



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

**Pendoylan C.I.W. Primary School
Pendoylan
Nr. Cowbridge
Vale of Glamorgan
CF71 7UJ**

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.

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Context

Pendoylan Church in Wales Primary School is a Voluntary Aided school. It serves the parishes of Pendoylan and Welsh St. Donats, but it also admits many pupils from outside these villages. The school was built originally in 1873, but has been considerably extended in recent years.

The school currently has 225 pupils on roll from the ages of three to 11, which is higher than in previous years. There are eight single-age classes, including a full-time nursery, funded jointly by the school and the local authority. One Foundation Phase class currently contains 31 pupils with temporary approval from the governing body.

Approximately 4% of pupils are eligible to receive free school meals and the school has identified around 9% as having additional learning needs. Both figures are well below the national average. Very few have a statement of special educational needs. Approximately 9% of pupils come from an ethnic minority background. Very few speak English as an additional language. No pupils use Welsh as a first language and none is looked after by the local authority.

The school was last inspected in April 2008. The headteacher took up her post in September 1995. During the last year, both the headteacher and deputy headteacher had extended periods of absence. During this time, the assistant headteacher led the school. Since returning, the headteacher now leads the school on three days a week and the deputy headteacher for the other two days. During the inspection, the assistant headteacher was absent due to illness.

The individual school budget per pupil for Pendoylan Church in Wales Primary School in 2013-2014 means that the budget is £3,338. The maximum per pupil in primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Pendoylan Church in Wales Primary School is 32nd out of the 48 primary schools in the Vale of Glamorgan 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:

- standards are good in literacy, numeracy and Welsh second language across the school;
- pupil performance at the end of key stage 2 at the expected level 4 has nearly always placed the school in the top 25% or higher 50% of similar schools in all three core subjects over the last five years;
- pupils' behaviour is very good;
- attendance levels have placed the school in the top 25% of similar schools for the last five years;
- the school provides a broad and balanced curriculum that successfully engages the interest of learners;
- the quality of teaching contains elements of excellence, as well as areas for development; and
- the school is a caring Christian community that values all of its pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides very purposeful and sensitive leadership;
- the senior management team is proactive and members work together very well as a team;
- governors provide very good support and encouragement;
- the school has robust self-evaluation procedures in place and senior leaders use a wide range of evidence to determine what the school is doing well and which areas need to improve; and
- the school has many useful partnerships that have a positive impact on pupils' learning and wellbeing.

Recommendations

- R1 Share the good practice in teaching across the school, particularly in relation to matching tasks to pupils' ability levels
- R2 Develop target setting and marking procedures to ensure that pupils know how well they are doing and how to improve their work
- R3 Develop the role of the governing body in relation to holding the school to account and meeting statutory requirements
- R4 Improve the class-based provision for information and communication technology (ICT)

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

Across the school, nearly all pupils speak very well and have good listening skills. Most listen well to the contributions of their peers and build on their ideas appropriately. In the Foundation Phase, most pupils answer questions using good levels of detail and, by the end of key stage 2, they respond confidently using a wide range of vocabulary.

Many Foundation Phase pupils read fluently and with expression. They are able to discuss books and their enjoyment of reading. Most are able to talk about the characters in their books and make predictions about what will happen next in the story. Standards of reading in key stage 2 are very high. Most pupils can read fluently and meaningfully, using appropriate expression. Many are able to use the skills of inference and deduction. Nearly all enjoy reading and they skim and scan texts to find information quickly.

Most Foundation Phase pupils make good progress in their writing skills. They spell common words accurately and make good use of the names and sounds of letters to attempt to read words. Most who are more able write at length and in detail to produce a high standard of work. The written work of key stage 2 pupils is of a high standard. Handwriting is neat and legible and spelling is generally accurate. Pupils write in a range of styles and for different audiences and purposes well.

Nearly all pupils make good progress in their numeracy skills as they move through the school. However, they do not always apply their learning across the curriculum.

By the end of the Foundation Phase, pupils understand about hundreds, tens and units and they order, double and halve numbers up to a 100. They can add, subtract, multiply and divide using one and two-digit numbers. Most can tell the time in minutes and use money accurately. They solve simple problems confidently, start to use standard units of measurement and gather and record data in different ways appropriately.

