



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gymraeg y Cwm
Jersey Road
Bon-y-maen
Swansea
SA1 7DL**

Date of inspection: February 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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

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

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

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 28/04/2016

Context

Ysgol Gymraeg y Cwm is a new primary school that is situated in the village of Bon-y-Maen, Swansea. The catchment area includes the areas of Winch Wen, Bon-y-Maen, Pentrechwyth, St. Thomas and Port Tennant. The school was opened in September 2012 on its present site.

Since September this year, the school has admitted pupils up to Year 3 only. There are 94 pupils on roll, which includes 32 part-time pupils in the nursery class. The number of pupils has increased over recent years. The school has four classes, including one mixed-age class.

About 30% of pupils are eligible for free school meals, which is higher than the national average. The school identifies that 14% of pupils have additional learning needs. No children have a statement of special educational needs. A very few pupils speak Welsh as a first language at home.

The headteacher was appointed in March 2012. This is the school's first inspection.

The individual school budget per pupil for Ysgol Gymraeg y Cwm in 2015-2016 is £4,772. The maximum per pupil in primary schools in Swansea is £5,006 and the minimum is £2,556. Ysgol Gymraeg y Cwm is in fifth place of the 79 primary schools in Swansea in terms of the 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:

- Most pupils make good progress, are enthusiastic about their learning and co-operate effectively with their peers
- Most pupils' literacy and numeracy skills are good
- Most pupils speak confidently in both languages and read with fluency and clear expression
- Staff manage behaviour masterfully and sensitively and, as a result, nearly all pupils are courteous and behave well
- The school celebrates pupils' successes imaginatively in order to promote pupils' pride and commitment to doing their best
- There is an ethos of close co-existence and co-operation in which pupils and staff are appreciated and respected

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision and high expectations
- The deputy headteacher supports the headteacher well and leaders provide effective and purposeful leadership for the school
- All staff co-operate closely as a team
- Governors are very supportive of the school and act as critical friends who challenge and hold the school to account for its performance effectively
- The school has robust self-evaluation procedures and leaders know the school well
- Leaders use the information that arises from self-evaluation effectively to set clear priorities in the school improvement plan
- The school has successful strategic partnerships, which contribute to improving pupils' standards and wellbeing, including a strong relationship with parents

Recommendations

- R1 Plan purposefully to ensure progression and continuity for developing pupils' skills across every area of learning and subject
- R2 Ensure purposeful differentiation in order to challenge pupils, especially those who are more able
- R3 Strengthen assessment for learning procedures in order to ensure that pupils understand how they can improve their work, and provide appropriate opportunities for them to respond to teachers' feedback
- R4 Review the outcomes of the monitoring procedures more regularly in order to measure progress

What happens next?

The school will produce an action plan that 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

Most pupils enter the school with low skills for their age. However, they make good progress in their learning. Many pupils develop their thinking skills successfully, for example when choosing objects to take to the moon and placing them in order of importance. Most pupils who have additional learning needs make good progress towards their targets.

Considering their starting point, especially their ability to speak Welsh, most pupils have a grasp of the language soon after entry to the school. They listen attentively to adults and respond to instructions well. By the end of the Foundation Phase, most pupils speak confidently and use an increasing range of relevant vocabulary and sentence patterns correctly. By Year 3, most pupils are confident in discussing their work and express their ideas clearly and with some accuracy. Nearly all pupils' oral skills in English are developing successfully.

Most pupils' early reading skills in the Foundation Phase are developing successfully. They have a sound knowledge of letter sounds and build words systematically. By the end of the Foundation Phase, most read fluently and with clear expression. They identify the characteristics of books well. Most more able pupils' higher reading skills are developing effectively, for example when researching information about the planets in factual books. By Year 3, most read meaningfully in Welsh and nearly all pupils' reading skills in English are developing in line with their ability.

Most pupils in the Foundation Phase make continuous progress in terms of developing their early writing skills. By the end of the Foundation Phase, most write simple sentences competently. They punctuate correctly and use capital letters, full stops and quotation marks effectively. Most more able pupils change the beginnings of sentences successfully and use a wide range of adjectives to create effect. Most pupils have a sound awareness of a relevant range of written forms. They use these successfully across the curriculum, for example when writing instructions on how to make porridge. By Year 3, most pupils use their literacy skills effectively across the curriculum in both languages. A good example of this is writing a report on the Great Fire of London in English.

