



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Bro Famau
Eryrys Road
Llanarmon-yn-Ial
Nr Mold
Denbighshire
CH7 4TB**

Date of inspection: May 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:

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

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

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Context

Ysgol Bro Famau is on two sites approximately 3.5 miles apart. One site is in the village of Llanferes and the other is in Llanarmon-yn-lâl. There are currently 95 pupils on roll, which includes 13 part time nursery children. The school caters for pupils aged three to eleven.

One headteacher and one governing body manage the school. The pupils work on both sites to take full advantage of the facilities such as the hall and playing field. Year 6 pupils work together every morning for mathematics and language lessons. The pupils travel between the sites on a mini-bus.

Around 1% of pupils are eligible for free school meals, which is well below the average for Wales. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh fluently or receive support for English as an additional language. The school identifies that about 13% of pupils have additional learning needs, which is below the average for Wales. No pupil has a statement of special educational needs.

The last inspection of the school was in May 2008. The headteacher has been in post since January 2010.

The individual school budget per pupil for Ysgol Bro Famau in 2013-2014 means that the budget is £4,576 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Bro Famau is 22nd out of the 48 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress and achieve well from their starting points on entry to the school;
- the standards currently achieved by most pupils in the Foundation Phase and key stage 2 are good;
- all pupils with additional learning needs make good progress;
- the quality of teaching and assessment is good;
- the school is an inclusive community that promotes positive attitudes to equality and diversity;
- the good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing; and
- pupils across the school behave well and have a good attitude towards learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has established a positive ethos and a nurturing culture that staff, parents and pupils value;
- staff share a clear vision that focuses well on improving standards and pupils' wellbeing;
- staff at all levels undertake their roles conscientiously;
- staff have an accurate understanding of the school's strengths and areas for development, which derives from effective self-evaluation processes;
- school improvement planning is effective; and
- governors provide a good level of support.

Recommendations

- R1 Improve standards of writing in Welsh second language
- R2 Provide more opportunities for pupils in key stage 2 to practise and to consolidate their numeracy skills across the curriculum
- R3 Strengthen the role of the governing body as a critical friend

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. The tracking of pupils' progress shows that most pupils, including those with additional needs, make good progress from their starting points in many aspects of their work.

Most pupils in the Foundation Phase achieve good standards in developing their oracy skills and respond well to questions from their teachers. They can explain what they are doing and they talk to partners well when working together. In key stage 2, pupils continue to develop their speaking and listening skills well. Most pupils recall previous knowledge and information and use this information to acquire new skills and information. Most speak confidently in a range of situations to staff, visitors and each other.

Most pupils make good progress in developing their reading skills. Many older pupils in the Foundation Phase talk knowledgeably about their favourite authors and a suitable range of books. Most read texts accurately and talk about what they have read with understanding. They use their knowledge of letter sounds well when they come across unfamiliar words. In key stage 2, most pupils are making very good progress in developing the fluency of their reading. Pupils who are more able use higher-order reading skills confidently, such as skimming and scanning, to locate specific information in texts. Older pupils in the Foundation Phase have a good basic understanding of how to use information books effectively. Pupils in key stage 2 build on these skills well.

Most pupils make good progress in developing their writing skills. Older pupils in the Foundation Phase use interesting vocabulary. Many begin to make good use of basic punctuation, form letters correctly and spell simple words independently and accurately. As pupils move through key stage 2, most develop the content of their written work well. They write for a range of purposes and many can adapt their writing appropriately for different audiences. The accuracy of their spelling is often good. Most pupils apply their writing skills well in other subjects across the curriculum.

In both key stages, pupils make good progress in developing a range of mathematical skills. By the end of the Foundation Phase, most pupils are developing good numerical skills. Most have a sound knowledge of simple shapes, measure objects accurately and understand simple graphs. They use their skills well in a range of areas of learning. Pupils in key stage 2 develop a good understanding of place value, decimals and fractions. They are able to interpret a range of graphs and use skills, such as tallying, effectively. Most develop good numerical reasoning skills and have a good understanding of mathematical language. Most use their measuring skills accurately. Although key stage 2 pupils make good progress in

mathematic lessons, they do not make full use of these skills in other areas across the curriculum.

