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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gynradd Llandybie
Llandybie
Ammanford
Carmarthenshire
SA18 3JB**

Date of inspection: September 2013

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

The school is situated in the rural village of Llandybie, approximately two miles north of the town of Ammanford in Carmarthenshire.

There are currently 198 pupils on roll, a number that has remained fairly stable during the last few years. Most pupils live in the village with approximately 10% travelling from the surrounding areas. Twenty-four per cent of pupils come from homes where at least one parent speaks Welsh.

Pupils are taught in nine classes. The school is streamed by language in key stage 2, with three Welsh-medium classes and two English-medium classes.

Fourteen per cent of pupils are entitled to free school meals, which is lower than the local authority and Welsh averages.

Sixteen per cent of pupils are on the additional learning needs register, including 2% who have a statement of special educational needs.

The school was last inspected in December 2007. The current headteacher was appointed in September 2012.

The individual school budget per pupil for Ysgol Gynradd Llandybie in 2013-2014 is £3,644. The maximum school budget per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd Llandybie is in 58th place of the 106 primary schools in Carmarthenshire 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:

- pupils show consistent and sound progress during their time at the school;
- pupils in the Foundation Phase become independent learners from a very early age;
- the majority of pupils make good progress in their literacy and numeracy skills;
- pupils' behaviour and social skills are good throughout the school;
- the majority of pupils who are taught in the English stream in key stage 2 are able to use Welsh confidently and naturally in school life;
- the school provides a range of good learning experiences as part of a modern curriculum which engages all children; and
- the quality of teaching is consistently good in most lessons.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides robust and purposeful leadership;
- the senior management team and all staff work closely as a team and support the headteacher well;
- there is a strong commitment across the school to developing and promoting continuous improvement;
- the school has a self-evaluation process which gives increasing attention to the views of varied cohorts of people; and
- the priorities in the development plan identify clear priorities in order to ensure further improvements.

Recommendations

- R1 Raise the standard of information technology across the school
- R2 Develop the ability of pupils in key stage 2 to take more responsibility for their own learning
- R3 Improve pupils' attendance
- R4 Ensure consistency in the way that tasks and activities meet the needs of pupils of different abilities
- R5 Develop the role of governors as the school's strategic leaders

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils at Ysgol Llandybie show consistent and sound progress during their time at the school. Standards in lessons and workbooks are consistently good and pupils of all ages and abilities achieve at a level that is appropriate to their age and ability.

Most pupils in the Foundation Phase take increasing responsibility for arranging their own activities and tasks, and are able to make intelligent decisions about how to achieve them. Pupils in key stage 2 have not built sufficiently on this, and the majority do not contribute enough towards planning and developing their own learning.

The majority of pupils make good progress in their literacy skills. The majority listen carefully to adults and each other, and speak confidently in various situations. Most pupils have a sound grasp of the Welsh language, and the oral proficiency of pupils from non-Welsh speaking homes develops very quickly.

In the Foundation Phase, most pupils participate well in class activities and use an increasing vocabulary clearly and accurately. Their reading and writing skills are developing firmly.

By the end of key stage 2, most pupils are making good progress in their reading skills. They can read meaningfully and with good expression in Welsh and English. In English, most pupils become confident readers and use their information gathering skills effectively to find specific information in a book. They read with expression and understanding and are very willing to express an opinion about the text. The reading skills of the majority of pupils are developing appropriately in Welsh.

Most pupils in key stage 2 have a good grasp of numeracy skills. They are able to use these skills confidently in a range of other situations, for example in science, geography and physical education lessons.

Throughout the school, a minority of pupils can use information and communication technology (ICT) skills for a variety of purposes. Recently, pupils have made good and increasing use of information technology equipment. However, inconsistent use is made to analyse data and strengthen their research skills. As a result, pupils' ICT skills have not developed sufficiently across the school.

Pupils' Welsh skills are developing well throughout the school. Pupils of all ages can read and write effectively in line with their age and ability. Nearly all pupils in the Welsh stream in key stage 2 and the majority of pupils who are taught in the English stream are able to use the language confidently and naturally in school life.

Among the cohort who were assessed at the end of the key stage in 2013, there is an unusually high number of boys on the special needs register, which has had a

clear effect on results following the 100% performance in all areas in 2012. As a result, it is not possible to make a meaningful analysis of the published data.