By the end of key stage 2, most pupils can calculate ratios and proportions and use long multiplication and division successfully. They are familiar with decimals, fractions and percentages and can convert between them. They know about probability, averages, multiples and factors. They can tell the time in both analogue and digital forms and interpret timetables. They know a range of more complex shapes and understand about angles and degrees. The more able can reach accurate answers very quickly using alternative mental strategies.

Most pupils make very good progress in developing their Welsh language skills. This is a strength of the school. From nursery age, they display a positive and enthusiastic attitude towards the language. They learn to speak and understand Welsh well for their age and they develop good reading and extended writing skills.

They also acquire a good knowledge and understanding of their local and national heritage.

At the end of the Foundation Phase in 2013, pupil performance at the expected outcome 5 and the higher outcome 6 places the school in the lower 50% of similar schools for literacy, but in the higher 50% for mathematical development. Overall, results in 2013 are below those in 2012 at the expected level, but better at the higher level.

At the end of key stage 2 in all three core subjects, pupil performance at the expected level 4 has nearly always placed the school in the top 25% or higher 50% of similar schools over the last five years. However, at the higher level 5, attainment has fluctuated, moving the school between the top 25% and the lower 50% of similar schools in English and science and between the higher 50% and bottom 25% of similar schools in mathematics.

Nearly all pupils make good progress through the school and no specific groups tend to underachieve, although girls do consistently better than boys, especially in English, in key stage 2.

Wellbeing: Good

Nearly all pupils enjoy school. They are motivated, enthusiastic and attentive. They have good attitudes to learning and display pride in their work and their school. They feel safe and know whom to turn to for support, if necessary.

Pupils of all ages have a good understanding of how to remain healthy and they know that healthy foods are beneficial. Most develop their fitness successfully by taking part in physical activities both during and after school.

Nearly all pupils display very good behaviour. They are polite and show courtesy, care and concern for each other and respect for staff and visitors. They develop a strong set of moral values and take responsibility for their own actions.

Attendance levels have consistently placed the school in the top 25% of similar schools for the last five years and continue to improve. There have been almost no unauthorised absences or persistent absentees over the last five years. Nearly all pupils arrive at school on time.

Members of the school council are democratically elected and regularly arrange fund raising events. However, their role in decision-making about the life of the school and areas for improvement is at an early stage of development.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and balanced curriculum that successfully engages pupils' interests. There is a good range of extra-curricular clubs and educational visits and visitors that contribute to and enrich pupils' learning experiences.

Planning to develop literacy, numeracy and thinking skills is appropriate and schemes of work in these areas, as well as in ICT, ensure progression and continuity of learning. There is an effective whole-school overview of skills progression that builds on pupils' prior knowledge and achievements. Structured intervention programmes, delivered mainly by support assistants, enable pupils to catch up and to progress more quickly in developing their basic skills.

The provision and planning for Welsh language development is clear and focused. Most staff use Welsh regularly as part of lessons and school routines. This has a positive effect on pupils' understanding of the Welsh language. Events and competitions, such as the Eisteddfod, enhance pupils' knowledge and understanding of their Welsh culture and heritage. In addition, pupils have many opportunities to learn about their locality.

The school promotes education for sustainable development appropriately by reusing and recycling products, saving energy and avoiding waste. The new buildings incorporate a number of design features that promote pupils' understanding of sustainability. There is an active eco committee, whose members are keen to look after their environment.

Pupils study other countries and cultures, but their knowledge and understanding of their role as global citizens through, for example, links with schools abroad, are relatively underdeveloped.

Teaching: Adequate

All teachers prepare, organise and structure lessons well. They have up-to-date subject knowledge and establish good working relationships with pupils. They conduct lessons at an appropriate pace and manage time and pupils' behaviour well. They motivate pupils successfully and use a good range of resources. However, the majority of teachers do not give sufficient attention to matching tasks to different ability levels and miss opportunities to use ICT to support and extend learning.

