



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 T. Gwynn Jones
Llanlian Road
Old Colwyn
Colwyn Bay
Conwy
LL29 9UA
United Kingdom**

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 Babanod T. Gwynn Jones is in the village of Old Colwyn near Colwyn Bay in Conwy local authority. The school currently has 209 pupils on roll, 151 of whom are full-time. They are organised into seven classes. Twenty-two per cent of pupils are entitled to free school meals, which is around the Welsh average, of around 20%. No pupils have English as an additional language. Around 24% of pupils have additional learning needs. There are currently no pupils with a statement of special education needs. There are eight full-time teachers and one part-time teacher at the school. No pupils speak Welsh at home. The school was last inspected in 2008. The current headteacher has been in post since September 2012.

The individual school budget per pupil for Ysgol T. Gwynn Jones in 2013-2014 means that the budget is £3,902 per pupil. The maximum per pupil in the primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol T. Gwynn Jones is 43rd out of the 58 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- most pupils demonstrate good speaking and listening skills;
- many pupils read confidently and with expression;
- almost all pupils behave well and show care and concern for others;
- most pupils are enthusiastic about their learning;
- all staff establish good relationships with pupils that foster learning well;
- provision for health and wellbeing is good;
- the school works well with a range of specialist services; and
- pupils with additional learning needs receive good support.

However:

- many pupils' independent and extended writing skills are not well developed;
- opportunities for pupils to develop their independent and thinking skills are limited; and
- assessment for learning is inconsistent across the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision that unites all staff;
- staff feel valued and work together well;
- the school has a wide range of effective partnerships that support the work of the school well;
- the governing body supports and challenges the school effectively;
- the school and governing body have responded appropriately to budget constraints; and
- teaching assistants are deployed well to support learning.

However:

- the strategic role of all leaders is not sufficiently developed;
- self-evaluation processes are not robust and evaluative enough; and
- self-evaluation does not focus well enough on the standards pupils achieve.

Recommendations

- R1 Improve standards of writing
- R2 Raise standards of thinking and independent learning skills across the school
- R3 Ensure that marking and feedback help pupils to understand what they need to do in order to improve their work
- R4 Improve strategic leadership so that leaders at all levels rigorously challenge underperformance
- R5 Focus self-evaluation processes and action planning more rigorously on the standards pupils achieve

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at the level expected for their age. Pupils generally make good progress in relation to their starting point.

Throughout the school many pupils listen well to one another and to adults. Most pupils are keen to talk about their work and many answer questions using suitable vocabulary and detail. Many older pupils use a wide range of adjectives to describe their own superhero and the powers they have and the sounds they hear around them in the outdoor area.

Most pupils read at an appropriate level for their age and ability. Many use their phonic skills well to help them to decode new and unfamiliar words. Most more able pupils read with fluency and expression. They identify key events in a story and enjoy playing characters when reading playscripts, using different voices and taking account of the punctuation in the text. They predict what will happen next effectively using information they have already read. However, pupils' knowledge of how to find information quickly in non-fiction books is not developed enough. Most pupils are unsure of how to locate information using the contents page and index.

Many pupils produce short pieces of writing, which is generally neat and well presented. Many pupils make good use of interesting vocabulary to describe a superhero and a minority of more able pupils are beginning to use exclamation marks and commas correctly in their writing to create effect. Many older pupils make good use of their phonic skills to spell simple words correctly and to attempt new words before asking for adult support. They use capital letters and full stops consistently when punctuating their work. However, pupils do not generally write at length or make effective use of a range of different styles of writing.

Most pupils develop their numeracy skills successfully in mathematics lessons. For example, many older pupils write and order numbers to one hundred accurately, can tell the time using an analogue and digital clock, add and subtract two digit numbers correctly and record and interpret data in a range of graphs and tables. However, many pupils do not apply their skills effectively across the curriculum and pupils do not always present their work well enough. This leads to inaccuracies when drawing graphs.

Many pupils make good progress in learning Welsh. They show a strong understanding of the language and respond appropriately to simple instructions and commands. However, a minority are less confident when speaking. A minority of pupils read simple Welsh books with good pronunciation and show a good understanding of the content of the books. Many write simple Welsh sentences, linked to class topics with support.

Generally, pupils' thinking skills are at an early stage of development and they do not make good use of strategies to enable them work independently. Pupils with additional learning needs generally make good progress.