In key stage 2, teacher assessment results at the expected level (level 4 or above) show an overall increase during the five years up to 2013, and compare favourably with the averages of the family of schools and Wales. In comparison with the results of similar schools in terms of the percentage of pupils who are entitled to free school meals, results in Welsh, mathematics and the core subject indicator are among the top 50%, while results in English and science are among the bottom 50%.

Considering the end of key stage 2 teacher assessment results at the higher than expected level (level 5 or above), there was an improvement in Welsh, mathematics and science results, and a fall in science results in 2013. The improvement in Welsh results was significant. Except in English, the proportion of pupils attaining these results is higher than the averages of the family of schools and Wales.

Results in 2013 show that girls perform significantly better than boys in all core subjects. However, this pattern has not been consistent over time.

In general, pupils who are entitled to free school meals perform consistently below the rest of the pupils at the school. However, the gap has closed consistently year on year during the last five years.

The school has very few pupils from ethnic backgrounds and looked after children, and these pupils make suitable progress for their age and ability, with appropriate support. Pupils with additional learning needs make good progress against the targets set for them.

Wellbeing: Adequate

Pupils at Ysgol Llandybie are very aware of the importance of keeping healthy by eating fruit and vegetables regularly and undertaking regular exercise. They exercise through lessons and after-school clubs to promote their physical health. Nearly all pupils feel completely safe at school and are able to approach the headteacher or another member of the school's staff for advice and support.

Pupils show a good understanding of the importance of attendance and how this affects their education. There has been an increase in pupils' attendance in 2012, following a period of constant decline. However, there has been a decline again in 2013. Over the four years up to 2012, the school's attendance percentage has consistently placed it in the bottom 25% of similar schools.

Pupils take advantage of opportunities to take part in the school community through their work with the School Council and Eco Council. They take pride in what they have achieved in improving their school. Their work has led to a more pleasant place for all and they are very keen to implement their further plans for the future. Pupils participate well in the local community through their sports activities, concerts and religious services.

Pupils' behaviour and social skills are good throughout the school. Most pupils talk and get on well with one another during learning periods, while they play and work together.

The majority of pupils solve problems and develop their ideas in order to progress well to the next stage in their education. In key stage 2, the majority of pupils improve their learning by using suitable self-evaluation methods.

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

The school provides a range of good learning experiences as part of a modern curriculum which engages all children.

Planning is good throughout the school and teachers plan together effectively in order to ensure consistency and progression in both streams.

The school adopted new schemes of work during the year in order to plan for skills across the curriculum. As a result, literacy and numeracy skills are planned coherently throughout the school, ensuring good continuity and progression.

The scheme for developing early literacy, which is introduced in the nursery class, works well. The scheme runs throughout the Foundation Phase and identifies effectively children who need early support.

The Welsh immersion policy for nursery age children has a very positive effect on standards of Welsh in both streams throughout the school.

Provision for the Welsh dimension is good. The school offers suitable opportunities for pupils to take an active part in Welsh cultural events in the local community.

The school promotes a rigorous understanding of the importance of issues relating to sustainable development and global citizenship. This is done through the activities of the eco council, in addition to a good range of other opportunities, such as effective links with families from Muslim backgrounds.

Teaching: Good

The quality of teaching in most lessons is consistently good. Most teachers use a wide range of teaching methods and resources to engage nearly all pupils' interests. However, in a minority of lessons, tasks and activities do not always meet the needs of pupils of different abilities effectively.

There is a good working relationship between pupils and their teachers, which contributes towards beneficial learning. Support staff assist learning effectively, particularly when supporting pupils with additional needs. Teachers have a good knowledge of all learning areas and they use a wide range of strategies to stimulate pupils' learning.

Teachers make effective use of standardised tests and tracking systems to measure progress and to prioritise appropriate support for pupils who are underachieving. The school makes good use of progress tracking systems to assess, identify gaps in learning and plan purposefully.

Assessment for learning strategies are well embedded in the school's procedures. In the majority of lessons, this helps pupils to understand how well they are achieving in their work and what they need to do to improve.

Most teachers' support for pupils' work during lessons is constructive and pupils are given appropriate opportunities to respond to them. Teachers' written comments are developing well and encourage pupils to assess their work in order to improve their own performance.

Continuous assessment is a strong feature throughout the school. Pupils and teachers agree on targets three times a year and these are shared and discussed with parents. In general, teachers discuss these regularly and ensure that all pupils are aware of them throughout the term.