Most pupils in the Foundation Phase develop their numeracy skills successfully in mathematics lessons. By the end of the Foundation Phase, most are able to add three-digit numbers skilfully. They read the time on analogue and digital clocks to the nearest half hour and quarter hour. Many develop their problem-solving skills appropriately. By Year 3, most pupils across the school apply their numeracy skills suitably across the curriculum, for example when measuring shadows to the nearest centimetre during a science experiment.

Teachers' assessments at the end of the Foundation Phase must be treated with care as the small numbers of pupils in a year groups has a considerable effect on the school's performance.

As only a year of attainment data exists, it is not possible to form a judgement on trends in performance. Nor is it possible to judge any pattern of underachievement by groups of pupils, including the achievement of those who are eligible for free school meals in comparison with the remainder of pupils.

Last year, the proportion of pupils who reached the expected outcome 5 in literacy placed the school in the upper 50% in comparison with similar schools, and the proportion who reached the expected outcome 5 in mathematical development placed it in the top 25%. The school's performance at outcome 6, which is higher than expected, has placed the school among the top 25% of similar schools in literacy and mathematical development.

Wellbeing: Good

Nearly all pupils feel happy and safe at the school. They know that they can turn to teachers, members of staff and friends for support when needed. Nearly all are courteous and behave well in lessons and around the school. Most pupils' understanding of the importance of eating and drinking healthily and keeping fit is effective.

Most pupils' independent learning skills are developing well. They co-operate effectively in lessons and are enthusiastic towards their learning. Most pupils have a sound awareness of their literacy targets and refer to them suitably to improve their work. Many pupils voice an opinion skilfully about what they want to learn, for example when choosing activities to accompany each theme.

Nearly all pupils show respect, care and concern for each other. They take responsibility for their own work and persevere for extended periods successfully. Nearly all play a valuable part in their community. For example, they raise money for a number of charities. As a result, most pupils' interpersonal skills are developing effectively.

The school council and the eco and healthy committees play a prominent part in the school's decisions. For example, they have planned a safe route from the road to the school and have designed merit stickers to encourage pupils to make healthy choices.

The attendance percentage is good and the school's performance has improved, moving it to the top 25% in comparison with similar schools over the last two years. A few pupils, however, arrive at school late on a daily basis.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Teachers plan in detail and provide a range of purposeful learning experiences, which gain pupils' interest. A good example of this is 'Mercher Mwdlyd' (Muddy

Wednesday), which stimulates outdoor learning successfully. However, long and medium-term plans are not detailed enough to ensure progression and continuity in skills across all areas of learning or National Curriculum subjects.

The school incorporates the principles of the Literacy and Numeracy Framework suitably. Effective early provision for developing literacy and numeracy through the use of learning sacks ensures good development in pupils' skills at the school and also in the home. Teachers plan beneficial opportunities, for example to develop pupils' extended writing skills across the curriculum in both languages.

Provision for promoting Welsh and the Welsh dimension is effective. The school ensures valuable opportunities for pupils to learn about their area and about the history and culture of Wales, for example through visits to places of interest such as the National Waterfront Museum and Llancaiach Fawr.

Beneficial opportunities are provided to enable pupils to learn about sustainability through activities such as recycling and saving energy. As a result, most pupils have an effective awareness of the importance of caring for the world. Provision for promoting pupils' awareness of global citizenship is developing appropriately. For example, the school has established a beneficial partnership with a school in Patagonia. This has a positive influence on pupils' awareness of the wider world.

Teaching: Good

Nearly all teachers work effectively with classroom assistants to provide effective support for individuals and groups of pupils. As a result, most pupils make purposeful progress in lessons. Most teachers provide valuable tasks for them, which meet most pupils' needs well. However, tasks do not always provide sufficient challenge for all pupils, especially those who are more able.

One of the school's strengths is the way in which teachers manage behaviour masterfully and sensitively. As a result, they create a safe atmosphere in which pupils are able to learn successfully. Nearly all members of staff are good language models. This contributes effectively to strengthening pupils' oral language successfully.

The use of assessment for learning strategies varies across the school. Most teachers share lesson objectives appropriately with pupils. Staff use skilful questioning skills to encourage pupils to think. Nearly all teachers mark pupils' work regularly and provide positive comments on their achievements. However, the comments do not always give pupils enough guidance on how to improve their work or provide appropriate opportunities for them to respond to teachers' feedback.

