oral skills develop well quickly. However, in key stage 2, most pupils do not have the confidence to use Welsh during the day when dealing with a variety of subjects. On the whole, pupils make adequate progress in standards of reading and writing in Welsh.

In the Foundation Phase, most pupils show an appropriate grasp of mental mathematics and use this information effectively to solve number problems in their activities. They have a good knowledge of the properties of different shapes and many pupils use mathematical vocabulary correctly to discuss their work. They are able to collect, record and present data accurately.

In key stage 2, most pupils develop a secure understanding of number facts. Many are prepared to offer answers and share their findings confidently, using correct mathematical terms. They apply their understanding of division, multiplication, measuring and estimating effectively in different contexts. Many pupils are able to collect and represent data accurately in number tasks and in investigative tasks. Most pupils' ability in the key stage to apply their numeracy skills in order to solve practical problems is good.

Many pupils across the school are able to use information technology confidently. Many use their thinking skills and their investigative skills purposefully in their theme work.

Pupils who have additional learning needs make good progress against their targets. Pupils who are eligible for free school meals make good progress in their target groups.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 has varied, moving the school between the top 25% and the lower 50% for literacy skills, and between the top 25% and the bottom 25% for mathematical development, in comparison with similar schools. Pupils' performance at the higher than expected outcome, namely outcome 6, in literacy skills, places it in the lower 50% or the bottom 25% of similar schools, and performance in mathematical development has placed it consistently in the bottom 25% during the same period. Girls have performed consistently better than boys over the three years.

In key stage 2, performance at the expected level 4 has varied a little over the last four years, moving the school between the top 25% and the bottom 25% of similar schools in English and between the upper 50% and the bottom 25% in mathematics. Over the same period, the performance of pupils at the higher level than expected, namely level 5, has varied, moving the school between the top 25% and the bottom 25% of similar schools in English and in mathematics.

Over a period of four years, overall, in key stage 2, girls have tended to perform better than boys.

In the Foundation Phase, the performance of pupils who are eligible for free school meals is better than the performance of those who are not. However, in key stage 2, pupils who are eligible for free school meals have not performed as well as the remainder.

### **Wellbeing: Good**

Pupils are very happy at the school. Most of them are aware of the importance of healthy eating and drinking. They also understand the importance of fitness and take advantage of the opportunity to experience various activities to reinforce this by attending clubs such as the sports clubs and healthy school activities. These activities have a positive effect on their development into responsible individuals.

Pupils' behaviour across the school is very good and they show courtesy and respect towards staff and visitors. Most pupils contribute well in lessons, co-operate effectively and support each other's learning in the classroom. They all show respect and care for each other.

The work of the school council and the eco council is developing well and pupils take advantage of the opportunity to take part in decisions about the school's developments. They also take part in a variety of activities that enrich their experiences. By the end of key stage 2, many display mature skills in terms of responsibility and independence by managing the fruit shop and keeping financial records. Teachers appreciate pupils' views and act upon their suggestions carefully.

In comparison with similar schools on the basis of the percentage who are eligible for free school meals, pupils' attendance has placed the school in the top 25% during the last two years. Nearly all pupils arrive at school punctually.

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

Through close co-operation, teachers plan interesting and stimulating learning opportunities that meet the requirements of the National Curriculum, the Foundation Phase and religious education. Planning also meets most pupils' personal and educational needs and provides experiences and opportunities that enrich the learning experiences of disadvantaged pupils. The school has already incorporated elements of the Literacy and Numeracy Framework robustly into the plans.

Communication, numeracy and information and communication technology, along with thinking skills, have a prominent place in planning. There are clear references to the development and progression of these skills for each year. Although teachers prepare differentiated activities for pupils, this does not always meet the needs of most the able pupils, especially in extended writing across the curriculum.

Appropriate attention is paid to pupils' Welsh language development. The Welsh dimension has a central place in the school's work programme and provision for developing the Welsh language is promoted suitably. The school provides appropriate training for parents in reading and numeracy teaching strategies.

Provision for teaching pupils about sustainably development and global citizenship is good and permeates a number of curricular areas. Recycling, saving energy and sustainability are a natural part of school life. The extra-curricular activities that are provided help pupils to develop a number of key personal and social skills very effectively.

### **Teaching: Good**

Teaching is securely good across the school. Teachers possess up-to-date subject knowledge and model language effectively. There is a good working relationship between staff and pupils and behaviour is managed effectively.