Annual reports to parents meet the statutory requirements and give good attention to children's progress and development.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing well through its policies and procedures, including their moral, spiritual and cultural development. The school makes appropriate arrangements for promoting healthy eating and drinking. This is a happy school where pupils feel very safe. The school's arrangements for safeguarding pupils meet the requirements and are not a cause for concern.

Provision for pupils with additional learning needs is consistently good. The school identifies needs early and ensures appropriate support. Pupils with additional learning needs have full access to all areas of the curriculum and their individual plans are of good quality.

Good use is made of the support of external specialist services, including education welfare services and medical and emergency services. Pupils are given opportunities to shoulder responsibilities and to be part of school life, and they take pride in those opportunities. The school takes part in activities in the local community and pupils are given good opportunities to express their views and help others.

Learning environment: Good

Ysgol Llandybie is a happy, friendly and homely school. It is an inclusive school which gives staff and pupils good opportunities to contribute towards their own development. The ethos is one of the school's strengths and is based on implementing policies and procedures that encourage and respect all. Everyone at the school wants to help each other in order to ensure that there are suitable opportunities for them to develop their talents and skills. As a result, pupils show a responsible and mature attitude towards each other and towards adults.

The school makes the most of the physical environment. There is a suitable supply of resources for lessons and general activities. An outdoor area has been developed for the Foundation Phase by developing pupils' ideas and working with the school's partners.

Plans are underway to add to the playground's resources following the recommendations of the School Council. Various displays of pupils' work and responsibilities can be found in the classrooms and along parts of the school corridors.

The school uses facilities at the local village's playing fields to add to sports experiences. Not all of the site is accessible; however, appropriate plans are in place to ensure the necessary accessibility, as required. The building and grounds are maintained appropriately.

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

The headteacher gives firm and purposeful leadership which has a positive effect on the school's development. In a short period of time, the headteacher has succeeded in sharing his robust vision with all staff and governors. He conveys high expectations to ensure improvement and challenges staff positively and effectively.

The senior management team and all members of staff work closely as a team and support the headteacher well. As a result, there is a strong commitment across the school to developing and promoting continuous improvement, which strengthens provision and raises standards.

The governing body are very supportive of the school's work and are aware of their responsibilities. They have an increasing understanding of performance data and individual members visit the school regularly. They are aware of the school's strengths and of areas which need to be developed. However, they do not take a prominent enough role in the school's strategic processes.

The school is making good progress in introducing initiatives which meet local and national priorities, such as assessment for learning and developing literacy and numeracy strategies. These have a positive effect on pupils' standards and achievement.

Improving quality: Good

The self-evaluation process is effective and based upon appropriate observations from monitoring teaching and learning by the senior management team and other members of teaching staff.

The process includes a suitable review of aspects of school life and how these affect the standards achieved by pupils. The school has effective arrangements in place to gather parents' and pupils' views through questionnaires and gives suitable consideration to their comments and suggestions.

The headteacher and senior management team have a clear picture and an accurate understanding of the school's strengths and weaknesses, based on sound evidence. Performance data is used regularly and effectively to monitor progress and plan for improvement.

The school development plan identifies appropriate areas for improvement and clear procedures for implementing them. There are clear priorities in order to ensure further improvements to pupils' standards and the quality of teaching, for example targets for developing pupils' literacy and numeracy skills. This has a positive effect on provision and pupils' standards.

Partnership working: Good

The school has good strategic partnerships which have an effect on pupils' standards and wellbeing and extend learning practices. The school takes a prominent role in the local catchment area for developing collaborative practices and forges a sound relationship and constructive communication between partners.

The school has a very strong relationship with parents and friends, and it benefits from the contribution of significant funding to buy resources and additional equipment.

Links with the community are very successful and offer valuable experiences for pupils, such as taking part in concerts and public events in the village.

Strong links with the pre-school setting ensure that pupils transfer smoothly to the nursery class.

The school has a successful partnership with the local secondary schools, and effective transition arrangements ensure smooth transfer.

Effective activities for standardising and moderating within the school have provided support to teachers to understand better the standards expected at the end of key stages.

Resource management: Good

The school is a professional learning community, which enables staff to develop and share their knowledge and expertise to support teaching.

There are effective networks of professional practice with schools and other partners, which have a positive effect on pupils' standards and attainment.

The school has rigorous budgeting arrangements and expenditure links well with the school's objectives, targets and plans. The headteacher and governors monitor and manage funding carefully.