Over the past two years, when compared with levels in similar schools, the performance of pupils at the end of the Foundation Phase has remained consistent at the expected level for both literacy and mathematical skills. This has placed the school in the higher 50% of similar schools for literacy and the lower 50% for mathematical skills. At the higher-than-expected level, outcomes for literacy and mathematical skills have placed the school in the top 25% when compared with similar schools for the past two years.

Wellbeing: Good

Nearly all pupils feel safe in school. Most pupils know whom to tell if they have concerns and feel confident that the school will deal well with any incidents of bullying. Most pupils are keen to learn and engage positively in their lessons. Nearly all behave well in lessons and around the school. Nearly all pupils show care, concern and respect for one another and take responsibility for their actions. However, many pupils lack the skills needed to improve their own learning and to work independently. Most pupils have a good understanding of how to stay healthy and the importance of exercise.

The school has an active school council. Pupils take their role seriously. They have been involved in meetings with the governing body and in the appointment of the headteacher. Through assemblies, most pupils are aware of the school's main priorities. The eco council encourages pupils to recycle successfully and has been involved in a project to reduce the school's carbon footprint.

Attendance is good, placing the school consistently in the higher 50% when compared with similar schools. Most pupils arrive at school on time.

Pupils contribute well to a variety of community events that enhance their learning, such as visits to a local residential home. Many pupils make good use of the wide range of after school clubs available to them. The school supports appropriate charities, which raises children's awareness of other people's needs effectively.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school has a balanced curriculum that meets statutory requirements. Teachers and teaching assistants plan together to ensure consistency of approach and skill development across year groups. However, there is an over reliance on worksheets throughout most lessons, which limits the amount of work that pupils produce and the opportunities for pupils to record their work independently.

The school plans appropriately for the development of pupils' literacy and numeracy skills. Older pupils have sufficient opportunities to develop their reading and the school has a good range of reading books with topics that interest the pupils.

However, there are not enough planned opportunities for pupils to write at length in a range of different styles and contexts both within their literacy lessons and across the curriculum. Teachers use the electronic tracking system well to monitor the progress of pupils' literacy and numeracy skills. They generally use the information effectively to plan the next steps for pupils to take in their learning. Opportunities to enable pupils to become independent learners and to develop their thinking skills are less well developed.

The school provides a range of beneficial extra-curricular activities, such as Spanish, rugby tots, computer and cookery club.

Provision for Welsh language development is good and there are effective opportunities for pupils to develop an understanding of Wales and its culture across all aspects of the curriculum. Pupils know what it means to be Welsh and to live in Wales. All classes use Welsh regularly throughout the day and make good use of Welsh folk tales as a stimulus for literacy activities.

The school effectively promotes pupils' awareness of sustainable development and global citizenship and provides good opportunities for pupils to gain an understanding of local and global issues. Pupils act sustainably and the eco council contributes to minimising energy use in the school through making posters to encourage everyone to turn off lights when they are not required.

Teaching: Adequate

Across the school, staff establish positive working relationships with pupils and manage their behaviour well. Many teachers plan a range of appropriate, stimulating activities that engage the interest of most pupils. In a majority of classes, teachers provide pupils with a suitable level of challenge in line with their age and ability. However, in a few classes, lessons lack pace and teachers do not always provide stimulating and challenging opportunities for all pupils. Many teachers do not provide sufficient opportunities for pupils to develop their thinking and independent learning skills effectively. Support staff work alongside teachers skilfully to enable pupils to make good progress.

All teachers mark work regularly, but in many cases comments do not focus well enough on what pupils have achieved and what they need to do to improve. Many pupils know what their targets are and, in around half of the classes, teachers use the targets well during lessons to ensure pupils focus on their next steps in learning. Many teachers have a clear understanding of what they want pupils to achieve in lessons, but do not explain this in a simple enough way to ensure that pupils understand what they need to do.

Annual reports to parents are clear and informative. Teachers identify pupils' progress and targets. Pupils and parents have useful opportunities to comment on the reports.

Care, support and guidance: Good

The school has good arrangements to support the health and wellbeing of pupils and to encourage their involvement in school life. There is a very caring atmosphere at the school and good working relationships between staff and pupils contribute successfully to pupils' wellbeing.

Opportunities for pupils' moral, social, cultural and spiritual development are good. These are fostered well through close links with the local church. Visits to a local residential home develop pupils' understanding of living in a community successfully.

The school makes appropriate arrangements to promote and encourage healthy eating and drinking. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There are strong links with many external agencies and support services. Targeted support to individual and groups of pupils has resulted in improvements in behaviour, confidence and achievement.