Most pupils throughout the school have positive attitudes to learning Welsh. They respond appropriately to instructions in Welsh. They use a range of simple sentence patterns and questions accurately and confidently. Most pupils attempt to write across the curriculum using the skills that they have learnt in their Welsh lessons. However, their writing skills in Welsh are limited overall.

Outcomes from teacher assessments need treating with care as small numbers in each year group mean that one pupil's results can significantly affect the overall outcomes.

In the Foundation Phase over the last two years, pupils' performance at the expected outcome 5 has improved and in 2013 places the school in the top 25% of similar schools for literacy and mathematical development. Pupils' performance at the higher than expected outcome 6 in literacy and mathematical development places the school in the higher 50% of similar schools

In key stage 2, performance in English and science at the expected level 4 places the school in the top 25% of similar schools. Performance in mathematics places the school in the higher 50% of similar schools. At the higher than expected level 5, the pupils' performance places the school in the lower 50% for English and the bottom 25% for mathematics and science.

Wellbeing: Good

Most pupils understand the importance of eating healthily and taking regular exercise. They feel safe in school and have confidence in the ability of staff to deal with any instances of inappropriate behaviour by other pupils. Nearly all pupils get on well together and standards of behaviour are high. They are polite and courteous to each other and to visitors. Most work well independently and co-operatively with others. Pupils are increasingly involved in assessing their own progress and this is helping them to develop a better understanding of their strengths and weaknesses.

The school council and eco committees are well established and pupils are very clear about their roles and responsibilities. Members make positive contributions to decision-making in the school and feel that their view is acted on. They make decisions that improve the quality of learning experiences for fellow pupils. For example, evaluations and discussions brought about improvements to the toilets and playground equipment.

Pupils have good opportunities to contribute to and to understand the local and wider community, for example through their involvement in a 'Lost In Art' project at the local craft centre. They sing to the local elderly people and support adults with dementia.

Attendance figures have been above 95% for the past four years. This has placed the school in the top 25% of similar schools for three of the last four years. Most pupils arrive at the school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The curriculum is broad and balanced and covers all statutory requirements. Staff use outdoor areas well to provide rich and interesting learning experiences for all pupils.

Teachers' planning is effective in developing pupils' literacy, information and communication technology (ICT) and thinking skills. Pupils have good opportunities to write for a range of purposes and to collect and present information using ICT well. The planning to develop pupils' skills in mathematics is good overall, but pupils have limited planned opportunities to use and to consolidate their numeracy skills in other subjects across the curriculum.

The school has established a wide range of intervention programmes for pupils who are falling behind in literacy and numeracy across the school. These support the development of pupils' skills and contribute particularly well to raising the standards achieved by pupils.

The school creates a positive ethos that promotes interest and enthusiasm towards the Welsh Language and Welsh culture. Staff provide pupils with good opportunities to use their speaking and reading skills across the curriculum. However, planning activities for pupils to extend their writing skills in Welsh are limited.

The school has good provision to develop pupils' understanding of sustainable development and global citizenship. The eco committees are effective in their role and the school successfully promotes initiatives such as recycling, energy saving and healthy eating. Teachers also provide relevant learning experiences, which develop pupils' understanding of life in other countries, for example through the partnership work between the pupils at Bro Famau and pupils in Botswana.

Teaching: Good

Teaching is consistently good. All teachers demonstrate up-to-date knowledge and use a wide range of approaches and strategies effectively to engage and to motivate pupils. They successfully create a positive atmosphere in which pupils try hard and are not afraid to make mistakes. They plan interesting lessons, sequence activities well and ask effective questions to extend pupils' understanding. There are suitably active approaches to learning and play within the early part of the Foundation Phase and pupils select appropriately from a stimulating range of activities. The teachers plan well in many lessons to challenge and to extend more able and talented pupils in their learning.

Teachers use the outcomes of on-going assessments well to inform their planning and to set future learning goals for pupils. They give pupils positive oral feedback. Written comments are supportive and, in the best examples, help pupils to understand how well they are doing and what they need to do to improve their work. Teachers have established assessment for learning strategies well throughout the school. This enables pupils to evaluate their own work and that of their peers.