In a few lessons, where there are elements of excellent practice, teachers prepare stimulating and challenging learning activities. They have high expectations and encourage pupils to think for themselves. They enable pupils to work independently and to develop their own ideas. They ask probing questions and value pupils' responses.

The school undertakes a range of relevant assessments that provide an accurate profile of each pupil's abilities and progress. It has developed its own effective tracking system to identify pupils' needs and to set appropriate targets.

Procedures for individual target setting in literacy and numeracy are in place and teachers are developing appropriate assessment for learning strategies. However, these processes are not always applied consistently across the school and generally do not involve pupils sufficiently in assessing their own learning.

Teachers mark work conscientiously and provide positive and supportive comments. However, they do not generally indicate what pupils need to do to improve their work.

Pupils' annual reports provide parents with relevant information about their children's achievements.

Care, support and guidance: Good

The school is a caring community that values all its pupils. It promotes their spiritual, moral, social and cultural development very well.

The school makes appropriate arrangements for promoting healthy eating and drinking. There is also suitable provision for the development of pupils' personal and social education. All necessary health and safety measures are in place and the level of security is good. There are effective procedures and policies to encourage pupils to develop self-discipline and to attend school regularly. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is appropriate and fulfils statutory requirements. Staff assess the progress of pupils regularly and use the information to provide further support as needed. The school keeps parents of pupils with additional needs well informed and involves them appropriately in setting and reviewing their child's individual education plans.

Involvement with specialist agencies, such as speech and language therapists, educational psychologists and social services, is effective, and helps to improve outcomes for pupils.

Learning environment: Good

The school treats all pupils equally and ensures that equality of provision, inclusion and access to all areas of the curriculum are integral to its life and work.

Staff promote the importance of diversity and tolerance of others well. They ensure that pupils are free from any form of harassment or stereotyping.

The school has made substantial improvements in recent years to its accommodation and outside facilities, in order to provide a modern and stimulating learning environment for pupils. The buildings are well maintained, but the reception and Year 1 classrooms are limited in size for the number of pupils on roll.

The school generally provides a sufficient range of learning resources of good quality for pupils within its budget constraints. There is a well-equipped information technology suite, but the number and range of up-to-date electronic learning devices for direct use by pupils and staff in lessons is limited.

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

The school has very clear aims and values, based on its mission statement and Christian ethos.

The headteacher provides very purposeful and sensitive leadership and is keen for the school to succeed. She has high expectations for staff and pupils. The assistant headteacher managed the school successfully during her absence. The deputy headteacher provides strong support and participates fully in the decision-making process. The current job share arrangement between the headteacher and the deputy headteacher is working well.

Staff meet on a weekly basis and in key stage teams every fortnight to plan, to monitor pupils' progress and to assess standards. All teachers have designated areas of responsibility, which they undertake efficiently and effectively.

Governors provide very good support and encouragement. The chair and vice chair, in particular, have helped to guide the school effectively during the recent absences of senior staff. They have visited the school regularly. However, the governing body as a whole does not hold the school sufficiently to account and does not ensure it meets all its statutory requirements, for example in relation to the governors' annual report to parents.

The school gives appropriate attention to local and national priorities. For example, it is currently implementing measures to support more able pupils and to develop the Literacy and Numeracy Framework.

Improving quality: Good

The school has robust self-evaluation procedures in place. Senior leaders use a wide range of evidence to determine the school's strengths and areas for improvement. They take good account of the views of pupils, parents and governors and they analyse data effectively to evaluate the school's performance. Together with subject co-ordinators, they monitor standards and progress regularly through lesson observations, scrutiny of pupils' work and listening to learners. All these procedures have a positive impact on pupil achievement, particularly in literacy and numeracy.

Outcomes from self-evaluation determine appropriate targets for the school improvement plan. The document provides guidance on how the school will address the identified priorities and how staff will evaluate the impact on pupil outcomes. However, actions lack well-focused success criteria in order to measure progress effectively. The self-evaluation report outlines the perceived strengths of the school and emerging areas for development, but it lacks analysis and explanation. Links with the school improvement plan are not explicit enough.

