



*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**

**Bronllys C.P. School  
Bronllys  
Talgarth  
Powys  
LD3 0HP**

**Date of inspection: November 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:

<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: 31/01/2014**

## Context

Bronllys Community Primary School is in the village of Bronllys, near the town of Talgarth. Pupils live in the village or the surrounding rural areas.

The school caters for pupils between the ages of three and 11. Currently, 43 pupils attend the school. The school has two mixed-age classes. No pupils speak Welsh as a first language and a few pupils receive support for English as an additional language. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds.

Eighteen per cent of pupils are entitled to free school meals, which is lower than the local authority and all-Wales averages. The school has identified 20% of pupils as having additional learning needs and no pupil has a statement of special educational needs.

The school was last inspected in November 2007. The headteacher has been in post since September 2008 and she is also the acting headteacher of another local school. The school is scheduled for closure in 2016 as part of the Powys modernisation programme.

The individual school budget per pupil for Bronllys Community Primary School in 2013-2014 means that the budget is £4,934 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Bronllys Community Primary School is 12th out of the 88 primary schools in Powys in terms of its 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

The school's current performance is good because

- most pupils achieve good standards;
- teaching is generally of high quality;
- the school provides all pupils with a rich and varied curriculum;
- it addresses the needs of all pupils well;
- the strong partnership with parents has a positive impact on pupils' progress; and
- the caring ethos of the school supports pupils well and helps them to learn effectively.

### Prospects for improvement

The school's prospects for improvement are good because

- the headteacher provides very good leadership and has established a clear vision for the school;
- there is a good level of teamwork between the headteacher, governors and all staff;
- effective strategic planning is clearly focused on raising standards;
- the headteacher and governors embrace and manage change well and for the benefit of the school; and
- there are strong partnerships with other schools, which support school improvement.

## Recommendations

- R1 Extend the involvement of key stage 2 pupils in discussing what and how they learn
- R2 Develop outdoor learning for pupils in the Foundation Phase
- R3 Ensure that all governors challenge the school and monitor its performance effectively

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Pupils represent the full range of ability, but many start school with skills that are below average for their age. Nearly all pupils make good progress from their starting-points. They have a good recall of their previous learning and apply their learning well in new situations.

Pupils develop their communication skills well as they move through the school. Nearly all pupils listen carefully and attentively in lessons. They become very confident speakers, who interact well with other pupils and adults.

Nearly all pupils in the Foundation Phase make good progress in developing their reading skills. They read accurately and discuss what they have read with understanding. They know how to locate information in non-fiction texts and are familiar with a range of stories and children's authors. In key stage 2, pupils read with fluency and accuracy. They gain a wide range of knowledge from their reading and research work. Pupils that are more able read to a very high standard.

As they move through the Foundation Phase, pupils' writing skills develop well, so that by the end of the phase many pupils write independently and with increasing fluency. Most form their letters well, use basic punctuation accurately and spell simple words correctly. Nearly all key stage 2 pupils make good progress in developing their writing skills. They use their skills effectively to produce well-presented, extended and imaginative pieces of work. They make good use of drafting in order to improve the quality of their written work.

Nearly all pupils achieve good standards in numeracy. Older pupils in the Foundation Phase work confidently with large numbers and have a good recall of number facts. Pupils in key stage 2 develop their numeracy skills well and use a good range of mathematical strategies to carry out investigations and to solve problems.

In the Foundation Phase and key stage 2, pupils make good use of their literacy and numeracy skills to support their work across the curriculum.

Pupils with additional learning needs achieve well in many aspects of the curriculum. Boys and girls achieve equally well relative to their starting-points and pupils for whom English is an additional language make very good progress. Pupils who are more able achieve particularly well in their areas of strength.

