A report on

**Churchstoke C.P. School
Churchstoke
Montgomery
Powys
SY15 6AA**

Date of inspection: April 2015

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.

Context

Churchstoke Primary school is in the village of the same name on the border between Wales and England. There are 57 pupils on roll of which four attend nursery on a part-time basis. All pupils are of white ethnic background. Very few pupils speak Welsh as a first language.

There are two full-time teachers and one part-time teacher at the school, teaching two mixed-age classes. Approximately 10% of pupils are eligible for free school meals, which is considerably below the average for Wales.

The school identifies about 18% as having additional learning needs, which is slightly lower than the average for Wales. No pupil has a statement of special educational needs.

The headteacher took up his post in March1998 and the last inspection was in March 2012.

The individual school budget per pupil for Churchstoke C.P. School in 2014-2015 means that the budget is £3,757 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Churchstoke C.P. School is 38th out of the 86 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils achieve good standards and make good progress in their learning as they move through the school
- Most pupils' attitudes to learning are good and the behaviour of nearly all pupils is very good
- Learning experiences are interesting and successfully engage most learners
- The quality of teaching is consistently good
- A very caring ethos ensures that pupils feel safe, secure and ready to learn

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and governors have an appropriate vision and clear aims to raise standards
- A thorough analysis of data forms the basis of a good understanding of how well pupils achieve at the end of Year 2 and Year 6
- The school improvement plan focuses clearly on improving outcomes
- The strong partnerships with parents and the wider community help to improve the quality of provision and the standards pupils achieve

However:

- Staff meetings do not focus on important issues of performance
- Monitoring arrangement do not focus sufficiently on the scrutiny of pupils' work and the outcomes they achieve
- Governors are only beginning to hold the school to account and provide more challenge
- The school is currently operating on a deficit budget

Recommendations

R1   Improve pupils numeracy and information communication technology skills (ICT) in work across the curriculum

R2   Improve the consistency and effectiveness of marking and target setting

R3   Ensure that staff meetings focus on important issues of performance

R4   Further develop the role of the governing body in providing more challenge to the school

R5   Ensure that self-evaluation procedures are more rigorous and focus strongly on pupil outcomes

R6   Address the deficit in the school budget

What happens next?

The school will draw up an action plan, which 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?	Good

Standards: Good

Most pupils make good progress as they move through the school and, by the end of key stage 2, they are confident learners.

Throughout the school, most pupils listen very well. Many pupils speak confidently in a wide range of situations to staff, visitors and each other. In the Foundation Phase, pupils are keen to discuss their work and they offer interesting explanations of their tasks. By Year 6, many pupils recall previous learning well and show a good knowledge and understanding of what they have learnt about different events that took place, for example during the Second World War.

Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a range of strategies to read familiar and unfamiliar words well. They have a sound understanding of fiction and non-fiction texts. They talk readily about books and have a good awareness of their favourite authors.

By the end of key stage 2, most pupils respond to a range of texts, show a good understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They use their reading skills effectively to access information in other areas of learning.

In the Foundation Phase, most pupils' writing is organised, imaginative and clear. Most write for a variety of purposes. They are developing punctuation and spelling skills well. Most spell common words and words for example, associated with their Dinosaur topic correctly. Most pupils apply their literacy skills in work across areas of learning well. Handwriting is legible and work is presented well.

As pupils progress to key stage 2, nearly all write in a wide range of forms. Nearly all sustain and develop their ideas in interesting ways and organise their work well. Pupils state their opinions clearly and support these with reasons. Most write in paragraphs and their spelling is generally good. Most use full stops, capital letters and question marks accurately and pupils are beginning to use punctuation appropriately within the sentence, including inverted commas for speech. Most pupils apply their literacy skills in a range of different contexts across the curriculum well. Handwriting is clear and legible and presentation is good. More able pupils produce very good pieces of work, for example a letter from an evacuee and an account of Melangell, which show that they can demonstrate good empathy. Overall, throughout the school, many pupils have a good knowledge of number facts and carry out calculations correctly for a range of purposes. In the Foundation Phase, most pupils develop their knowledge and understanding of shape and space well. In Year 2, many pupils have a secure knowledge of number bonds and how to double and halve whole numbers. Most pupils measure accurately using non-standard and standard units. They use money accurately when buying items from the shop and give correct change from a pound.

