



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 Llechryd
Llechryd
Cardigan
Ceredigion
SA43 2NL**

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

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Publication date: 26/11/2013

Context

Ysgol Gynradd Gymunedol Llechryd is situated in the village of Llechryd, about three miles to the south of the town of Cardigan. It provides bilingual education to 41 pupils aged between four and 11, and 27% of them come from outside the catchment area. They are taught in three mixed age classes.

Ninety per cent of pupils come from homes where English is spoken as the main language. Welsh is the teaching and learning medium across the school. The school presents the English study programme to pupils in key stage 2.

About 18% of pupils are entitled to free school meals, a percentage that is lower than the national percentage. About 34% of pupils have additional learning needs, which is higher than the national average. A very few pupils have a statement of special educational needs.

The school was last inspected in October 2007.

The current headteacher was appointed in January 2011.

The individual school budget per pupil for Ysgol Gynradd Llechryd in 2013-2014 is £4,342. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Gynradd Llechryd is in 25th 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

The school's performance is good because:

- nearly all pupils make good progress in developing their skills;
- pupils understand what needs to be done to improve their work;
- attendance at the school is consistently good;
- pupils behave well;
- pupils show positive attitudes to their work;
- teaching is consistently effective; and
- an inclusive ethos ensures high participation by pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- a clear vision has led to good standards over a period of time;
- the school identifies strengths and areas for improvement effectively;
- there is a culture of co-operation and sharing expertise, which has a positive effect on provision and on standards;
- the school has responded well to previous recommendations; and
- the school plans well for improvement.

Recommendations

- R1 Raise pupils' standards of extended writing in their work across the subjects
- R2 Ensure further opportunities for pupils to respond to written feedback in order to improve their work
- R3 Address health and safety issues
- R4 Ensure that the school meets statutory requirements for collective worship
- R5 Develop the role of governors further in order to challenge the school about standards

What happens next?

The school will produce an action plan that shows how it will address the recommendations

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make good progress in their writing, reading and number application skills across the curriculum.

In lessons, almost all pupils listen well to instructions from adults and oral contributions of other pupils. They communicate naturally orally in Welsh and use an appropriate range of suitable vocabulary when expressing an opinion and speaking about their work in class. The oral skills of pupils who come from non-Welsh speaking homes develop well early on. By the end of key stage 2, most pupils discuss fluently, expressing their ideas clearly in Welsh and English.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability with accuracy. They use a good range of strategies to read and understand texts. They apply their reading skills well when reading aloud what they have written. In key stage 2, nearly all pupils develop into fluent readers in Welsh and English. They can discuss their reading books successfully and express an opinion about their favourite authors confidently. Many make particularly good use of their reading skills to investigate subjects. A good example of this is gleaning information in order to create pamphlets on areas of Wales.

Most pupils make progress when writing legibly in the Foundation Phase and the most successful writers write imaginative and accurate pieces. By the end of key stage 2, most pupils write confidently across a wide range of topics in English and an appropriate range of topics in Welsh. However, they do not always extend their extended writing skills across the subjects.

Most pupils can discuss number and data robustly in mathematics lessons and can apply them successfully when solving problems in other contexts.

Pupils who have additional learning needs make appropriate progress towards their personal targets during their time at the school.

Because of small numbers and a high percentage of pupils who have additional learning needs, the results of teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care.

In the 2013 assessments, pupils' achievement in the Foundation Phase indicator was higher than the average for similar schools but lower than the national average. The performance of pupils at the end of the Foundation Phase in language placed the school in the lower 50% for language and in the bottom 25% for mathematical development and personal development. Pupils' achievements at the higher outcome, namely outcome 6 in the Foundation Phase, placed the school among the higher 50% for language, in the top 25% for mathematical development and in the

bottom 25% for personal and social development. However, the results for 2012 in a number of indicators in the Foundation Phase placed the school in the top 25%.