Lesson objectives are identified clearly. Teachers question skilfully and intervene at appropriate times and give effective support to individuals and groups of pupils. Classroom assistants work effectively in order to support pupils. In the few lessons in which teaching is less effective, activities do not always offer enough of a challenge to more able pupils.



Teachers have useful assessment for learning strategies. They have been established effectively across the school. Most teachers share objectives and discuss success criteria with pupils effectively. All teachers mark pupils' work consistently and thoroughly, and offer constructive comments and useful oral feedback during lessons.

The school monitors pupils' progress very effectively and has useful assessment procedures in place. This is one of the school's strengths. Teachers make extensive use of data to track pupils' progress and to provide additional education programmes according to needs.

End-of-year reports inform parents clearly about their child's progress and achievement.

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

This is a happy school in which pupils feel safe. The school has appropriate arrangements for promoting healthy eating and drinking. Pupils have good opportunities to promote health and fitness through various physical education experiences.

The school develops pupils' spiritual, moral, social and cultural attitudes suitably. All policies associated with this are communicated well to stakeholders. The school provides good opportunities for pupils to take responsibility and voice an opinion on developments that improve the school through their work with the school council and the eco council.

The school provides effective support for pupils' educational, social and personal issues. It co-operates very closely with external agencies and ensures that the school benefits from the relevant support that is available for them. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. The school identifies the needs of these pupils at an early stage and ensures appropriate support for them. Pupils who have additional learning needs have full access to all areas of the curriculum and their individual education plans are of good quality. Effective use is made of the support of external specialist services for them. Uned Cybi is especially good and provision has a considerable effect on standards and on the confidence of pupils who attend the Unit.

### **Learning environment: Good**

The school displays a strong Christian mission and values. The school's ethos reflects the welcoming, caring, happy and inclusive atmosphere. A strong feature is the family ethos that encourages pupils to take care and responsibility for their fellow pupils and that fosters an attitude of respect and self-confidence. Pupils are encouraged to understand other people of various backgrounds and they are prepared well for the next steps in their education.

Suitable policies, plans and procedures are in place. The school promotes positive attitudes towards equality and social diversity through procedures such as collecting for charities.

Purposeful use is made of the school's grounds and building for play and learning. The outdoor area for the Foundation Phase is used creatively to promote learning. Classrooms are colourful and include rich resources for the purposes of the curriculum, and there are polished displays of a high standard across of the school, which stimulate learning. The building and site are safe and are kept clean and tidy.

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

Under the headteacher's thoughtful and effective leadership, staff promote the school's vision successfully. They dedicate themselves effectively to raising pupils' standards. Staff meetings focus directly on the school's improvement targets and lead to measurable action points. All members of staff have clearly-defined roles and they work together well as an effective team. This is a strong quality in the school's leadership.

Continuous professional development supports the school's priorities clearly. Performance management processes set realistic targets that are linked to the school's priorities. Staff focus appropriately on appropriate issues that need attention in order to improve the school.

Governors fulfil their legal and managerial duties well. They are supportive and contribute effectively as critical friends. The governing body meets regularly and good quality reports by the headteacher and other teachers ensure that members know how the school is performing. They are also aware of general and specific aspects that need to be prioritised to raise standards further.

The school responds successfully to local and national priorities. The Foundation Phase has been introduced effectively and the school has already incorporated elements of the Literacy and Numeracy Framework firmly into the school's plans.

### **Improving quality: Good**

The school has a good understanding of its strengths and the areas that need to be improved. There are effective procedures for observing lessons, scrutinising pupils' work and holding curricular walks for staff and governors around the classrooms.

By analysing a wide range of information about the school's performance and provision carefully, leaders and teachers identify priorities for development clearly. They give full consideration to parents' opinions through regular questionnaires and comments on their children's annual reports. Through the school council, and the eco council, there are appropriate opportunities for pupils to express their opinions about standards and provision.

The self-evaluation report is of good quality and gives a clear and balanced picture of the school. There is a clear link between the outcomes of the self-evaluation report and priorities in the school development plan. Leaders set challenging targets for improving standards and, as a result, the document is useful and relevant and leads to further improvements in achievement and provision.