By the end of key stage 2, many pupils have a good understanding of large numbers. They add and subtract decimals consistently accurately to two places. They use fractions with a sound understanding and convert simple fractions to decimals and percentages correctly. The majority of pupils develop strategies for problem-solving and present information and results in a systematic way, for example through activities linked to cross country races. However, most pupils do not apply their numeracy skills regularly and progressively as they move through the school.Most pupils do not develop their ICT skills progressively across areas of the curriculum.

Across the school, many pupils are beginning to make good progress in Welsh. They respond positively to instructions and display a reasonable understanding of the Welsh used by staff. However, pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations. As they progress through the school, a majority of pupils are beginning to develop a good understanding of simple Welsh texts and they answer basic questions about these with developing accuracy. By the end of key stage 2, many pupils' writing skills in Welsh are progressing well. Most pupils' knowledge and understanding of the culture and heritage of Wales is good.

All pupils with additional learning needs make good progress in relation to their age and ability.

There are a small number of pupils in each year group and this significantly affects the school's overall performance in the end of key stage assessments in comparison with national benchmarks from one year to the next.

Over the last three years, pupil performance at the expected outcome at the end of the Foundation Phase in literacy and mathematical development has varied, moving the school between the top 25% and lower 50% of similar schools.

Over the same period, performance at the higher-than-expected outcome in literacy has fluctuated, moving the school between the top 25% and the higher 50% of similar schools, and between the higher 50% and bottom 25% in mathematical development.

In key stage2, performance at the expected level 4 in English has fluctuated over the last four years, moving the school between the higher 50% and bottom 25% of similar schools. However, performance overall in mathematics and science has placed the school regularly in the top 25%. Performance at the higher-than-expected level is more variable over the same period in all three subjects.

The number of pupils eligible for free school meals in the last three years is very low and therefore comparison of their performance to that of other pupils is not meaningful.

Wellbeing: Adequate

Nearly all pupils understand the importance of leading a healthy lifestyle. Older Foundation Phase pupils have a good understanding of why treats should be limited. In key stage 2, most pupils understand the importance of eating fruit and vegetables, drinking suitable amounts of water and taking regular exercise.

Nearly all pupils enjoy school, are motivated to learn and are keen to participate in lessons. They are courteous and considerate, and behave very well. They work well in pairs and groups, and show respect for their peers as they share views and ideas. Nearly all pupils are proud of their work and their school and say that they feel safe in school.

Most pupils have a suitable range of skills that help them to develop into independent learners. They face new tasks confidently and sometimes participate in planning their own learning. However, only a few pupils have a secure understanding of what they need to do to improve their work and are aware of their targets for improvement.

Members of the school council and eco committee are developing their role appropriately. They take an active role in raising funds for the school and charities and in recycling tasks. However, their involvement in decision-making is limited.

Attendance rates over the last four years fluctuate between the higher 50% and lower 50% when compared to those of similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers plan an interesting programme of topics that meet the needs of most pupils. Planning delivers the requirements of the National Curriculum, Foundation Phase and religious education successfully.

The school provides a good range of enrichment activities and experiences through a programme of visits, which complement class topics successfully. Through these, pupils have good opportunities to develop an awareness of their local area and places of interest further afield. Staff provide a wide range of interesting extra-curricular activities, such as a recorder, running, the Urdd and gardening clubs, and these play a significant part in developing pupils' personal and social skills.

Teachers make appropriate reference to the National Literacy and Numeracy Framework in their planning. They identify many worthwhile ways for pupils to develop their literacy skills but the planning for the progressive development of numeracy and ICT skills across subjects is not as well developed.

Planning for the development of Welsh is beginning to develop pupils' oral, reading and writing skills effectively and it engages their interest and fosters positive attitudes to the language. However, the school does not have clear policies and procedures in place to promote Welsh outside of formal lessons. The school promotes pupils' understanding of Welsh culture effectively. For example, the school celebrates St David's Day by holding an Eisteddfod and awarding a 'chair' trophy for the best Welsh poem.

The school's work is successful in explaining to pupils the importance of sustainability and global citizenship. Through their topic work on Africa, key stage 2 pupils develop a broader knowledge and understanding of diversity and respect for different cultures, nationalities and continents.