Standards in Welsh develop well in the Foundation Phase. Many pupils ask and answer simple questions correctly. They read and respond to texts appropriately and write personal information clearly. Pupils in key stage 2 continue to develop their speaking and listening skills in Welsh appropriately. By the end of key stage 2,

pupils make good progress in reading and writing in Welsh, with the more able pupils understanding Welsh well.

There are small numbers of pupils in each year group. This can significantly affect the school's overall performance from one year to the next in end of key stage assessments in comparison with national benchmarks.

At the end of the Foundation Phase in 2012 and 2013, all pupils achieved at least the expected outcome (outcome 5) in all assessed areas of learning. This placed the school in the top 25% when compared with similar schools. Performance at the higher-than-expected outcome (outcome 6) in language, literacy and communication and in personal and social skills improved significantly in 2013, but the achievement of outcome 6 in mathematical development was weak overall.

At the end of key stage 2, performance has remained high over the past four years with most pupils achieving the expected level (level 4). Performance has improved at the higher-than-expected level (level 5), particularly in English and science. In 2013, the school's performance at level 4 and level 5 placed it in the top 25% when compared with similar schools.

### **Wellbeing: Good**

Nearly all pupils develop a good understanding of what they must do to remain healthy and safe, including the importance of healthy eating and drinking. They feel safe in school and know that they can seek the help of an adult should there be any problems. Pupils' attendance is good. The school's overall attendance rate last year placed it in the top 25% when compared with similar schools. Nearly all pupils arrive punctually at school.

Most pupils engage enthusiastically in lessons and discuss their work with confidence. They are courteous to both adults and peers. Pupils in the Foundation Phase work well independently and in small groups. All pupils have a good awareness of what they need to do in order to improve their work. Pupils in key stage 2 develop their independent learning skills effectively, including their ability to solve problems. However, they are not sufficiently involved in planning what and how they learn.

All pupils are involved in either the school council, eco-committee or the fair trade council. They talk knowledgeably about their responsibilities and the impact these groups have on the school and the wider community. The councils take responsibility for organising whole-school events involving the local community, for example harvest festival celebrations. The school prepares pupils well for the next stage in their learning.

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

The school provides a broad and balanced curriculum that meets the needs of all pupils. Teachers plan thoroughly to provide learning experiences that are rich and varied. They identify good opportunities to develop pupils' literacy, numeracy, and information and communication technology (ICT) skills across the curriculum. The integration of key skills within teachers' planning for science is particularly good. There is a wide-ranging programme of visits and visitors that enhance the curriculum well. Staff in the Foundation Phase make good use of the local environment and ensure that pupils have good access to the outdoor area within the school grounds. However, they do not fully utilise all the opportunities for outdoor learning.

There is good planning for the development of pupils' Welsh language skills. Staff place great emphasis on the importance of the language and culture of Wales, and promote it well. Displays throughout the school celebrate pupils' involvement in Welsh cultural events, such as the school eisteddfod.

Pupils have good opportunities to learn about sustainable development and global citizenship. They have very good, first-hand experiences that help to develop their knowledge of the wider world. These have been developed through, for example, liaising with their twinned school in Brittany, links with other schools in Europe, and a project funded by the EU. A recent project on Mauritius has developed pupils' understanding of other cultures and values well.

**Teaching: Good**

The quality of teaching is consistently good. All teachers ensure that lessons are lively and interesting. They have high expectations of pupils and plan activities that provide them with a suitable level of challenge. All teachers ensure that the lessons move forward at a suitable pace and use skilful questioning that develops pupils' understanding well. They use an interesting range of teaching resources to provide an effective focus for pupils' learning. Teaching assistants are clear about their roles and provide good support for individuals and groups of pupils.

All teachers monitor pupils' progress regularly, using a wide range of on-going assessments. They use the results of assessments well to plan the next steps in learning for all pupils and to identify pupils who need additional support. They provide good oral feedback to pupils during lessons and mark pupils' work regularly. As a result, pupils are very clear about what they need to do in order to improve. This has a positive impact on the standards pupils achieve. Teachers use a good range of strategies to involve pupils in assessing their own learning and that of others. They use specific, weekly sessions to work with pupils in order to update their individual targets. Annual reports to parents are of good quality and meet statutory requirements.



