



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

**The Meads C.P. Infant & Nursery School
Priory Road
Milford Haven
Pembrokeshire
SA73 2EE**

Date of inspection: April 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/06/2014

Context

The Meads C. P. Infant and Nursery School is in a residential area close to the centre of Milford Haven, which is a designated community first town. Around 31% of pupils are entitled to free school meals, which is above the national and Pembrokeshire averages. The majority of pupils live in the immediate locality, but a very few are from outside the school's catchment area.

There are around 400 pupils on roll between the ages of three and seven. Of these, 36 pupils attend the nursery full-time and 95 part-time. Since the last inspection, pupil numbers have risen significantly due, in part, to the closure of a neighbouring infant school. There are 11 single age range classes, plus the nursery. The school also accommodates a private parent and toddler group one morning a week, as well as a breakfast club, after school club and a Flying Start provision.

Around 28% of pupils have additional learning needs, which is well above national and local averages. No pupil has a statement of special educational needs. No pupils speak Welsh at home. A very few pupils are from ethnic minority backgrounds, of whom most speak English as an additional language. A very few pupils are looked after by the local authority.

The school's last inspection was in February 2008. The headteacher took up her post in 2006.

The individual school budget per pupil for The Meads C.P. Infant and Nursery School in 2013-2014 means that the budget is £3,270 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. The Meads C.P. Infant and Nursery School is 61st out of the 61 primary schools in Pembrokeshire 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:

- many pupils achieve good standards in speaking, mathematical development, writing across the curriculum and Welsh;
- nearly all pupils behave well and are kind and considerate to others;
- the curriculum provides a wide range of interesting learning experiences, which engage nearly all pupils;
- most pupils are eager to learn and apply themselves well;
- many pupils have a good understanding of what they need to do to improve their work;
- the quality of teaching throughout the school is good;
- the school provides high quality care, support and guidance for all its pupils; and
- the school buildings and grounds provide a stimulating learning environment, which is well used by staff to promote learning.

However:

- improving levels of attendance remains an outstanding issue from the previous inspection in 2008.

Prospects for improvement

The school's prospects for improvements are good because:

- the headteacher and deputy provide strong leadership and have created a staff team which works closely together;
- curriculum co-ordinators monitor provision, planning and new initiatives conscientiously and rigorously;
- the governing body carries out its responsibilities effectively, particularly in relation to financial matters and the impact of change;
- development planning has led to improved standards in writing, mathematical development and Welsh;
- close partnership working with the local authority and other local schools to embed conflict resolution strategies has a positive effect on the wellbeing of most pupils; and
- the school provides good value for money.

However:

- self-evaluation procedures do not focus sufficiently on the effective use of data, the views of all stakeholders and the rigorous monitoring of the standards achieved by pupils.

Recommendations

- R1 Raise pupils' standards in reading
- R2 Extend pupils' ability to apply their numeracy skills across the curriculum
- R3 Improve attendance and punctuality
- R4 Further develop the use of assessment data to plan effective provision to meet the needs of all pupils, particularly the more able
- R5 Develop more effective self-evaluation procedures, which include the views of stakeholders, and a rigorous monitoring of standards

What happens next?

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

Main findings

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

Standards: Good

Teacher assessments on entry to the nursery show that a majority of pupils have skills around the average expected for their age in literacy and personal and social development. However, only around a half of pupils have mathematical skills at the expected level. During their time in school, most pupils make good progress in speaking, writing, mathematical development and Welsh. Most pupils also develop their personal and social skills well.

Across the school, many pupils' speaking skills are developing appropriately in line with their age and stage of development. More able older pupils speak with confidence and animation, using a wide range of vocabulary, for instance when they talk about endangered animal species. A majority of pupils have good listening skills but a few find it difficult to listen to their teachers and other pupils in lessons and assemblies.

In the nursery, many pupils show an interest in books and stories. They are able to hold books correctly and they enjoy looking at the pictures. More able nursery pupils understand that words convey meaning. In Years 1 and 2, more able and average readers apply their phonic skills well to decode unfamiliar words. A very few more able readers read with developing expression and fluency. They can name their favourite authors and explain their choices, and their comprehension skills are developing well. However, a majority of pupils do not read at a level in line with their age and ability.

Many pupils in the nursery enjoy mark making using pencils, paints and chalks and their fine motor skills are developing well. Many reception age pupils form their letters correctly and the more able are beginning to write short sentences independently. Many pupils in Years 1 and 2 write extended pieces with good structure confidently, for instance when they retell the story of "The Greedy Fox". They use full stops and capital letters with increasing accuracy and the more able use exclamation and speech marks correctly. Most pupils' ability to spell common words is good. Many pupils apply their writing skills well across the curriculum and they write independently for a wide range of purposes and audiences. However, the quality of pupils' presentation is variable and older pupils do not yet join their handwriting.