The school has made very good progress since the last inspection in improving the quality of its accommodation and it has refined its self-evaluation processes. However, shortages in ICT and in library provision remain.

Partnership working: Good

The school has many effective partnerships that have a positive impact on pupils' learning and wellbeing. It has very good relationships with its parents, who feel welcome in school and well informed. A few parents volunteer to work with pupils in

lessons. The school also benefits from the support of a very strong Friends Association, which raises significant amounts of money for the school annually. These links with parents contribute to pupils' high attendance rates and their positive attitudes to school.

There is a very strong partnership with the parish church. Many pupils attend monthly family services on Sundays. The parish priest is the vice chair of governors and leads collective worship on a regular basis. The school also has a range of links with local businesses and members of the community, who make a valuable contribution to pupils' learning, for example during the whole school mini-enterprise week. Pupils are also involved in various local events, such as the Best Kept Village competition.

There are effective transfer arrangements between the school and the receiving secondary schools with a range of purposeful transition activities. Teachers participate in regular standardisation and moderation procedures within the school and across the cluster to ensure consistency in the assessment of pupils' work.

Resource management: Good

The school has enough suitably qualified, well-trained and experienced teachers and support staff, all of whom make contribute effectively to pupils' learning. Performance management procedures, led by the senior leadership team, are effective and meet statutory requirements. All staff participate and have relevant personal and professional targets, based on their individual needs and whole-school priorities. All teachers have appropriate planning, preparation and assessment time each week, which the school organises effectively.

All staff participate in regular in-house and external training events and report to colleagues. These have a positive impact on standards and teachers' classroom practice. The school provides support in particular priority areas, for example in Welsh language development, which includes working with the Athrawes Fro across the school. A minority of teachers also visit other schools and participate in networks of professional practice within the cluster, for example in mathematics.

The school manages its accommodation, resources and budget well and good financial controls are in place. Its budget is severely limited due to the recent major building works, but it is balanced. Spending decisions focus clearly on school priorities and achieving best value.

Due to the successful outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013 at the expected outcome 5 and the higher outcome 6, pupil performance in literacy and mathematical development was below the family average. This placed the school in the lower 50% of similar schools for literacy, but in the higher 50% for mathematical development. In contrast, in personal and social skills, attainment was above the family average at both the expected and higher levels, placing the school in the top 25% and higher 50% of similar schools respectively. Overall, results in 2013 were below those in 2012 at the expected level, but better at the higher level.

At the end of key stage 2 in 2013 in all three core subjects, pupil performance was slightly above the family average at the expected level 4. Except in science in 2013, the school has consistently been in the top 25% or higher 50% of similar schools at this level in all three subjects over the last five years. At the higher level 5 in 2013, pupil performance was above the family average in English, but below in mathematics and science. Over the last five years, attainment has fluctuated at this level, moving the school between the top 25% and the lower 50% of similar schools in English and science and between the higher 50% and bottom 25% of similar schools in mathematics.

Nearly all pupils make good progress through the school and no specific groups tend to underachieve, although in key stage 2 girls do consistently better than boys, especially in English. The number of pupils on free school meals is very low, but, when assessed, they generally do as well as their peers.

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.	122	116 95%	6 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	120	104 87%	16 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	122	108 89%	14 11%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	121	108 89%	13 11%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	121	103 85%	18 15%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	119	108 91%	11 9%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	121	118 98%	3 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	122	115 94%	7 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	118	90 76%	28 24%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	122	113 93%	9 7%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	116	81 70%	35 30%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	119	93 78%	26 22%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	9 82%	2 18%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	11	11 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	11	9 82%	2 18%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	11	9 82%	2 18%	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	8 73%	3 27%	0 0%	0 0%	0	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	11	8 73%	3 27%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	11	9 82%	1 9%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	11	9 82%	2 18%	0 0%	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.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	11	8 73%	3 27%	0 0%	0 0%	0	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.	11	9 82%	1 9%	0 0%	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.	11	6 55%	1 9%	0 0%	0 0%	4	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.	11	6 55%	5 45%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Clive Evans	Team Inspector
Julie Price	Lay Inspector
Nicholas Saunders	Peer Inspector
Lyn Murray	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.