



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

**Ysgol Gynradd Dihewyd
Dihewyd
Lampeter
Ceredigion
SA48 7PN**

Date of inspection: January 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

The school is situated in the village of Dihewyd, half way between the towns of Lampeter and Aberaeron. The school serves an agricultural area and is maintained by Ceredigion local authority. There are 19 pupils aged between four and 11 years on roll, which is fewer than at the time of the last inspection in January 2008. Welsh is the main language medium of the school and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary school. Seven pupils come from Welsh-speaking homes. The school admits children from the whole ability range at the beginning of the term that follows their fourth birthday. At present, a few pupils have been identified as having additional educational needs. There are no pupils at present who are entitled to free school meals.

There has been considerable change at the school since the last inspection. Following a period of staff instability, the headteacher, who is also headteacher at a nearby school, was appointed in September 2011. The headteacher in charge and the Foundation Phase teacher were appointed in September 2012.

The individual school budget per pupil for Ysgol Gynradd Dihewyd in 2013-2014 is £9,062. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Gynradd Dihewyd is in first place out of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Gynradd Dihewyd's current performance is good because:

- nearly all pupils make strong progress in their learning;
- the school provides a range of varied learning experiences that stimulate pupils' interest and motivation;
- the quality of teaching is robust across the school;
- nearly all pupils enjoy coming to school and participate conscientiously and enthusiastically in lessons; and
- pupils are courteous and behave well.

Prospects for improvement

Ysgol Gynradd Dyhewyd's prospects for improvement are good because:

- the headteacher has clear objectives for developing the school;
- staff are supportive of the headteacher;
- the governing body supports the school well;
- leaders have an accurate understanding of the strengths and areas that they need to improve; and
- a strong partnership exists with parents and the community.

Recommendations

- R1 Improve pupils' attendance
- R2 Refine key stage 2 schemes of work in order to ensure that all elements of the statutory curriculum receive appropriate attention
- R3 Refine reports to parents and carers on their children's progress in order to ensure that they refer to all learning areas and subjects in full
- R4 Ensure that the success criteria of objectives in the school improvement plan are specific and measureable

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

During their time at the school, nearly all pupils make strong progress in their learning.

In terms of their linguistic background, the majority of pupils at the school speak Welsh fluently on all kinds of occasions. In the Foundation Phase, pupils make sound progress in their Welsh literacy skills. The majority read their own work and their reading books to a standard that is appropriate to their age and ability. Pupils' ability to write independently is developing well. By the end of the Foundation Phase, seven-year-olds can write reasonably sensible pieces for various purposes, and show a good grasp of basic punctuation.

The oral skills of most pupils in key stage 2 are developing well. They are able to talk about their work with increasing confidence in Welsh and English. The majority are able to express an opinion skilfully about various issues that are important to them. Most pupils' reading skills are developing very well. The majority read appropriate materials aloud meaningfully in Welsh and English. Most can write creatively and accurately for a range of purposes in both languages. They punctuate appropriately and set out their work in an orderly way in paragraphs. The standard of handwriting of the majority is good and they are able to present their work neatly and creatively, especially in their 'Learning Log'.

Foundation Phase and key stage 2 pupils' numeracy skills are developing well. Most pupils in the Foundation Phase are able to use their numeracy skills confidently across the curriculum. For example, measuring length or sorting objects appropriately into a group of magnetic items and a group of non-magnetic things. The majority are able to use their knowledge of number increasingly confidently in various contexts.

Most pupils in key stage 2 enjoy solving mathematics challenges. They can guess number pattern rules accurately, having been given appropriate clues. They can use their information from charts and graphs confidently in various contexts across the curriculum to a standard that corresponds to their skills in mathematics. A good example of this is the records of investigative work into the strength of paper in a scientific experiment. Most of them have a sound understanding of multiplication and they can use the information that they have to solve challenges in various contexts.

As pupil numbers at the end of the Foundation Phase and at the end of key stage 2 are very small, it is not sensible to consider the trends in the school's performance data.