Teaching: Good

Teachers use a wide range of teaching strategies in a skilful way and present lessons in a lively and enthusiastic manner. They show good subject knowledge and successfully convey their enthusiasm for what they are teaching to their pupils. They have high expectations of pupil behaviour.

Teachers use skilful questioning to encourage pupils to think critically about topics and to form and justify their own ideas and opinions. Teachers and support assistants ensure that pupils take a full part in lessons. Overall, in lessons observed during the inspection, tasks were appropriately matched to pupils' different abilities.

Teachers provide useful feedback to pupils orally but comments in pupils' books tend to be of a complementary nature and give too little advice on how pupils should improve their work. There are no regular opportunities for pupils to assess their own work and that of others.

All teachers track pupil performance effectively and set clear targets to help inform their planning for pupils. As a result, all pupils receive appropriate support, either in the classroom or through well planned intervention programmes.

Annual reports to parents contain clear information about the progress of each individual child and fulfil statutory requirements.

Care, support and guidance: Good

The school is a welcoming, pleasant and caring community. Staff make appropriate arrangements for promoting healthy eating and drinking. Good examples include encouraging pupils to grow their own fruit and vegetables in the school garden and to become member of the running club.

The school promotes pupils' spiritual, moral, social and cultural development effectively. It ensures that pupils have a well-developed sense of right and wrong through circle time activities and acts of collective worship.

There are effective links with a range of specialist services and outside agencies. These links ensure good quality support and guidance to pupils and parents and make a significant contribution to pupils' progress as they move through the school.

The school has effective arrangements for identifying and monitoring pupils with additional learning needs. Staff identify pupils' needs at an early stage and put appropriate intervention strategies in place. These enable pupils to make good progress over time. Individual education plans have clear targets that address the needs of pupils appropriately.

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

Although the school now works hard to highlight the importance of improving attendance, attendance rates are too variable when compared to those of similar schools.

Learning environment: Good

The school has a caring and inclusive ethos with a clear emphasis on recognising, respecting and celebrating diversity. This creates an atmosphere that fosters respect and tolerance.

All pupils have equal access to all areas of the school's provision including the good range of extra-curricular activities, which enables them to participate fully in the life of the school.

The school has sufficient resources of good quality to support teaching and learning. There are many creative and useful displays throughout the building that include good examples of pupils' work. These contribute significantly towards a stimulating and attractive environment. They celebrate and support pupils' learning and achievement well.

The school's accommodation is of a good standard and is secure and well maintained. The outdoor learning facilities, including the school garden, are stimulating and encourage pupils to be creative during lessons and in after school clubs. The school makes regular use of the community hall and playing field for physical education.

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

Leadership: Adequate

The headteacher, staff and governors have a common understanding of the school's aims. These are reflected in the positive ethos evident in all classrooms and by the high standards of pupils' behaviour.

All members of staff have clear roles and responsibilities and have a good understanding of the schools strengths and areas for development. They have high expectations of the standards pupils can achieve. However, staff meetings do not always focus sufficiently on important issues of performance and progress towards meeting current whole school priorities.

Arrangements for managing the performance of teachers are in place and link appropriately with priorities to improve pupil outcomes.

The school is making progress towards addressing national priorities. Many recent initiatives, such as the development of Welsh as a second language, are having a positive impact on standards. There is a clear focus on developing literacy across the curriculum but the development of numeracy and ICT is not as effective.

Governors support the school well. They have a suitable awareness of data from national tests and assessments and performance compared to that of other similar schools. They know the school's current strengths and its future priorities. Governors are beginning to provide an appropriate level of challenge about the standards pupils achieve.

Improving quality: Adequate

The school's self-evaluation report is detailed and, on the whole, gives a clear picture of the school's current situation.

Leaders analyse a range of performance data effectively and identify areas where the school can improve. However, the school's arrangements for leaders to scrutinise pupils' work and to monitor teaching and learning are not robust enough. This means that leaders do not have an accurate picture of the overall quality of teaching and learning. The school does not give pupils, parents and the community enough opportunities to express their opinions on school life.

There is a clear link between the outcome of self-evaluation and priorities in the school improvement plan. The plan is of good quality and identifies measurable success criteria, actions, timescales, costs and monitoring arrangements. However, it is too early to judge the impact actions will have on improving standards.