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

There are effective strategies to encourage good behaviour and to develop pupils' understanding of how to stay safe. The school has appropriate arrangements to promote healthy eating and drinking. This aspect pervades the life of the school, with many initiatives promoting all aspects of how to follow a healthy lifestyle. There are very effective arrangements to support pupils' physical and emotional wellbeing through a well-structured pastoral programme. Staff use a good range of strategies and programmes to support pupils' spiritual, moral, social and cultural development.

Staff work closely with a wide range of specialist support services and use their advice effectively. An extensive range of documentation is available to parents, guiding them towards appropriate specialist services and community events.

The school identifies and supports pupils with additional learning needs effectively. All staff communicate well with each other, parents and specialist support services to ensure that they identify pupils' needs at an early stage. The school produces detailed individual education plans for all pupils with additional needs. Staff, parents and pupils review the plans regularly. Staff support pupils through the use of effective small group and individual work.

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

### **Learning environment: Good**

The school is a very close-knit community where all pupils are able to develop and progress well. There is a caring ethos and an effective supportive atmosphere in the school. Staff treat all pupils equally and promote diversity well. They ensure that all pupils have access to every aspect of school life.

Internally, accommodation is sufficient for the number of pupils on role and provides a stimulating learning environment. Classrooms are light and airy, with numerous displays throughout the school that celebrate pupils' achievements and provide a good focus for learning. The school grounds are extensive and well equipped. There is a secure outdoor area for Foundation Phase pupils. The school has plenty of resources that meet pupils' needs well. There are sufficient ICT resources in both phases.

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

The headteacher provides very strong leadership and ensures that every aspect and initiative undertaken by the school has a clear and positive influence on pupils' standards and wellbeing. Staff members work effectively as a close team. They promote a shared vision for the future development of the school.

The process of performance management is well established. Managers use the process well to support the professional development of staff and they link it well to

school priorities. Staff and planning meetings focus well on school improvement issues and developments.

The school implements local and national priorities well. For example, there is an appropriate emphasis on adopting and implementing the principles and procedures of the National Literacy and Numeracy Framework.

The governing body provides effective support and has a beneficial impact on setting the strategic direction for the school's development. The governors have a good understanding of the way the school is performing when compared with similar schools. They are aware of the issues arising from the analysis of data and the school's own self-evaluation. The governors have appropriate policies to undertake their statutory duties. However, a significant number of recently elected governors have yet to develop their role as a critical friend in monitoring the school's performance and challenging the school where appropriate.

### **Improving quality: Good**

The school has a well-established process to support planning for improvement. In order to evaluate the school's performance, staff use a wide range of first-hand evidence, including rigorous analysis of data and the monitoring of lessons. The school seeks the views of all staff, governors, parents and pupils as part of the self-evaluation process. The self-evaluation report is a comprehensive document that provides an accurate assessment of the school's strengths and areas for development.

Managers use the outcomes of self-evaluation to inform priorities in the school improvement plan. They ensure that the improvement plan has an appropriate focus on raising standards and improving provision. All teaching staff have a clear role in taking forward the work on meeting the priorities for improvement. Staff monitor progress in addressing the priorities rigorously and are knowledgeable about the progress they have made. Action taken by the school has led to measurable improvement in, for example, raising standards in numeracy.

### **Partnership working: Good**

There are a wide range of partnerships that have a positive impact on pupils' learning and wellbeing. They include effective partnerships with parents, the local authority education services, specialist support services and the local community. The partnership with parents is particularly strong. Parents receive a great deal of information about the life and work of the school through regular newsletters. They are directly and effectively involved in their children's learning, for example through the use of purposeful homework tasks.