### **Partnership working: Good**

The school works effectively with a wide range of appropriate partners, including the church, the community and the local authority to improve pupils' standards and wellbeing and to reduce the effect of poverty on educational attainment. These partnerships make a positive contribution towards improving pupils' outcomes.

The school works well with parents. This has a positive effect on their children's wellbeing and attainment. The leadership team and staff communicate effectively with parents and they are supportive of the school's life and work.

Effective arrangements are in place to support transition between the local nursery group and the school. These ensure that pupils settle quickly in the Foundation Phase. Transition arrangements between key stage 2 and the local secondary schools are also effective and prepare pupils well for the next stage in their education. The school works well with a range of local agencies to meet the specific needs of individuals and groups of pupils.

The school co-operates effectively with local primary schools and the secondary school to standardise and moderate pupils' assessments jointly at the end of key stage 2. This develops teachers' confidence in levelling pupils' work.

### **Resource management: Good**

Leaders have definite financial plans which are linked clearly to the school's priorities and current needs. The finance team plans its use of resources carefully. The school uses the pupil deprivation grant very effectively in order to raise standards and to promote pupils' wellbeing.

An appropriate level of trained staff are qualified to deliver the curriculum and the school's support staff are an important and effective part of the team and have a positive influence on teaching and learning. The school makes the best possible use of resources to reinforce pupils' learning experiences.

There are appropriate arrangements for teachers' planning, preparation and assessment time. The school responds to statutory requirements for performance management appropriately and meets all the requirements of the national workload agreement.

The school has established successful networks of professional practice at the school and with other schools and partners. Staff take advantage of every opportunity to develop their expertise and are very keen to take part in activities to improve their effectiveness.

Considering the positive outcomes, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6603033 - Ysgol Parch. Thomas Ellis

Number of pupils on roll	127
Pupils eligible for free school meals (FSM) - 3 year average	59.7
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	11	14	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	72.7	92.9	75.0
Benchmark quartile	2	1	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	11	14	16
Achieving outcome 5+ (%)	81.8	92.9	81.3
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	0.0	14.3	18.8
Benchmark quartile	4	3	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	11	14	16
Achieving outcome 5+ (%)	72.7	92.9	75.0
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	0.0	7.1	12.5
Benchmark quartile	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	11	14	16
Achieving outcome 5+ (%)	72.7	92.9	81.3
Benchmark quartile	4	2	4
Achieving outcome 6+ (%)	0.0	14.3	25.0
Benchmark quartile	4	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.

**6603033 - Ysgol Parch. Thomas Ellis**

Number of pupils on roll	127
Pupils eligible for free school meals (FSM) - 3 year average	59.7
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	12	12	12	13
<b>Achieving the core subject indicator (CSI) (%)</b>	50.0	83.3	83.3	76.9
Benchmark quartile	4	1	2	3
<b>English</b>				
Number of pupils in cohort	12	12	12	13
Achieving level 4+ (%)	50.0	83.3	83.3	76.9
Benchmark quartile	4	1	2	3
Achieving level 5+ (%)	25.0	41.7	0.0	23.1
Benchmark quartile	2	1	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	12	*	*
Achieving level 4+ (%)	*	58.3	*	*
Benchmark quartile	*	3	*	*
Achieving level 5+ (%)	*	8.3	*	*
Benchmark quartile	*	3	*	*
<b>Mathematics</b>				
Number of pupils in cohort	12	12	12	13
Achieving level 4+ (%)	66.7	83.3	83.3	84.6
Benchmark quartile	4	2	2	2
Achieving level 5+ (%)	8.3	33.3	0.0	15.4
Benchmark quartile	4	1	4	4
<b>Science</b>				
Number of pupils in cohort	12	12	12	13
Achieving level 4+ (%)	66.7	91.7	91.7	92.3
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	16.7	25.0	0.0	23.1
Benchmark quartile	3	2	4	3

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report Responses to the learner questionnaire

#### Primary Survey (All pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	44	44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	43 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	44 100%	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	44	44 100%	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.	44	44 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	44	44 100%	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.	44	44 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	44	44 100%	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.	44	42 95%	2 5%	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.	44	44 100%	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.	44	37 84%	7 16%	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	44	39 89%	5 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

Fewer than 10 responses were received. No data will be shown.

### Appendix 3

#### The inspection team

David Evans	Reporting Inspector
David Davies	Team Inspector
Glenda Jones	Lay Inspector
Jane Peate	Peer Inspector
Alison 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 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.