



*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**

**Parkland Primary School  
Sketty Park Drive  
Sketty  
Swansea  
SA2 8NG**

**Date of inspection: September 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: 19/11/2013**

## Context

Parkland Primary School serves the Sketty area of Swansea, to the west of the city centre. There are 535 pupils on roll aged between three and eleven years. They are organised into 17 classes. The school also provides nursery facilities for 120 three and four-year-olds who attend school on a part-time basis from September onwards. The last inspection was in October 2007. The current headteacher took up her post in January 2011.

Sketty Park is a designated Communities First area. Eleven per cent of pupils are entitled to free school meals, which is below the national average of 20%. A significant proportion of pupils (31%) speak English as an additional language. There are 18 different languages spoken by pupils, although none speaks Welsh as a first language at home. Around 9% of pupils have additional learning needs, which is much lower than the national average. A very few pupils have statements of special educational need. A specialist teaching facility provides full time education for up to nine pupils who have moderate to severe learning difficulties. There are currently a few pupils who are asylum seekers, and a very few who are looked after by the local authority.

The individual school budget per pupil for Parkland Primary School in 2013-2014 means that the budget is £3,070 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Parkland Primary School is 72nd out of the 80 primary schools in Swansea 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 judgement on the current performance of the school is good because:

- outcomes for pupils have improved over the past three years;
- almost all pupils make good progress from their starting points by the end of key stage 2;
- standards in oracy are particularly high;
- pupils are very well motivated, and enjoy school;
- they are courteous to each other and to adults, and behave well;
- pupils with additional learning needs receive effective support; and
- the school is a very inclusive learning community.

### Prospects for improvement

The judgement on the school's prospects for improvement is good because:

- the headteacher and senior leaders provide effective leadership and have appropriately high expectations of all stakeholders;
- there are effective links between self-evaluation and school improvement;
- the governing body works strategically and is a good critical friend to the school; and
- the school has a range of effective partnerships, which have led to successful school improvement.

## Recommendations

- R1 Increase the proportion of pupils achieving the higher than expected outcome 6 at the end of Foundation Phase
- R2 Ensure that more able pupils are consistently challenged
- R3 Improve the quality of teaching in a small minority of classes
- R4 Continue to work to improve attendance

### What happens next?

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

Pupils enter the school with a wide range of skills, knowledge and understanding. They make good progress from their differing starting points as they move through the school. Pupils in the specialist teaching facility also make good progress from their starting points.

Pupils make particularly good progress with their oracy skills. In the Foundation Phase most pupils, including those who are learning English as an additional language, speak and listen very well in a wide range of situations. They often give imaginative and thoughtful responses to their teachers' questions. Many pupils speak confidently about their learning experiences. As pupils move into key stage 2, they become eloquent ambassadors for their school. For example, many pupils are involved in pupil voice groups, where they give their opinions freely and influence the future direction and smooth running of the school. The 'learning explorers', for instance, visit lessons and discuss their perceptions of pupils' learning with the school's leaders.

Almost all pupils make good progress with their reading skills during their time at Parkland. In the Foundation Phase, many pupils make good use of their knowledge of the sounds that letters make to help them decode unfamiliar words. They speak confidently about different genres of books that they have enjoyed. By the end of key stage 2, most pupils read confidently with fluency, accuracy and understanding. They skim and scan texts to find meaning and information quickly. Many Year 6 pupils read widely for pleasure and give sensible reasons for their personal choice of books or electronic texts.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many pupils can write short texts independently in a good range of styles. By the end of key stage 2, most pupils have a wide vocabulary and write purposefully in a variety of contexts across the curriculum. A majority of pupils write neatly and present their work tidily. They use the skill of redrafting well to improve their spelling, punctuation and choice of vocabulary.

Pupils make good progress in mathematics lessons, in line with the expected outcomes for their age. For example, many Year 2 pupils successfully use their knowledge of numbers up to ten to solve problems involving money. More able Foundation Phase pupils use their problem solving skills to decide the best way to measure distances on a map. In key stage 2, many pupils have a sound understanding of place value and can round numbers efficiently. They use measuring skills and data skills effectively, and are able to use their reasoning skills well to solve problems. Most pupils make good use of their numeracy skills in other subjects, for example when they draw accurate graphs and charts in science.

Pupils make very good use of their information and communication technology (ICT) skills to communicate information. Older pupils make good use of new technologies, such as quick response QR codes, to research different aspects of their learning. They use spreadsheets and databases very effectively in other subjects, such as science, numeracy and geography.