Annual reports to parents are clear and detailed. They identify targets for improvement and provide pupils and parents with good opportunities to respond. Parents appreciate the detailed and accurate report on their child's progress.

Care, support and guidance: Good

Provision for promoting pupils' social, moral, spiritual and cultural development is good. Whole-school and class assemblies fully meet the statutory requirements for a daily act of collective worship. The school is a well-ordered community. Pupils share cultural experiences through engagement in a school partnership programme with schools in Brittany and the Czech Republic.

Staff make good use of a range of external agencies and specialists to guide and to support staff, pupils and parents. Services, such as the police, health educational psychologist and social services, attend the school regularly to work with pupils, parents and staff. This ensures that there is quick and effective sharing of information to support all pupils.

Pupils with additional learning needs receive good support. There are effective arrangements for identifying and supporting pupils with additional learning needs. Staff assess pupils' progress regularly and use the information to provide additional intervention when required. Staff manage the support for these pupils well and co-ordinate it efficiently.

All staff promote high standards of behaviour consistently. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school makes appropriate arrangements for promoting healthy eating and drinking.

Learning environment: Good

There is a purposeful and calm ethos throughout the school. The staff promote a strong sense of care and inclusion. Pupils develop respect and tolerance for each other and for those who hold different beliefs through their studies of other cultures and religions. Staff treat pupils equally, regardless of their gender, background or ability. Pupils have equal access to all the life and work of the school.

Resources of good quality, including ICT resources, match pupils' needs appropriately. Good use is made of displays to support teaching and learning. Colourful examples of pupils' craftwork and staff artwork decorate the yards and garden area and provide an exciting extension to the pupils' learning environment. Most pupils care for the garden area well and this supports pupils' understanding of healthy living and the world of work.

The school manages the inconvenience of a split site well. Accommodation is sufficient at both sites for the number of pupils and all areas are fully accessible to those with physical disabilities. It is clean, well maintained and secure throughout.

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

Leadership: Good

The headteacher has established a clear vision for leading an inclusive and caring school. The focus is firmly on delivering the best for the pupils and on unifying the two communities at each site. Staff and governors share this vision. Programmes of whole-school staff meetings reinforce the unified nature of the school and staff feel valued and encouraged to develop professionally. All staff work well on the agreed priorities for improvement. Arrangements for the performance management are well established.

The school has made good progress in addressing local and national priorities. The Foundation Phase is well established and the implementation of the national literacy and numeracy framework is progressing well. The school has made good progress in the development of pupils' Welsh language skills.

Governors are supportive of the school and have a clear awareness of pupils' achievements. The majority of governors visit the school regularly to meet with staff and to discuss their subject responsibilities. This helps them understand how well the school is performing on a day-to-day basis. The headteacher keeps members well informed about how the school performs in comparison with other similar schools. Members discuss the self-evaluation report and the school's plan for improving outcomes regularly. However, their strategic contribution and their role in challenging the school to improve are limited.

Improving quality: Good

The school has a well-established process for self-evaluation. Staff and governors contribute to self-evaluation strategies that draw on a suitable range of first-hand evidence, including analysis of assessment data, observations of teaching and the scrutiny of pupils' work. The school seeks the views of pupils and parents appropriately as part of this process.

Staff and governors have an accurate understanding of the school's strengths and weaknesses. The self-evaluation report is detailed and comprehensive. It identifies accurately where staff need to make improvements to aspects of the school's life and work. The monitoring role of staff is developing well.

Managers use the information from self-evaluation well to determine clear, valid priorities for school improvement. The school's plan for improving outcomes sets out detailed actions, the responsibilities of staff for implementing the actions and the funding required. The school's action planning has led to measureable improvement, for example in raising standards in reading.

Partnership working: Good

The school has good working partnerships with parents and the local community. The parents' association is active in raising funds for additional equipment within the school. Pupils benefit from partnerships with local churches, businesses and

members of the community, such as a local geologist and dentist, in order to raise standards and pupils' wellbeing. The school promotes pupils' understanding of other cultures well through ongoing international links and the study of other countries. These contribute positively to pupils' cultural development.