Staff and financial resources are managed and used effectively to support and improve learning. Teachers take purposeful use of their planning, preparation and

assessment time, and arrangements are managed well. Assistants offer good support and have a positive influence on pupils' attainment.

There are sound arrangements for managing the performance of teachers and learning assistants and all members of staff benefit from training opportunities, which support their continuous professional development and help to raise standards throughout the school.

A good range of learning resources is managed carefully to ensure that they are suitable for the needs of all pupils.

The school provides good value for money in terms of pupils' outcomes, provision and the quality of experiences.

Appendix 1

Commentary on performance data

Teachers' assessments at the end of the Foundation Phase in 2012 show that all pupils achieved the expected level, namely outcome 5, in all learning areas and in the Foundation Phase indicator. This was significantly higher than the average of the family of schools and Wales. During the same year, pupils' achievements at the higher than expected level, outcome 6, were higher than the family average in language, literacy and communication skills in Welsh, and in mathematical development. In the personal and social development, wellbeing and cultural diversity learning area, the school's achievement at this level was significantly lower than the family and Wales averages.

Among the cohort that was assessed at the end of the Foundation Phase in 2013, there was an unusually high number of pupils with a statement of special educational needs, which has had an obvious effect on results. As a result, it is not possible to make a meaningful analysis on the basis of data available.

In key stage 2, teacher assessment results at the expected level (level 4 or above) show an overall increase during the five years up to 2013 in Welsh, English, mathematics, science and the core subject indicator. Results are slightly higher than the average of the family of schools and Wales, despite falling below the average in 2012. In comparison with the results of similar schools in terms of the percentage of pupils who are entitled to free school meals, a variation has been seen over the five years up to 2013, despite overall progress over this period. Results in Welsh, mathematics and the core subject indicator place the school among the top 50%, while results in English and science place the school among the bottom 50% of similar schools.

Considering the end of key stage 2 teacher assessment results at the higher than expected level (level 5 or above), there was an improvement in Welsh, mathematics and science results, and a fall in science results in 2013. The improvement in Welsh results was significant. Except in English, these results are higher than the averages of the family of schools and Wales.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Cytuno Agree Anghytuno Disagree	
I feel safe in my school.	95	94 99%	1 1%
		98%	2%
The school deals well with any bullying.	95	86 91%	9 9%
		92%	8%
I know who to talk to if I am worried or upset.	95	93 98%	2 2%
		96%	4%
The school teaches me how to keep healthy	95	94 99%	1 1%
		98%	2%
There are lots of chances at school for me to get regular exercise.	95	89 94%	6 6%
		96%	4%
I am doing well at school	95	90 95%	5 5%
		96%	4%
The teachers and other adults in the school help me to learn and make progress.	95	94 99%	1 1%
		99%	1%
I know what to do and who to ask if I find my work hard.	95	93 98%	2 2%
		98%	2%
My homework helps me to understand and improve my work in school.	95	87 92%	8 8%
		91%	9%
I have enough books, equipment, and computers to do my work.	95	80 84%	15 16%
		95%	5%
Other children behave well and I can get my work done.	93	47 51%	46 49%
		78%	22%

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
Nearly all children behave well at playtime and lunch time	95	83 87%	12 13%	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	52	35 67%	17 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	53	45 85%	7 13%	1 2%	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.	53	42 79%	11 21%	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.	53	37 70%	15 28%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		60%	34%	3%	0%		
Pupils behave well in school.	52	24 46%	27 52%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	53	31 58%	21 40%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	53	40 75%	13 25%	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.	50	26 52%	20 40%	0 0%	0 0%	4	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.	53	37 70%	14 26%	1 2%	0 0%	1	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.	53	37 70%	14 26%	0 0%	0 0%	2	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.	52	41 79%	9 17%	1 2%	0 0%	1	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'.	50	25 50%	17 34%	1 2%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
I am kept well informed about my child's progress.	53	30 57%	22 42%	1 2%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	53	42 79%	11 21%	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.	53	31 58%	19 36%	0 0%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	52	33 63%	18 35%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	26 55%	13 28%	1 2%	0 0%	7	Mae fy mhlentyn wedi'i barato'i'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.	53	26 49%	24 45%	1 2%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	52	33 63%	18 35%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Hazel Hughes	Team Inspector
Glenda Jones	Lay Inspector
Dafydd Iolo Davies	Peer Inspector
Lee James	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.