In the nursery class, many pupils make a good start in developing their mathematical skills. Many can count, recognise and order numbers to five, complete simple jigsaw puzzles and follow repeating patterns, for example to paint the stripes on a tiger. By the time pupils reach Year 2, many are able to count accurately in twos, fives and tens and they can order two digit numbers correctly. Most pupils understand how to halve and double numbers within 20. Most recognise the need to use standard units when measuring length. Many pupils can construct simple block graphs from tally charts, for example of their favourite fruits, and they can use simple co-ordinates to

locate objects on a grid map. More able pupils can tell the time to half and quarter hours accurately and can work out simple problems involving the use of multiplication. However, pupils' ability to apply their numeracy skills in other areas of learning is less well developed.

The problem solving skills of pupils in Year 2 are developing well. For instance, in a recent challenge, pupils tried to make a profit from a £3.00 bag of daffodil bulbs. They met this challenge successfully through growing the bulbs and selling them to parents and friends of the school, making a profit of £24.00.

Most pupils with additional learning needs make appropriate progress in line with their ability.

Most pupils make good progress in the development of their Welsh skills. Many speak enthusiastically and respond appropriately to simple questions using familiar phrases and patterns both in class and around the school. Most pupils develop age appropriate writing and reading skills and use these, with increasing confidence, within their class topic work.

In 2013, performance at the expected outcome 5 in literacy and mathematical development placed the school in the lower 50% when compared to similar schools. Performance was lower than in 2012, when outcomes in both areas of learning placed it in the higher 50%. At the higher-than-expected outcome 6, the performance of more able pupils in literacy in both 2012 and 2013 placed the school in the top 25% when compared to similar schools. In mathematical development, performance dipped slightly, moving the school from the top 25% in 2012 to the higher 50% in 2013.

Wellbeing: Adequate

Most pupils enjoy school, and are highly motivated and keen to learn. Pupils feel valued and safe within a supportive and caring environment. Nearly all pupils behave well and show respect and consideration for others. They are confident when working with adults and know whom to talk to if they need help. Most pupils understand the importance of healthy eating and exercise to keep them fit and well. Vulnerable pupils benefit from nurture and social skills groups and this helps to improve their self-esteem.

The school council helps make decisions about a few aspects of school life. For example, it contributes to the school's approach to anti bullying. Pupils take on active roles in other areas of the school, such as 'Cryw Cymreig' and 'Helpwr Heddiw' and they carry out their duties responsibly. In nearly all classes, through their use of mind maps at the beginning of new topics, pupils have a say in what they learn. . Improving attendance was a recommendation from the previous inspection in 2008. When compared to similar schools over the last four years, attendance levels place the school in the bottom 25% or lower 50%. Over the same period, the school's attendance is also consistently below that of other schools in the same family. In addition, a few pupils arrive late for school on a regular basis.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a wide range of interesting learning experiences. All teachers within a year group plan well together. There is a consistent approach to planning across the school and this helps to meet the needs of nearly all pupils. Overall, activities are well structured and this enables pupils to reinforce and build on their prior learning. However, on occasions, the high numbers of support staff restrict opportunities for pupils to choose their own learning experiences and to develop their independent learning skills. The imaginative use of the outdoor classroom and wooded area helps to develop and stimulate inquisitive minds.

Provision for oracy, writing and information and communication technology (ICT) is effective and ensures a suitable level of challenge for pupils of different abilities. However, planning to develop pupils' reading skills and their use of numeracy skills across the curriculum is less well developed. A varied programme of visits and visitors enrich the learning experiences for all pupils. A small number of after school clubs such as the 'Cook It' club help to develop pupils' life skills.

There is effective provision for the Welsh language and the Cwricwlwm Cymreig. Displays in the corridors and classrooms, the introduction of weekly Welsh language folk singing lessons and the creation of the "Cryw Cymreig" help to promote a strong Welsh ethos.

Pupils are involved in recycling paper and plastics and they understand why recycling is important. The well-used woodland facility successfully raises pupils' awareness of the importance of caring for their environment. Pupils' understanding of global citizenship is developing well, for example through talking to visitors from Uganda during "One World Week".