The school has made satisfactory progress in addressing the recommendations from its last inspection, but putting in place arrangements for teachers to evaluate each other's work remains an outstanding issue.

Partnership working: Good

The school has a wide range of effective partnerships with parents, the community and other schools.

Partnerships with parents are strong. Parents receive good information and support and they are confident to approach staff with any concerns. The 'friends of the school' committee raise considerable funds to purchase equipment for the outside play areas, such as the picnic benches. Another good example is the support parents give to the successful gardening club which helps pupils develop useful life skills.

The school has good links with the wider community and local businesses and invites members into school, to talk to pupils about their roles. These experiences enhance pupils' understanding of the different jobs people have. Volunteers also support pupils well during the school day by listening to them reading.

Local schools collaborate to produce detailed portfolios of moderated work in the core subjects and Welsh. These help teachers to have a clear understanding of the standards expected when they assess pupils' work. The school works closely with other local schools to share professional training and workshops. A good example of this is sharing the costs of a visiting author.

There are effective transition arrangements with the local playgroup and with the high schools. As a result, nearly all pupils settle quickly when they move from one provision to the next.

Resource management: Adequate

Staff are qualified and deployed suitably to teach the curriculum effectively. Good use is made of support assistants to work with individual and small groups of pupils.

The arrangements for professional development of staff are appropriate but, due to budgetary constraints, recent opportunities have been few. Planning, preparation and assessment arrangements meet statutory requirements.

Members of staff involvement in professional learning communities within and beyond the school are not well developed. However, members of staff have worked successfully with other schools to produced revised portfolios of moderated work in language, mathematics and science.

The school manages its accommodation and resources well. It uses specific grants, such as the pupil deprivation grant purposefully to provide additional support for pupils. A good example of the effectiveness of this approach is the improvement in the quality of pupils' extended writing across the curriculum.

The school allocates appropriate resources to support priorities in the school improvement plan. There is now a clear action plan that sets out how leaders and the governing body intend to reduce the budget deficit.

Although the overall standards pupils achieve are good, the shortcomings in provision and management results in the school providing only adequate value for money.

Appendix 1: Commentary on performance data

6662054 - Churchstoke C.P. School

Number of pupils on roll   64
Pupils eligible for free school meals (FSM) - 3 year average   9.7
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	11	8	5
Achieving the Foundation Phase indicator (FPI) (%)	90.9	87.5	100.0
Benchmark quartile	2	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	11	8	5
Achieving outcome 5+ (%)	100.0	87.5	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	27.3	62.5	40.0
Benchmark quartile	2	1	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	11	8	5
Achieving outcome 5+ (%)	90.9	87.5	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	9.1	37.5	20.0
Benchmark quartile	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	11	8	5
Achieving outcome 5+ (%)	100.0	87.5	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	100.0	75.0	100.0
Benchmark quartile	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6662054 - Churchstoke C.P. School

Number of pupils on roll		64
Pupils eligible for free school meals (FSM) - 3 year average		9.7
FSM band		2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	10	9	11	9
Achieving the core subject indicator (CSI) (%)	80.0	88.9	90.9	77.8
Benchmark quartile	3	2	2	4
English				
Number of pupils in cohort	10	9	11	9
Achieving level 4+ (%)	90.0	88.9	90.9	77.8
Benchmark quartile	2	3	3	4
Achieving level 5+ (%)	50.0	44.4	27.3	33.3
Benchmark quartile	1	2	4	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	10	9	11	9
Achieving level 4+ (%)	90.0	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	40.0	44.4	45.5	44.4
Benchmark quartile	2	2	1	2
Science				
Number of pupils in cohort	10	9	11	9
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	50.0	44.4	36.4	55.6
Benchmark quartile	1	2	3	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

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.	29		29	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	26		24	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	29		29	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	29		28	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	27		27	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	28		26	2		Rwy'n gwneud yn dda yn yr ysgol.
			93%	7%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	29		29	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	29		28	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			97%	3%		
			98%	2%		
My homework helps me to understand and improve my work in school.	25		22	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			88%	12%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	28		27	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	27		13	14		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			48%	52%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	29		23	6		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			79%	21%		
			84%	16%		

Responses to parent questionnaires

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

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Buddug Mai Bates	Team Inspector
Justine Elaine Barlow	Lay Inspector
Alison Williams	Peer Inspector
Ian Roberts	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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.