The school has comprehensive procedures for tracking pupils' progress. Teachers use information that arises from this effectively when planning further work for them. They use standardised tests and progress-tracking data well in order to provide relevant support. Reports to parents are comprehensive and give beneficial information to them about their child's progress and wellbeing.

Care, support and guidance: Good

The school has effective arrangements for promoting eating and drinking healthily and provides valuable opportunities to encourage pupils' fitness. This is supported by a valuable range of curricular activities, for example regular visits from sports specialists. As a result, most pupils have a successful awareness of the importance of staying healthy.

The school celebrates pupils' successes imaginatively. The 'Coeden Clod' (Tree of Praise) and Disgleirio trwy Ddysgu (Shining through Learning) are central to school life and promote pupils' pride and commitment to doing their best effectively.

The school promotes pupils' spiritual, moral, social and cultural development effectively through the caring ethos that exists there. There are effective opportunities for pupils to reflect in assemblies, for example by respecting their own feelings and emotions and those of others.

The school has beneficial links with a wide range of external agencies such as the police, the nurse and the fire service. They use these well in order to provide specialist advice where needed. As a result, pupils are aware of people who help them and receive the support that they need to develop, for example when learning how to be safe on the web. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is comprehensive. The school identifies pupils' needs at an early stage and provides effective additional support for them where needed. The school provides beneficial intervention programmes to develop pupils' literacy skills and makes valuable use of staff to support learning. As a result, pupils make good progress towards attaining their individual targets.

Learning environment: Good

One of the strengths at Ysgol Gymraeg y Cwm is the ethos of close co-existence and co-operation that exists there. The school's homely and happy ethos ensures that pupils and staff are appreciated and respected. The motto 'Gwnewch y Pethau Bychain' (Do the Small Things) is a firm foundation for this caring atmosphere.

The school has detailed policies, plans and procedures in order to ensure equal opportunities and full access to the curriculum for every pupil.

Colourful and stimulating displays around the school enrich learning and celebrate pupils' achievements and successes effectively. There is a good supply of resources that promote learning effectively. The outdoor areas provide valuable experiences for pupils and the school is continuing to develop these successfully. A good example of this is the way in which the school has developed an attractive garden as a stimulating learning area.

The school plans the physical environment to respond to the growth in the number of pupils successfully. The grounds around the school are safe and the building, despite being old, is kept clean and well-maintained.

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

Good

Leadership: Good

The headteacher has a clear vision and high expectations for the school. She has shared these successfully with pupils, staff, governors and parents. This ensures a clear and robust direction for developing the school as it expands. The deputy headteacher supports the headteacher well. As a result, leaders provide effective and purposeful leadership for life and work of the school.

Regular meetings focus effectively on pupils' achievement and progress. One of the school's strengths is the natural way in which all staff co-operate closely as a team. All members of staff have an appropriate job description and they fulfil their roles and responsibilities successfully. They support leaders with their vision for the future well. There is a strong commitment across the school to developing and promoting continuous improvements. This strengthens provision, raises standards and creates a definite strategic direction.

There are thorough performance management performance arrangements in place and they contribute effectively to improvements in teaching and learning. This provides beneficial opportunities to promote all staff's professional development well through a comprehensive training programme; for example, training on developing elements of literacy is having a positive effect on pupils' standards across the curriculum.

The school succeeds in responding to a number of natural priorities. Raising standards in literacy and acting effectively to reduce the effect of poverty and deprivation on pupils' outcomes are good examples of this. Good attention is paid to the pupil's voice.

Governors are very supportive of the school's work, meet regularly and fulfil their duties conscientiously. Both they and the school's leaders have been successful in establishing a new school within a challenging old building. They contribute well to self-evaluation processes by discussing attainment data, observing lessons and monitoring provision for pupils. This enables them to act as critical friends who challenge and hold the school to account for its performance effectively.

Improving quality: Good

The school has robust self-evaluation procedures, which use a wide range of direct evidence. It seeks the views of teachers, pupils and parents effectively, for example by strengthening the ways in which the school communicates with them. Internal procedures for gleaning evidence include a detailed analysis of performance data, outcomes of lesson observations and scrutinising pupils' work. Monitoring reports record these procedures in detail and identify issues to be developed suitably. However, leaders do not visit the outcomes of the monitoring procedure regularly enough to review in full the progress that has been made.