Teaching: Good

Throughout the school, all teachers use their up to date subject knowledge well to provide an interesting range of learning experiences that engage most pupils. All teachers have clear learning objectives for their lessons and most share these with pupils to provide a clear purpose to the learning taking place. Most lessons move at an appropriate pace and all teachers use questioning well to develop pupils' ideas and to assess their level of understanding. Working relationships between all staff and pupils are very good. This ensures that nearly all pupils feel valued and are keen to learn. All staff act in a calm, reassuring and consistent manner and this has a positive effect on nearly all pupils' behaviour. However, learning activities are not always challenging enough for pupils who are more able, particularly in mathematical development.

All teachers provide good verbal and written feedback to pupils. Many comments focus well on pupils' personal improvement targets and provide clear guidance on what pupils have achieved and what they need to do to improve. Self-assessment by older pupils is developing well. Staff now use data more effectively to monitor pupils' progress and to identify where pupils need extra support or greater levels of

challenge. However, it is too early for this process to have had a significant effect on raising standards, for example in reading and mathematical development. Scrutiny of pupils' work confirms that teacher assessments are generally accurate.

Reports for parents on pupils of statutory school age are informative and give good information. However, parents do not always receive enough information on their children's progress during the course of the year.

Care, support and guidance: Good

Learning experiences across the school, promote pupils' personal and social development well. Staff provide an effective range of opportunities for pupils to develop their moral, social, cultural and spiritual development. For example, during a lesson where pupils were studying "Jack and the Beanstalk", pupils were captivated and displayed awe and wonder when the giant entered the room for a conflict resolution interview with Jack. Staff celebrate pupils' achievements consistently across the school in classes and assemblies.

The school makes appropriate arrangements for promoting healthy eating and drinking. Around 80 pupils regularly attend the breakfast club and this helps to improve these pupils' punctuality at the beginning of the day.

Provision for pupils who have additional learning needs is good, with beneficial arrangements to ensure the early identification of pupils' needs. Staff review pupils' individual education plans regularly to identify progress and the next steps in their learning. However, targets are not always specific enough for staff to measure pupils' progress accurately. The school makes effective use of a wide range of specialist agencies and support services such as speech and language therapy. Support for vulnerable pupils and those with behaviour difficulties is a strong feature of the school. Staff work closely as a team and manage any incidents of poor behaviour extremely well. Care for pupils with medical needs is comprehensive.

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

Learning environment: Good

The school provides equal opportunities for all its pupils in a warm and welcoming atmosphere. Pupils are encouraged consistently to respect the rights and views of others and all feel valued in a safe and caring community.

The grounds and buildings are well maintained and secure. All classrooms are well resourced to support teaching and learning across the curriculum. Attractive displays in the corridors and classrooms celebrate the wide range of work taking place. Staff use all available space effectively. The outdoors provides a rich learning area for all pupils. A wide range of large and small resources ensures that pupils are engaged in interesting learning experiences both in lessons and at break and lunchtimes. In addition, the forest area is in regular use by all classes and is a stimulating outdoor classroom for a wide range of learning activities.

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

Good

Leadership: Good

The headteacher and deputy headteacher provide strong leadership for the school. They demonstrate high professional standards and ensure that the school has a clear focus on raising standards and improving provision. The senior management team has the full support of a committed staff and strong team working is evident across the school.

All staff have clearly defined responsibilities. The senior management team ensure that regular meetings provide good opportunities for staff to contribute to the strategic direction of the school.

Curriculum co-ordinators undertake their roles conscientiously. The monitoring of provision and planning by co-ordinators responsible for literacy and numeracy has been particularly effective. This ensures that staff introduce most new initiatives consistently, for example strategies to improve the quality of pupils' writing.

The school is very effective in addressing local and national priorities through, for example, raising standards in Welsh and mathematical development.

The governing body is supportive of the school and meets its statutory obligations. The headteacher provides governors with extremely detailed reports about the life and work of the school. Governors have a good knowledge of the priorities within the school improvement plan and provide constructive challenge for the school about the decisions it makes. The governors' role in monitoring the school's provision and their knowledge of performance data is developing.

Improving quality: Adequate

Senior managers have recently involved all teaching staff and a small number of governors fully in the process of self-evaluation. They seek the views of parents through questionnaires and act on the information these provide, for example by extending the Welsh club provision for Year 2 pupils. They have not formally sought the views of support staff or consulted fully with other members of the governing body.

The self-evaluation report is excessively detailed and largely descriptive. Managers do not make enough use of relevant data and rigorous monitoring of standards to ensure that the report clearly identifies all the important issues the school needs to address, such as improving reading.