The school works effectively with the local secondary school to support pupils' successful transfer to Year 7. Links include planned visits and a varied range of curricular and pastoral activities. There are regular opportunities for teachers from both schools to work together, particularly in English, mathematics and French. The school has very effective partnerships with a number of teacher training institutions.

The headteacher and governors have responded well to the challenges arising from the shared headship with another neighbouring school. They have ensured that the schools work closely together through sharing of staff expertise and resources. This has led to positive benefits for staff and pupils.

**Resource management: Good**

The headteacher and governors manage resources very efficiently and they monitor the school's finances and spending rigorously. They ensure that planned expenditure is closely linked to the school's priorities for improvement. There is a suitable level of staffing to deliver the curriculum effectively. The school makes the best use of the experience and expertise of teachers and teaching assistants. The school identifies and meets the needs of all staff through regular appraisal, which includes agreed performance management targets for all staff. Staff use learning resources well to support the delivery of the curriculum. The school is a strong learning community with well-established links with other schools. Staff use these links well to share good practice, improve provision and raise standards. They have played a valuable role in many professional learning communities involving local schools and schools within their family group. These have helped to raise standards and to develop provision, for example in creating Welsh teaching resources and developing pupils' writing skills.

In view of the good standards achieved by the pupils and the consistent quality of provision, the school provides good value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group. This can significantly affect the school's overall performance from one year to the next in end of key stage assessments in comparison with national benchmarks. At the end of the Foundation Phase in 2012 and 2013, all pupils achieved at least the expected outcome (outcome 5) in all assessed areas of learning. Performance at the higher-than-expected outcome (outcome 6) was higher in 2013 than in 2012 in language, literacy and communication, and personal and social skills. In 2013, performance in those areas was above the family and all-Wales averages. No pupils achieved outcome 6 in mathematical development in 2012 or 2013.

When compared with similar schools (those with a broadly similar proportion of pupils entitled to free school meals), performance at outcome 5 in 2012 and 2013 placed the school in the top 25%. Performance at outcome 6 in language, literacy and communication rose, moving the school from the upper 50% in 2012 to the top 25% in 2013. In personal and social skills, performance rose, moving the school from the bottom 25% in 2012 to the top 25% in 2013. In 2012 and 2013, the school was in the bottom 25% for mathematical development.

At the end of key stage 2, performance has remained high over the past four years with most pupils achieving the expected level (level 4). Performance has improved at the high-than-expected level (level 5), particularly in English and science. In 2013, performance at levels 4 and 5 was above the all-Wales and family averages. When compared with similar schools, performance in all subjects at levels 4 and 5 placed the school in the bottom 25% in 2011, but it rose to the top 25% in 2013.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	20 100%	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.	20	20 100%	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	20	20 100%	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.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	19 95%	1 5%	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.	20	20 100%	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.	20	20 100%	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.	20	20 100%	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.	20	20 100%	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.	20	20 100%	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	20	20 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	24	13 54%	11 46%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	19 79%	5 21%	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.	24	16 67%	8 33%	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.	24	16 67%	8 33%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	24	11 46%	11 46%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	24	16 67%	8 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	17 71%	7 29%	0 0%	0 0%	0	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.	23	11 48%	11 48%	1 4%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	24	18 75%	6 25%	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.	24	15 62%	8 33%	1 4%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	24	19 79%	4 17%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	21	10 48%	10 48%	0 0%	0 0%	1	Mae fy mhentyn 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.	24	15 62%	9 38%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	24	17 71%	6 25%	1 4%	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.	23	11 48%	10 43%	1 4%	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.	24	17 71%	7 29%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	21	11 52%	7 33%	1 5%	0 0%	2	Mae fy mhentyn 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.	23	12 52%	8 35%	2 9%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	23	16 70%	7 30%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Jane Williams	Reporting Inspector
David Kenneth Davies	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Damon MCGarvie	Peer Inspector
Ydwena 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.

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.