In 2013, the performance of pupils who achieved the expected outcomes and the higher than expected outcomes in assessments at the end of the Foundation Phase

is lower than the average for pupils' performance in similar schools and the average for the whole of Wales. It is also lower in comparison with the performance levels of other schools with a similar percentage of pupils who are entitled to free school meals, and this has placed the school in the bottom 25%.

The performance of pupils in key stage 2 in 2013 is better, and all pupils achieved the expected level for the core subject indicator, and Welsh, English, mathematics and science separately. This is higher than the average for schools in the family and places the school in the top 25% for similar schools in terms of the percentage who are entitled to free school meals. However, the percentage attaining levels that are higher than expected is lower than the average for schools in the family and places the school in the bottom 25% for similar schools in terms of the percentage who are entitled to free school meals.

It is not possible to compare the achievement of pupils who are entitled to free school meals with the remainder over time as there have been no such pupils in a number of years over the last five years. As the number of pupils is so small, it is not fair to compare boys' achievement with that of girls. Pupils who have additional learning skills and more able pupils make good progress.

Wellbeing: Adequate

Nearly all pupils enjoy coming to school and participate conscientiously and enthusiastically in lessons. Pupils' behaviour and courtesy are good.

Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss any concerns that they have. All pupils understand the importance of taking regular physical exercise in order to keep healthy. Nearly all have a positive attitude to eating and drinking healthily and older pupils have a clear understanding of factors that are likely to affect their health.

Pupils take mature responsibility for their work and show respect and care for others. Pupils take good advantage of appropriate opportunities to express an opinion by contributing to planning classroom activities during thematic work. They are thoughtful when making appropriate decisions on the school council and the eco council, and take their responsibilities seriously. They contribute extensively in the community by raising money and taking part in local social events. They take part in practical initiatives such as growing vegetables and selling them to the public, and also using them as ingredients in the cookery club to make meals for members of the community. This develops their social skills and life skills effectively.

Pupils' attendance percentage is consistently below 92%. Although a number of factors beyond the school's control contribute to this, it places the school consistently in the bottom 25% in comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals. Pupils' punctuality is good.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The school provides a range of rich, varied and cross-curricular learning experiences, which stimulate pupils' interest and motivation. The enterprise activities that are provided are successful and promote aspects such as literacy, numeracy and thinking skills well. The school reinforces pupils' learning experiences effectively by providing a number of beneficial outside visits. They provide appropriate opportunities to develop pupils' independent learning skills and thinking skills, which are beginning to emerge positively in their work.

The school is addressing the task of planning the curriculum for the long term. Appropriate plans are in place for the Foundation Phase. However, the curriculum for key stage 2 pupils has not been mapped sufficiently to date in order to ensure achievement in the long term. Provision for teaching pupils about Welsh history, geography and culture and the development of the Welsh language is strong. Through theme work and visits to interesting places, pupils' understanding of their local area is developing well. As a result, pupils take pride in their Welshness and feel that they are a valuable part of their community.

The school provides rich opportunities across the curriculum for pupils to expand their knowledge and understanding of sustainable development and global citizenship. A good example of this is pupils' enthusiasm in supporting a number of eco projects and supporting a water charity in Madagascar.

Teaching: Good

The quality of teaching is robust across the school. An effective working relationship exists between adults and pupils in every class. Teachers model clear language, which contributes considerably to the development of pupils' oral language. Support staff play an effective role in supporting learning across the school, and ensure that they support pupils' needs well. Pupils benefit from the fact that their teachers speak to them sensitively and praise them for the quality of their work.

Assessment for learning strategies are effective across the school. Teachers mark pupils' work thoroughly and, in the best examples, provide constructive comments on how to improve their efforts in relation to success criteria. The process of setting targets for individual pupils has been established throughout the school and is beginning to have a positive effect on pupils' progress. The school has begun to use an appropriate system to track pupils' progress and this is having a positive effect on planning and on targeting pupils for appropriate intervention programmes.

Although parents and carers receive regular information about their children's achievements, personal virtues and development, written reports do not meet all requirements. They are not comprehensive enough, or refer specifically to progress in every subject or aspect.