Most pupils make good progress in developing their Welsh language skills. They understand the Welsh used by staff well, and respond readily to questions using familiar phrases and patterns. By the end of Year 6, many pupils read and write simple Welsh texts clearly and accurately. Their Welsh pronunciation is good. However, few pupils use their Welsh language skills extensively outside of Welsh lessons.

Pupil outcomes at the expected level in the end of Foundation Phase assessments have risen. In 2013, pupils' achievements placed the school in the upper 50% compared to similar schools in mathematical development and language, literacy and communication skills. When compared with that in other schools in its family, pupils' performance was above the average. However, at the higher than expected outcome 6, pupils' performance was below the family average in all areas of learning, and below the performance of similar schools for language, literacy and communication skills and for personal and social skills, wellbeing and cultural diversity.

In key stage 2, outcomes at level 4 have risen steadily in recent years and are now above the family average. When compared to similar schools, outcomes have also risen. In 2013, pupils' achievement placed the school in the lower 50% for English and science, and the upper 50% in mathematics. For pupils achieving the higher than expected levels, outcomes have risen more rapidly. In 2013, level 5 and above outcomes were well above both the family of schools' average and similar schools' average in all subjects, placing the school in the upper 25%.

## **Wellbeing: Good**

Most pupils are polite and courteous. Their behaviour in and around the school is of a high standard. Almost all pupils are considerate and relate well to each other and to adults. All pupils say that they feel safe in the school. Nearly all pupils have a good understanding of healthy living and eating.

The school council, eco committee and other pupil voice groups make a positive contribution to school life. For example, the school council has been instrumental in securing improvements to the pupils' toilet provision, such as new hand dryers. Playground ambassadors have been effective in promoting happier playtimes. Most pupils are actively involved in their learning and take pride in their work.

Rates of attendance show a gradual sign of improvement, although the school remains in the lower 50% when compared to similar schools. However, the proportion of pupils who are regularly absent has decreased significantly over the last two years. Nearly all pupils arrive punctually in school.

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

The school provides rich and stimulating learning experiences that ensure good coverage of the curriculum.

Systematic planning through the Foundation Phase and key stage 2 ensures that pupils build on their previous knowledge and learning. This has a positive impact on pupils' standards of achievement. There is effective planning for the development of pupils' skills, including thinking skills, literacy and numeracy in a range of different contexts. The school makes very effective use of the links between subjects to engage and motivate pupils in their learning. However, on occasions, pupils' independent writing is limited by restrictive tasks and, as a result, pupils do not often produce extended imaginative writing. The school makes good provision for Welsh language development and understanding of Welsh heritage. Most adults promote Welsh well. Cross-curricular tasks, such as writing a diary in Welsh as an evacuee, help pupils develop a good understanding of evacuees' experiences in Wales as well as improving their writing skills in Welsh.

There is a wide variety of after-school activities, including sports, music and gardening clubs. The school promotes pupils' understanding of sustainable development well. The active and enthusiastic eco-committee organises recycling initiatives to encourage pupils to look after the school environment.

Visitors to the school and trips to local heritage sites contribute extensively to expanding and enriching learning experiences. The school draws sensitively on its ethnically diverse school population to develop pupils' understanding of global citizenship.

## **Teaching: Good**

Many teachers deliver exciting, engaging lessons at a brisk pace. There are very good working relationships between staff and pupils. In many lessons, teachers match tasks carefully to pupils' learning needs. Teaching assistants are effective in helping pupils to learn. In the most effective lessons, teachers ask probing questions to develop pupils' thinking skills very well. They have high expectations of what pupils can achieve.

However, in a small minority of lessons, teachers' expectations of what the most able pupils can achieve are not high enough. As a result, in these lessons, tasks do not challenge high achieving pupils sufficiently and the pace of learning slows.

Teachers mark pupils' work very well. They use consistent, effective systems to indicate to pupils what they should do in order to improve their work. Teachers' assessments of pupils' work at the end of each key stage are thorough and broadly accurate; however, assessments in English do not always fully reflect the breadth of the subject.

Teachers make good use of the information about pupils' progress and wellbeing, for example in providing additional support for pupils who need more help with their learning. Parents receive very detailed information about their children's achievements and progress through annual reports.

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

The school is a very caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. There are good arrangements in place to develop pupils' understanding of wellbeing and healthy lifestyles. The school makes appropriate arrangements for promoting healthy eating and drinking.

Staff encourage pupils to work well with each other and to show respect, care and concern for others. They know pupils well and use this knowledge to provide high quality support and guidance for each individual, including those in the specialist teaching facility.