The provision for pupils' additional learning needs is a good feature of the school. All staff are involved in the identification of pupils' needs at an early stage. Appropriate systems are in place to track pupils. Parents are actively involved in the development of individual education plans, which contain clear and measurable targets. The school uses a suitable range of intervention programmes to support pupils in acquiring literacy and numeracy skills effectively. However, procedures for monitoring the impact of interventions are not consistent across the school.

Learning environment: Good

The school has a friendly, welcoming atmosphere, where all pupils are valued, and treated fairly and with respect. Pupils have equal access to education and are encouraged to show kindness and respect for others and the wider community. The school promotes tolerance, ensuring that staff and pupils are free from harassment.

The accommodation is sufficient for the number of pupils and is accessible to those with physical disabilities. Resources are of good quality and match the physical, educational and emotional needs of pupils. Reorganisation of some areas of the school has enabled easier access to resources and created good working areas outside the classrooms. Staff make effective use of space and good quality displays of pupils' work create an attractive and stimulating learning environment. Good use is made of the outdoor environment and garden area to enhance pupils' learning experiences and to increase their understanding of healthy living. The school site is safe and secure and the school building is clean and maintained well.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has developed a supportive and inclusive ethos for learning where staff and pupils feel valued and their contributions are respected. The headteacher

and governors work effectively to create a comprehensive vision for the school and most members of staff contribute effectively to the school's broad aims. The school's leadership promotes the spiritual and moral values of the school successfully.

The senior management team play a decisive role in supporting a range of initiatives to maintain standards and to implement changes. They identify many shortcomings in the quality of provision. However, senior leaders do not challenge these shortcomings systematically to ensure measureable improvements across the school. They do not focus strategically on the key priorities identified, and leadership has not yet had sufficient impact on key aspects of teaching and learning. The role of curriculum co-ordinators in securing progress is developing appropriately. However, they do not have sufficient opportunities to work with other staff in order to lead their subjects effectively.

Governors know the school well and understand the challenges it faces. They are supportive of the work of the school and regularly challenge the headteacher and each other to improve the quality of provision. Regular monitoring visits to the school by governors ensure that they have an active part in self-evaluation and data analysis processes. As a result, governors have sound first-hand knowledge of the strengths of the school and the aspects that need improvement. They are very aware of how the school is performing in relation to other schools and have a solid understanding of the school's standards through careful scrutiny of data. However, they do not always use the range of monitoring evidence at their disposal to hold the school to account for the standards it achieves.

The school's senior managers are making appropriate progress in addressing national priorities, for example in raising standards of literacy and minimising the impact of social deprivation on pupils. The school uses additional funding well by employing good quality support staff to help pupils in need of additional support. The school's systems of performance management are generally appropriate.

Improving quality: Adequate

The school is developing a culture of self-evaluation that has resulted in effective collaboration amongst staff. Although processes are at an early stage of development, the school's self-evaluation report provides a thorough assessment of the school's current strengths.

There are sound procedures in place to identify how well pupils are achieving. However, the school development plan does not identify a detailed strategy for addressing aspects of underachievement, for example in relation to standards in extended writing and the quality of teachers' marking. Generally, there is not a robust link between the school's development plan and the outcomes of the school's monitoring systems. The process lacks a systematic approach and does not focus on collating information over time, based on first hand evidence about the quality of teaching and learning.

The school's leaders and staff use an electronic tracking system to analyse data rigorously and know in which curriculum areas pupils need to improve attainment. Leaders are beginning to use this information to challenge staff to raise standards.

All staff and a few governors monitor pupils' work, although they do not focus closely enough on how the quality of teaching affects the standards pupils achieve. The headteacher has recently introduced a worthwhile programme for monitoring of teaching. However, following lesson observations, the feedback provided is not always detailed enough to enable teachers to focus on key areas for improvement. The process of monitoring teaching does not yet include other members of staff, which restricts their ability to contribute effectively to the process of improving the quality of teaching across the school.

Staff work well as a team and collaborate successfully with teachers in other local schools to develop numeracy and literacy initiatives as well as ensuring that teacher assessment is accurate. However, these activities are at an early stage and, as yet, the school has not established any effective networks of professional practice.

Through the development of its website and use of social media the school has developed valuable opportunities for parents to voice their opinions and be part of the strategic direction of the school.

Partnership working: Good

The partnerships between the school, parents, the community, and other organisations contribute effectively to enriching the provision in the school. Almost all of the parents appreciate the school's recently adopted 'open door' policy and value the ease with which they can approach the headteacher and staff. This has had a very positive impact on improving pupils' wellbeing.