Care, support and guidance: Good

The school is a caring and inclusive community, in which adults and pupils show respect for each other. As a result, there is a supportive ethos that ensures good learning. The school is an important part of the community and the teachers provide valuable opportunities for all pupils to support and take part in local cultural and social events. An important example of this is the whole-school production that was performed in the village hall recently, which ensured that that all the school's stakeholders co-operated effectively as a team. The school has appropriate systems for promoting healthy eating and drinking. Similarly, pupils' moral, spiritual and cultural development is promoted successfully in collective worship sessions, during lessons and at other times during the school day.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Appropriate policies and systems are in place for promoting good attendance. However, the actions have not yet had enough time to have a positive effect on pupils' attendance.

Both pupils and parents feel confident about contacting members of staff when they feel that they need advice and guidance. By co-operating effectively with a number of external agencies and other support services, the school is in a position to offer guidance, support and effective information to pupils and parents when necessary.

The school provides very effectively for pupils who have additional learning needs. Pupils' needs are identified early on by teachers and the school uses information from observations and tests effectively to provide a suitable range of intervention programmes for them. In consultation with the specialist teacher who spends a regular period at the school, teachers provide comprehensive and good quality individual education plans for individuals. They review progress against these plans regularly and effectively with pupils and their parents.

Learning environment: Good

The school is a homely and inclusive community. A clear emphasis is placed on recognising and respecting individuals' diversity and all pupils have equal rights. Leaders take appropriate steps to ensure that pupils with disabilities do not suffer less favourable treatment. There are appropriate policies in place to encourage individuals to foster tolerant attitudes in order to ensure that pupils and staff are free from harassment. Pupils have opportunities to make decisions and to act appropriately on them.

The building is of good quality and is maintained to an appropriate standard. Appropriate use is made of the building and the surrounding grounds to support learning effectively. The school makes purposeful use of the outdoor resources to meet the needs of the Foundation Phase and to promote pupils' knowledge of ecology and sustainability. The school has a vegetable garden, which encourages pupils to eat healthily and to use the produce to develop their knowledge of

enterprise. This is reinforced by links with the nearby community and local businesses, adding effectively to children's curricular experiences.

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

The headteacher has clear objectives for the school, based on developing pupils' literacy and numeracy skills and supporting vulnerable children. These objectives are conveyed reasonably effectively to staff, pupils, parents and governors. There is good support from the headteacher in charge and staff. The school is a caring community and it has appropriate structures and policies that contribute successfully to realising its objectives. The staff work closely as a team and fulfil their roles and responsibilities effectively.

The school responds positively to a number of local and national priorities. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework, but it is too early to measure its effect on pupils' standards to date. The principles of the Foundation Phase are implemented appropriately.

The governing body supports the school well and acts effectively as a critical friend. Governors visit the school regularly and receive comprehensive reports on pupils' performance and attainment. They address the task of observing learning sessions and scrutinising pupils' work. As a result, they identify the needs of individual pupils well. They are also more aware of how the school is performing in comparison with other similar schools and are in a strong position to challenge the school to ensure improvement.

Improving quality: Good

The school has an accurate understanding of its strengths and the areas that it needs to improve. The practice of self-evaluation is being established as part of the school's continuous activities. The school uses a wide and appropriate range of procedures when evaluating its work, and gives appropriate consideration to the opinions of governors, parents and pupils.

The self-evaluation process is based clearly on evidence from monitoring lessons, scrutinising pupils' work and analysing data and questionnaires for stakeholders. This enables the school to ensure appropriate support for staff and pupils. Procedures contribute effectively to the self-evaluation report, which provides a balanced and accurate picture of the school.

There is a clear link between the outcomes of the self-evaluation procedure and the priorities in the school improvement plan. Teachers understand the reasons that underpin the priorities and are aware of their responsibilities in implementing them. The plan has been costed appropriately and the timetable for implementation and staff responsibility is clear. However, success indicators for objectives are not clear enough or easy to measure. As a result, it is not easy for managers to evaluate the extent to which the school succeeds in achieving objectives.

Partnership working: Good

The school has a range of effective partnerships. This has a positive effect on pupils' wellbeing and attainment.

There is a strong relationship and good co-operation between the school and parents. The parents' association is active and supports the school well. It has raised considerable sums of money in order to support specific activities and maintain staffing levels.