The school liaises effectively with specialist agencies to provide useful and focused support for pupils. Staff use this information well to impact positively on the learning experiences of pupils.

The provision for pupils with additional learning needs is a strong feature of the school. Staff identify any pupils with additional needs effectively at an early stage. The school provides well-planned, targeted support for them through a wide range of programmes, and involves parents fully in the process.

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. There are regular opportunities for pupils to reflect on their own beliefs and values. School rules are clear and pupils understand why they are necessary. As a result, the school is a very well ordered community.

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

## **Learning environment: Good**

The school is an inclusive society with a clear emphasis on recognising, respecting and celebrating the diversity within its own and the wider multicultural community. As a result, pupils and staff are treated equally, fairly and with respect.

There are extensive and attractive grounds, which are secure, well used and well maintained. Accommodation is sufficient for the number of pupils on roll. The governing body has undertaken a realistic programme of refurbishment over the last two years to improve the learning environment and pupils appreciate the changes.

The new indoor 'positive playroom' has increased opportunities to develop pupils' self-esteem and promote good behaviour effectively. Resources in the classrooms and resource areas are good and well matched to learning needs. Displays throughout the school are of a good quality, and wall paintings further enhance the visually stimulating learning environment.

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

The headteacher provides effective leadership to the school. She has a clear vision for the school's development. She shares the vision and values effectively with the staff, governors, parents and pupils. Together with the senior leadership team, she provides clear strategic direction and encouragement to the life and work of the school.

The headteacher has very high expectations of leaders, staff and pupils. She communicates these clearly and tackles underperformance effectively. Since her appointment, the headteacher has made a number of significant changes and improvements. The changes are having an identifiable positive impact on provision and pupil achievement, for example in science.

The senior leadership team members have a good balance of experience. Their responsibilities are well defined. They are fully involved in the school's development. Middle leaders have a good understanding of their roles. They support the senior leadership team effectively in monitoring and developing the work of the school. The school staff work well together and they share their expertise efficiently and effectively through regular meetings. The school has been successful in addressing local and national priorities. This has led to recent improvements in pupil outcomes in Welsh language, reading and science.

The governing body comprises of members with a diverse range of expertise and skills. Governors use their expertise and skills effectively to act as a critical friend to the school and assure its development. The governing body reviews the school's policies regularly. Governors are developing their knowledge of pupils' learning and standards well by carrying out focused visits to classrooms and talking with pupils and staff.

### **Improving quality: Good**

The school has robust systems for self-evaluation. It gathers first-hand evidence from a wide range of sources. Senior leaders have an accurate understanding of the school's strengths and weaknesses based on current standards, trends and benchmarks. They take good account of the views of parents and pupils.

The school improvement plan identifies appropriate priorities, targets, costs, deadlines and accountabilities. There is a clear focus on raising pupils' standards, particularly in relation to the national priorities of literacy and numeracy.

Senior and middle leaders monitor standards and teaching rigorously through scrutiny of pupils' work, lesson observations and listening to learners. They analyse a large amount of data regularly to evaluate the school's performance. On occasions, the detailed systems to track individual pupils' progress and outcomes make it difficult for senior leaders to evaluate the broader success of actions efficiently. However, regular analysis of data and monitoring of progress against the targets for the academic year are having a positive impact on raising pupils' standards.

### **Partnership working: Good**

The school is active in encouraging parents to be involved in its life and work. Trips, for example to local mining museums, and the inclusion of contributions from parents and the community into classroom topics are a particular strength of the curriculum. Partnerships with parents, the community and local schools are well developed. They contribute effectively to the school's vision and aims.

Links with the on-site pre-school playgroup and local secondary school are well utilised to prepare pupils for each stage of their school life. Collaboration and careful planning ensure effective progress for pupils at each stage of their learning.

Teachers and leaders have developed extensive links with other schools, outside agencies and specialists. These have informed successful improvements, for example to Welsh and music.

### **Resource management: Good**

The school deploys teachers and teaching assistants well to meet the needs of the pupils and to deliver the curriculum effectively.

School staff are well qualified. There is a clear performance management system in place for teachers, through which the school identifies whole school and individual professional development needs effectively. The school provides good opportunities for all staff to engage in continuous professional development activities, linked to performance management targets and whole-school priorities.

A majority of staff take part in professional learning communities to research areas of common interest and improve learning experiences. These activities have had a positive impact on improving practice and raising pupils' standards, for example in

science, play and personal and social education. A few senior staff share their expertise with other schools to help them improve their systems and raise pupils' standards.