Senior managers have identified a considerable number of priorities in the very detailed school development plan. Although the school has improved aspects of provision such as writing and mathematical development, leaders have tried to do too much and have not always focused well enough on important deficiencies in standards. As a result, reading is an important area in need of improvement and too many targets from previous plans have not been achieved.

Progress towards meeting nearly all recommendations from the last inspection has generally been good but attendance is still an area in need of significant improvement.

Partnership working: Good

The school has developed a good range of relevant partnerships. These include close links with the local authority, the community and support services. These partnerships have a positive effect on pupils' level of wellbeing and the standards they achieve.

Relationships with parents are good and most are supportive of the school. Parents receive regular and detailed information about the school's life and work. Parents are happy to approach the school if they have a concern.

Visitors from the community make a positive contribution to enriching pupils' experiences. The "Friends of the School" and local businesses are effective in raising funds to improve the learning environment. For example, this led to the purchase of the pirate-ship climbing frame and wet weather clothing for outdoor teaching and learning experiences.

There are well-established arrangements to help pupils settle into nursery. Home visits are an important part of the process and establish good home school links. There is good transition working with the feeder junior school to prepare pupils for their move to Year 3. Moderation arrangements with other local schools are helping to ensure the consistency and accuracy of teacher assessments.

Resource management: Good

There are enough qualified and experienced staff to deliver the curriculum and the school deploys most well to make best use of their knowledge and skills. The school has good systems in place to manage the performance of staff. This process is effective in raising standards, for example in mathematical development.

There are suitable well-established arrangements to support the professional development of all staff, with a good range of training opportunities linked to the personal needs of individuals and to the school's priorities. The training that staff undertake has a positive impact, for example in ensuring a consistent approach to behaviour management.

Many teachers play an active role in professional learning communities both within the school and with staff from other schools. This has been particularly effective in raising standards in writing.

The headteacher and the finance committee of the governing body monitor the school's budget well. They keep spending under constant review and plan carefully for future expenditure. This ensures a close link between spending and the school's priorities for improvement.

In view of the positive outcomes achieved by most pupils and the high quality of care, support and guidance by all staff, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, performance at the expected outcome 5 in literacy, mathematical development and personal and social skills placed the school in the lower 50% when compared to similar schools. Performance was lower than in 2012, when outcomes in all three areas of learning placed it in the higher 50%. When compared to that of other schools in the same family, performance in 2013 in literacy and mathematical development was below the average. Performance in personal and social skills was around the family average. Girls do better than boys by more than the family average in all three areas of learning.

At the higher-than-expected outcome 6, the performance of more able pupils in literacy and personal and social skills in both 2012 and 2013 placed the school in the top 25% when compared to similar schools. In mathematical development, performance dipped slightly, moving the school from the top 25% in 2012 to the higher 50% in 2013. When compared to that of other schools in the same family, performance in 2013 was above the average for literacy and mathematical development and considerably above the average in personal and social skills. Girls do better than boys in literacy and personal and social skills by more than the family average, but in mathematical development boys outperform girls.

At the expected outcome 5 and the higher-than-expected outcome 6 there is no clear trend between the performance of pupils entitled to free school meals and their peers in literacy and mathematical development. However, pupils entitled to free school meals performed at a lower level than their peers in both 2012 and 2013 in outcomes for personal and social skills at both levels.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

The number of responses received was 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.	49	22 45%	23 47%	1 2%	1 2%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	33 67%	14 29%	0 0%	1 2%	1	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.	49	30 61%	17 35%	0 0%	1 2%	1	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.	49	27 55%	18 37%	0 0%	1 2%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	48	16 33%	24 50%	3 6%	1 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	49	28 57%	17 35%	1 2%	1 2%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	26 53%	20 41%	0 0%	0 0%	3	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.	45	18 40%	19 42%	1 2%	0 0%	7	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.	48	27 56%	13 27%	4 8%	1 2%	3	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.	49	27 55%	17 35%	1 2%	1 2%	3	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.	49	30 61%	17 35%	1 2%	1 2%	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'.	48	24 50%	15 31%	0 0%	2 4%	7	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.	49	16 33%	21 43%	9 18%	3 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.	49	20 41%	24 49%	2 4%	2 4%	1	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.	49	18 37%	19 39%	6 12%	1 2%	5	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.	48	25 52%	15 31%	0 0%	1 2%	7	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.	45	17 38%	16 36%	2 4%	1 2%	9	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.	48	20 42%	26 54%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	49	23 47%	20 41%	1 2%	2 4%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Jane Williams	Team Inspector
Matthew Evans	Lay Inspector
Sian Margaret Lewis	Peer Inspector
John Ceri Morris	Peer Inspector
Elizabeth Davies	School 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.