A strong partnership exists between the school and the local community. The school has a prominent place in the village, and pupils' contribution to community activities, in addition to the large number of visitors from the community who come to the school, enrich the learning experiences that are provided very well. It also successfully promotes pupils' sense of the importance of community and their pride in their Welshness.

The school co-operates closely with the local secondary school, which promotes older pupils' preparations well for transferring and taking the next step in their education.

The school co-operates appropriately with schools in the catchment area, by standardising and moderating pupils' work. This has strengthened the assessment work effectively.

There is an effective partnership between the school and external agencies, which has a positive influence on pupils' wellbeing. Among other visitors, the police and the nurse come to share important information with pupils and to help them to understand the importance of keeping safe and healthy.

There is a very effective partnership between the school and officials at the local authority's education department, which has supported the school throughout a very difficult time.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately in order to address the requirements of the number of pupils on roll. The school uses support staff effectively to support teaching, to give support to pupils and to look after them during the day.

The school meets the statutory requirements of the National Agreement on 'Raising Standards and Addressing Workload', and teachers make effective use of their non-contact time for planning, preparation and assessment to ensure appropriate learning opportunities for pupils. There are appropriate performance management processes in place, which lead to meeting the needs of teachers' continuous professional development.

A good supply of resources of an appropriate standard is available for teaching and learning. These are reviewed regularly in order to ensure that they are in an

appropriate condition and are being used effectively. The building and grounds around the school are managed appropriately and kept clean and tidy.

Expenditure is managed carefully by the headteacher and the governing body. Considering the good outcomes and the prudent use of finances, the school provides good value for money.

Appendix 1

Commentary on performance data

As pupil numbers at the end of the Foundation Phase and at the end of key stage 2 are very small, it is not sensible to consider trends in the school's performance data.

In 2013, the performance of pupils who achieved the expected outcomes and higher outcomes in assessments at the end of the Foundation Phase is lower than the average for the performance of pupils in similar schools. It is also lower in comparison with performance levels of other schools with a similar percentage of pupils who are entitled to free school meals, and the average for the whole of Wales. The performance of pupils in 2013 is lower in comparison with their performance in 2012, when all pupils achieved the expected outcomes. In 2013, the school is in the bottom 25% of similar schools for performance in the Foundation Phase indicator, and the expected outcomes in language, literacy and communication skills, mathematical development and personal and social development. In 2012, it was in the bottom 25% of similar schools for the expected outcomes and higher in mathematical development and personal and social development, and in the top 25% for the higher outcomes in language, literacy and communication skills.

The performance of key stage 2 pupils in 2013 is better, and all pupils achieved the expected level for the core subject indicator and Welsh, English and science separately. This is higher than the average for similar schools, schools with a similar percentage of pupils who are entitled to free school meals, and the average for the whole of Wales. It places the school in the top 25% for similar schools in terms of the percentage of pupils who are entitled to free school meals. It is not possible to compare these results with those of the previous year as there were no pupils in Year 6 in 2012. The percentage of pupils who achieved a higher than expected level in 2013 is lower than the average for similar schools and the whole of Wales. Over a period of five years, the school has varied between the top 25% and the bottom 25% of similar schools for attainment of the core subject indicator and the expected and higher levels in the core subjects separately.

It is not possible to compare the achievement of pupils who are entitled to free school meals with the remainder as there have not been any such pupils in a number of years over the last five years. As the number of pupils is so small, it is not fair to compare the achievement of boys with that of girls. Pupils who have additional learning needs make good progress.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All Pupils)

Fewer than 10 responses were received. No data will be shown.

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn 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.	10	7 70%	1 10%	0 0%	2 20%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	10	7 70%	3 30%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	10	9 90%	1 10%	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.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	9	7 78%	2 22%	0 0%	0 0%	0	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	10	5 50%	4 40%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	9 90%	1 10%	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.	10	7 70%	2 20%	0 0%	0 0%	1	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.	10	7 70%	3 30%	0 0%	0 0%	0	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.	9	5 56%	3 33%	0 0%	0 0%	1	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.	10	9 90%	1 10%	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	9 90%	1 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
David Owen Jenkins	Lay Inspector
Ceri Emanuel	Peer Inspector
Geoff Davies	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.