The governing body and the headteacher manage the budget carefully and in line with the stated priorities in the school improvement plan. Due to the appropriate use the school makes of its funding and the good progress made by most pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase, standards have improved in most areas in the past two years. In 2013, in mathematical development and literacy, language and communication skills, the school was placed in the upper 50% when compared to similar schools at the expected outcome 5. However, for personal and social skills, wellbeing and cultural diversity the school was placed in the lower 50%. In 2012 and 2013, standards were above the family average in mathematical development and language, literacy and communication skills, and in line with the family average in personal and social skills, wellbeing and cultural diversity. Standards have been consistently above the average for Wales in all subjects.

At the higher outcome 6 in 2013, the school was placed in the upper 50% compared to similar schools for mathematical development, but in the lower 50% for language, literacy and communication skills and for personal and social skills, wellbeing and cultural diversity. In 2012, results were below the national average in all three areas of learning. Improved standards in 2013 have resulted in pupils performing above the national averages in mathematical development and language, literacy and communication skills. However, although standards are improving, they remain below the family average in all areas of learning.

At the end of key stage 2, there is a clear trend of improving standards. In 2010, standards were broadly in line with or just below those found nationally but, by 2013, standards were well above the national average in all subjects at all levels. At level 4, standards have risen to above the family average in English and mathematics, and are in line with the family average in science. When compared with similar schools, the school was placed in the lower 50% in English and science, but in the upper 50% in mathematics. At the higher level 5, standards have risen rapidly. In 2010, pupils' results were in the lower 50% for English and science, but the upper 50% in mathematics. In 2013, the school's results placed it well above the family average and in the top 25% of similar schools for all three subjects.

In the Foundation Phase, in 2012 and 2013, boys achieved better than girls at outcome 5. However, at the higher outcome 6 there is no significant difference in performance. In key stage 2 in 2012 and 2013, girls performed consistently better than boys, although this has not always been the case in the past. Pupils who learn English as an additional language achieve less well than their peers at outcome 6, but better than their peers at the higher level 5.

## 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	Cytuno Agree Anghytuno Disagree	
I feel safe in my school.	106	106 100%	0 0%
		98%	2%
The school deals well with any bullying.	106	101 95%	5 5%
		92%	8%
I know who to talk to if I am worried or upset.	106	105 99%	1 1%
		97%	3%
The school teaches me how to keep healthy	106	106 100%	0 0%
		98%	2%
There are lots of chances at school for me to get regular exercise.	106	106 100%	0 0%
		96%	4%
I am doing well at school	106	104 98%	2 2%
		96%	4%
The teachers and other adults in the school help me to learn and make progress.	106	106 100%	0 0%
		99%	1%
I know what to do and who to ask if I find my work hard.	106	104 98%	2 2%
		98%	2%
My homework helps me to understand and improve my work in school.	106	104 98%	2 2%
		91%	9%
I have enough books, equipment, and computers to do my work.	106	103 97%	3 3%
		95%	5%
Other children behave well and I can get my work done.	106	102 96%	4 4%
		78%	22%

	Number of responses Nifer o ymatebion		Cytuno Agree	Anghytuno Disagree	
Nearly all children behave well at playtime and lunch time	105		103 98%	2 2%	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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	58	37 64%	20 34%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	58	42 72%	15 26%	1 2%	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.	58	43 74%	15 26%	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.	57	30 53%	24 42%	1 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	57	21 37%	34 60%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	58	36 62%	21 36%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	57	34 60%	22 39%	0 0%	0 0%	1	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.	55	19 35%	30 55%	4 7%	0 0%	2	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.	58	36 62%	18 31%	1 2%	0 0%	3	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.	57	34 60%	22 39%	1 2%	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.	58	40 69%	17 29%	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	57	30 53%	21 37%	1 2%	1 2%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
to any particular individual needs'.		50%	35%	4%	1%		perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	58	30 52%	27 47%	1 2%	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.	57	41 72%	15 26%	1 2%	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.	57	25 44%	22 39%	3 5%	0 0%	7	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.	58	32 55%	26 45%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	53	21 40%	23 43%	2 4%	0 0%	7	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.	58	34 59%	23 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	56	30 54%	25 45%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Fiona Arnison	Reporting Inspector
Penny Lewis	Team Inspector
Sue Davies	Team Inspector
Rebecca Lawton	Team Inspector
Justine Elaine Barlow	Lay Inspector
Anthony Stevenson	Peer Inspector
Anne Lloyd	School 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.