The partnerships with local businesses are effective and some businesses receive children on visits. The school works effectively with local agencies to expand pupils' experiences. For example, Year 2 pupils order fruit and vegetables from a local grocer, sort them, and sell them to members of staff. This has a positive effect on the pupils' awareness of the world of work.

The links between the pre-school setting, which is situated in the school, and the school are very effective. The transition plan between the school and the local junior school prepares pupils appropriately for the next stage in their education. There are also good arrangements for moderation of standards of pupils' work across the cluster of local primary schools.

The parent association has improved communication between the school and parents. The school has successful initiatives to encourage parents to take a more active role in supporting their children. These include classes in language and numeracy, play and special events, such as family learning meetings. At these events parents can find out more about what their child is doing at school and how they can support them at home. These have had a positive impact on pupils' attendance.

Visits to the community and visitors from the community make positive contributions to enriching pupils' experiences. The pupils have formed a worthwhile relationship with the community police officer who regularly visits the school. This has had a positive impact on pupils' awareness of right and wrong. The school develops pupils'

understanding of other cultures well through topics that involve a range of countries and continents.

Resource management: Adequate

Nearly all teaching and support staff understand their roles well and have an appropriate range of skills and expertise to carry out their duties. The school generally deploys staff appropriately to ensure that they contribute positively to the work of the school. The school makes good use of its internal and external areas. However, arrangements for releasing school leaders are limited, which makes it difficult for them to oversee and direct improvement throughout the school.

The school's performance management system is appropriate and sets relevant targets for all members of staff. Targets focus well on improving the performance of individuals and meeting many priorities in the school development plan. There are appropriate arrangements for joint planning, preparation, and assessment time for teachers. This provides suitable learning opportunities for pupils that lead to improved standards, particularly in reading and oral skills.

The school has good arrangements for financial management. It identifies costs and allocates resources appropriately in line with the priorities in its school development plan. The school plans major investments carefully, for example recent improvements in the provision of information and communication technology. Through close consultation with the local authority finance officer, the school has addressed a historical deficit from previous years and has responded appropriately to ensure a healthy budget. In view of the standards that pupils achieve, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, 88% of pupils achieved the expected outcome in relation to the development of their literacy, mathematical development skills and personal and social development in combination (the Foundation Phase indicator) in 2013. This is below the average for the family, but above the average for schools in Wales.

The percentage of pupils achieving the expected outcome was also below the family average, but above the Wales average in all areas of learning when taken separately. Results in both literacy and mathematical development at the expected outcome were similar to those in 2012, but results in personal and social development were lower than in 2012.

The percentage of pupils achieving the higher outcome was significantly above the averages for the family and Wales for all three areas of learning. The results for literacy and mathematical development at outcome 6 were higher than in 2012, but results in personal and social development were lower than in 2012.

In 2013, at the expected levels and when compared with schools with similar proportions of pupils entitled to free school meals, the school's outcomes place it in the higher 50% for literacy skills and the lower 50% for mathematical skills. Personal and social development places it in the lower 50% for 2013 compared with the higher 50% in 2012. At the higher outcome, pupils' performance places the school in the top 25% for literacy skills, mathematical skills and personal and social development.

Boys perform less well than girls. This is particularly significant in literacy and mathematical development at the higher outcome, where the difference in the performance of boys against the performance of girls is considerably below the family and Wales averages.

Pupils entitled to free school meals performed less well than their peers in all areas of learning.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

The number of responses received were fewer than 10. No data will be shown.

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.	44	28 64%	15 34%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	36 82%	7 16%	1 2%	0 0%	0	Mae fy mhlentyn 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.	44	34 77%	9 20%	1 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	44	33 75%	11 25%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	43	23 53%	18 42%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	42	29 69%	13 31%	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.	44	30 68%	14 32%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	43	20 47%	20 47%	1 2%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	42	30 71%	9 21%	1 2%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	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	
My child is encouraged to be healthy and to take regular exercise.	44	27 61%	14 32%	1 2%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	44	30 68%	14 32%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	27 64%	10 24%	0 0%	0 0%	5	Mae fy mhlentyn 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.	43	25 58%	15 35%	3 7%	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.	44	31 70%	11 25%	1 2%	1 2%	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.	44	20 45%	16 36%	4 9%	1 2%	3	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.	44	27 61%	15 34%	1 2%	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.	40	20 50%	11 28%	0 0%	1 2%	8	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.	42	23 55%	18 43%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	44	27 61%	15 34%	1 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mr Dyfrig Ellis	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Debra Todd	Peer Inspector
Ms T Rickard	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.