The self-evaluation report is concise and evaluative. It gives a clear picture of the effect of provision and leadership on pupils' standards and wellbeing. It provides an accurate assessment of the school's strengths and areas to be developed. As a result, leaders know the school well.

Leaders use the information that arises from the self-evaluation report effectively to set clear priorities in the school improvement plan. The plan is detailed and identifies beneficial actions along with identifying success criteria, monitoring arrangements, responsibilities and costs effectively.

Partnership working: Good

The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing. It has a strong relationship with parents. The parents' association arranges regular social activities in order to develop and support the relationship between them and the school. The focus by school leaders on promoting an open and co-operative culture succeeds in ensuring parents' commitment and support effectively.

There is a successful and flourishing partnership between schools in the cluster and another new Welsh-medium school in the area. They co-operate purposefully in order to share expertise and good practice successfully. This has a positive effect on pupils' wellbeing and the standard of their work, and on staff's professional development. For example, they have co-operated to improve provision for developing pupils' higher reading skills. As a result, many pupils' higher reading skills are developing effectively.

The school has a robust partnership with organisations in the local community, for example Morryston library, and the local church and chapel, and invites visitors to the school. These partnerships enrich pupils' experiences successfully.

The effective links that exist with the nursery contribute beneficially to ensuring that pupils settle quickly in the Foundation Phase. Although there are no pupils at the school at present who are of an age to transfer to the secondary school, staff have established a valuable partnership with it and ensure that there are valuable opportunities for pupils to attend workshops there. This provides effectively for ensuring a smooth transfer for pupils for the future.

The school co-operates purposefully with schools in the cluster and the secondary school as part of the arrangements for standardising and moderating pupils' work. This practice is shared successfully within the school. As a result, all members of staff have an effective understanding of the expected standards at the end of the Foundation Phase and that which will be expected at the end of key stage 2.

Resource management: Good

Leaders deploy qualified and enthusiastic teachers and assistants to teach pupils successfully. The headteacher uses staff expertise sensibly to improve provision and raise standards, for example when providing valuable intervention for pupils who have additional learning needs. The administrative officer's skilful contribution is a strength at the school.

The headteacher and staff at the school are part of beneficial learning networks that provide a wide range of opportunities for pupils to co-operate and for staff to develop professionally. This has a positive effect on improving pupils' reading and writing skills, in particular.

The school has an effective performance management procedure that supports the continuous professional development needs of all staff successfully. The focus of the training is linked appropriately to the school's priorities for improvement. There are purposeful arrangements for providing planning, preparation and assessment time for teachers.

The headteacher and governors plan and monitor the school's budget effectively and all expenditure links well to the school's objectives, targets and plans for improvement. Leaders use funding carefully in order to develop appropriate classes and resources as the school grows. Leaders manage learning resources carefully in order to ensure that they are suitable for the needs of all pupils. Effective use is made of the deprivation grant to target pupils who have needs.

Considering pupils' outcomes, the quality of provision and the robust leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

There are many very small cohorts in many years of Foundation Phase and key stage 2 performance data for this school. In such a case, we do not include a performance data table.

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

Fewer than 10 responses were received. No data is shown.

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date 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.	28	18 64%	9 32%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	26 93%	2 7%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	28	24 86%	3 11%	1 4%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	28	22 79%	5 18%	1 4%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	27	12 44%	14 52%	0 0%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	28	18 64%	9 32%	0 0%	1 4%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		

	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	
Staff expect my child to work hard and do his or her best.	28	23 82%	4 14%	1 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	11 44%	12 48%	1 4%	1 4%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	27	20 74%	6 22%	0 0%	1 4%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	22 81%	4 15%	0 0%	1 4%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	28	21 75%	6 21%	1 4%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	20	16 80%	4 20%	0 0%	0 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	28	18 64%	6 21%	3 11%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	22 79%	4 14%	1 4%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	27	15 56%	9 33%	2 7%	1 4%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	27	17 63%	10 37%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	8 57%	6 43%	0 0%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	26	11 42%	12 46%	2 8%	1 4%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	28	18 64%	9 32%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Buddug Mai Bates	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Cerian Lowri Roberts	Peer Inspector
Rhian James Collins	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.