At the end of key stage 2, pupils' achievements in a number of indicators was lower than the averages for the family and placed the school mostly in the lower 50% in comparison with similar schools in terms of entitlement to free school meals. However, in the previous four years, results have often placed the school in the top 25% of schools, including at the higher levels.

Wellbeing: Good

Ysgol Llechryd is a happy school in which pupils feel very safe. They turn to any member of staff or friend for help as needed. They have a good understanding of the importance of eating and drinking healthily. The 'Dŵds Diogelwch' (Safety Dudes) and 'Ffrindiau Ffit' (Fit Friends) promote the fitness agenda and pupils' safety effectively.

The pupil's voice is a strength at the school. Pupils express an opinion and take part in decisions about the school. They take pride in what they have succeeded in achieving through various committees and the business that sells quails' eggs.

Pupils behave well across the school. They show respect towards each other, towards staff and towards visitors. Most pupils have mature attitudes towards their work and show respect and care for others. Many pupils assess their own progress in order to understand their strengths and weaknesses and develop as independent learners. They work well together and develop responsibility for making progress.

The school's attendance percentage is consistently high, and has placed the school in the top 25% of similar schools over the last four years.

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

The school provides rich and stimulating learning experiences. The curriculum is broad and balanced and covers all the requirements of the Foundation Phase, the National Curriculum and religious education. Long-term plans are detailed and thorough. Teachers review their planning regularly and ensure that it builds effectively on pupils' previous learning. Pupils' experiences are enriched further by educational visits.

Planning for developing literacy skills within Welsh and English is effective on the whole. However, opportunities to write at length in both languages are inconsistent. The school provides useful opportunities for developing number and thinking skills across the curriculum.

Provision for sustainable development and global citizenship is an obvious strength at the school. Opportunities that are provided for recycling, saving energy and eliminating waste make a positive difference to the environment and raise pupils' awareness successfully. Pupils have various opportunities to support others who are

less fortunate and understand the importance and significance of this as citizens of the future.

The school provides a range of appropriate experiences that promote the Cwricwlwm Cymreig through visits to the school by Theatr Felinfach, studies of the local area, promoting tourism in Wales and local artists such as Helen Elliott.

Teaching: Good

Teaching across the school is consistently effective. Teachers have good subject knowledge and they make efficient use of other staff to promote pupils' success. They set clear learning objectives and expect high standards from all pupils. Across the school, teachers make good use of equipment and learning resources, and display a range of teaching styles in order to gain pupils' interest. Through supportive intervention, pupils develop good learning skills and thinking skills.

In the most effective teaching, consistent use is made of probing questioning and useful oral feedback in order to develop pupils' ideas. In these lessons, teachers promote independent learning by using challenging and interesting tasks.

The school has thorough procedures for assessing, monitoring and recording pupils' progress. Through this, pupils' needs are identified early. Purposeful use is made of all assessments in order to plan for groups and individuals and ensure progress. The school has robust arrangements to ensure that assessments are correct.

Teachers give purposeful oral and written feedback. As a result, many pupils reflect on their own progress and set targets for improvement. Pupils know what to do to improve their own learning but opportunities for pupils to respond to teachers' feedback in full are inconsistent.

Reports to parents provide full information on their children's progress and they meet statutory requirements.

Care, support and guidance: Good

The school is an ordered, inclusive and caring community that promotes discipline and respect among pupils. The school is an important part of the local community and supports cultural events regularly.

In general, the school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern. However, there is an issue concerning health and safety that needs to be addressed.

The school has thorough arrangements for identifying pupils' additional learning needs. The school measures pupils' achievements carefully and identifies early which pupils need additional support. Provision for meeting individual pupils' needs is effective. Suitable use is made of individual education plans in order to provide sensitive and suitable intervention. The progress made by individual pupils is measured consistently in order to ensure success.

The school makes beneficial use of external support in order to ensure pupils' health and safety, for example the police and the expertise of the local authority. The school has appropriate arrangements for promoting eating and drinking healthily.