The school has a successful pre-school programme that ensures the smooth entry of pupils into nursery education. There is effective collaboration and planning between the school and the local secondary school that pupils transfer to at the end of key stage 2. This helps to ensure that pupils make appropriate progress in the next stage of their learning.

There is a good working partnership with other local schools on a variety of activities, such as designing a t-shirt for Red Nose Day and a fantasy mini beast project. This has provided opportunities for pupils to meet with children from other schools and to extend their thinking and problem-solving skills. The school has played a leading role in this partnership. There are effective moderation procedures with other schools that support accurate assessment of pupils' work at the end of each phase.

Resource management: Good

The school deploys and manages its resources well. There are enough qualified teachers to deliver the Foundation Phase and National Curriculum successfully. Well-qualified teaching assistants make a significant contribution to supporting pupils' progress in both key stages. The arrangements for teachers' planning, preparation and assessment time are appropriate and meet requirements. Performance management arrangements and subsequent training for staff are planned well. Staff have good opportunities for continuing professional development, linked to priorities in the school outcome plan.

There are no formal professional learning communities within the school or with other schools, but informal, active networks to share good practice have enhanced provision and improved standards of pupils' work.

The headteacher and the governing body's finance sub-committee monitor the school's income and expenditure carefully. They ensure that spending is linked to school priorities and there are enough resources of good quality to meet the needs of all pupils.

Due to the effective way the school uses its funding and the outcomes achieved by pupils, 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 comparisons with national benchmarks.

For the expected outcome 5, pupil achievements in 2013 place the school in the lower 50% compared with similar schools for the Foundation Phase indicator. Pupils' performance in literacy and mathematical development places the school in the top 25% and in the bottom 25% for personal and social development. At the higher outcome 6, pupil outcomes consistently place the school in the higher 50% of similar schools for literacy and mathematical development and in the lower 50% for personal and social development.

Over the last four years, pupils' performance at the expected level 4 at the end of key stage 2 have consistently placed the school in the top 25% for English and science and in the higher 50% for the core subject indicator. Outcomes for mathematics have fluctuated, moving the school between the lower 50% and the top 25% over the same period. In 2013, pupils' performance at level 4 places the school in the higher 25% for English and science and in the top 50% for mathematics and for the core subject indicator. Trends show that results are improving and are often among the best in the family of schools. For the higher level 5, pupils' performance over the last four years has placed the school in the lower 50% for English, and has fluctuated over the last four years in mathematics and science, moving the school between the bottom 25% and the top 25%. In 2013, attainment is below family averages at the higher than expected level 5.

Pupils who have extra help with their learning do well and make good progress in small groups and in class. Due to the small numbers in each year group, it is not possible to make valid comparisons between the performance of boys and girls or between the performance of pupils eligible for free school meals and other pupils.

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.	48	48 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	48	48 100%	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.	48	47 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	48	47 98%	1 2%	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.	48	46 96%	2 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	47	47 100%	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.	48	48 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	48	48 100%	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.	48	44 92%	4 8%	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.	48	47 98%	1 2%	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.	48	44 92%	4 8%	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	48	45 94%	3 6%	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.	16	7 44%	9 56%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	16	11 69%	5 31%	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.	16	12 75%	4 25%	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.	16	8 50%	8 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	16	8 50%	8 50%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	16	6 38%	10 62%	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.	16	9 56%	7 44%	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.	16	3 19%	6 38%	2 12%	0 0%	5	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.	16	7 44%	6 38%	1 6%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	9 60%	6 40%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	7 50%	4 29%	1 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	16	6 38%	8 50%	1 6%	1 6%	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.	16	10 62%	5 31%	1 6%	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.	16	4 25%	7 44%	3 19%	0 0%	2	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.	16	9 56%	5 31%	1 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	6 40%	6 40%	1 7%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	16	4 25%	10 62%	0 0%	2 12%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	16	5 31%	8 50%	2 12%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Carolyn Thomas	Reporting Inspector
Christopher Dolby	Team Inspector
Peter Haworth	Lay Inspector
Ruth Hayes-Dyas	Peer Inspector
Rebecca Turner	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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