Provision for spiritual and moral development is appropriate. However, the school does not meet the statutory requirements for collective worship in full.

Learning environment: Good

Ysgol Llechryd has an inclusive ethos in which every child is appreciated fully. It is a happy community with a family atmosphere in which all pupils have the same opportunity to take part in education. This permeates through all aspects of the school's life.

The school has purposeful resources for all learning needs and delivering the curriculum. Across the school's classrooms, corridor and the hall, there are stimulating displays of pupils' work and responsibilities, which create an attractive and colourful environment.

The school makes good use of the outdoor area in order to provide interesting areas in which Foundation Phase pupils can learn and play. The garden is used purposefully for pupils' purposes and the site has been developed appropriately in recent years with pupils' help. The toilets are clean and suitable and the whole site is maintained well.

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

The school has clear aims, strategic objectives and plans and policies that focus clearly on meeting all pupils' needs. All members of staff share the vision that has been created jointly with governors and parents. As a result, an ethos of close co-operation for the benefit of pupils permeates these key partnerships and has a positive effect on raising standards. The headteacher has created a supportive atmosphere in which pupils and staff feel that they are appreciated. Through this, everyone works together in order to ensure success.

There are robust performance management processes at the school for all staff. Through this, high expectations are set for ensuring improvement, in addition to challenging targets. Roles and responsibilities are defined clearly, and all members of staff understand and undertake their roles effectively.

The governing body fulfils its statutory duties effectively. Governors take a central part in the process of providing a direction and vision for the school. Through the headteacher's thorough reports and their part in the process of monitoring standards, they have an accurate picture of the school's performance. The governors' role as critical friends is developing, but they do not provide sufficient challenge to standards.

Improving quality: Good

The self-evaluation and planning for improvement processes are an integral part of school life. All aspects of provision are reviewed regularly through a continuous programme over three years. Processes include thorough analysis of data, lesson observations, monitoring pupils' books, discussing with pupils and their parents and using the expertise of the local authority. As a result, the school has a good understanding of its strengths and aspects that need to be strengthened. The self-evaluation report that derives from the process is balanced and shows that leaders know their school well.

Leaders use the information from the self-evaluation process effectively to set appropriate priorities and targets for improvement. The development plan indicates clearly that which needs to be done, the steps to be taken and the cost. Appropriate time limits are set for the actions and responsibilities have been allocated clearly. There is clear evidence that the school's improvement plans are having a positive effect on raising and maintaining standards and provision.

Partnership working: Good

The school works effectively with partners to maintain pupils' standards and wellbeing, by ensuring that there is good contact, trust and clear communication between partners.

The partnership with parents is one of the school's strengths. The school consults with parents regularly and has succeeded in including them in the process of creating an effective vision for the school. This relationship has had a positive effect on pupils' standards, wellbeing and attendance. Parents contribute generously to the school's funds regularly and good use is made of the additional funds for the benefit of pupils.

Close links with the community enrich pupils' learning experiences. Members of the community come into the school to listen to reading and this fosters respect for adults and develops literacy skills well.

There is close co-operation with the nursery group that meets in the school and this facilitates the children's smooth transition. Similarly, there are effective arrangements in place for transferring pupils to the local comprehensive school. These arrangements prepare older pupils well for the next stage in their education.

Resource management: Good

The school is developing appropriately as a learning community. There is a healthy culture of effective co-operation within the school and this is fostered successfully by the headteacher. Through this, very purposeful use is made of teaching strengths and staff interests and this has a positive effect on provision and standards. The whole staff's continuous professional development is linked clearly to the school development plan. Staff observe each other, share good practice and have appropriate opportunities to discuss each other's practices. There are appropriate arrangements for ensuring time for teachers to plan, prepare and assess.

The school's budget is monitored effectively and there is a good link between expenditure and priorities that are identified in the development plan. Resources are suitable to teaching requirements and are renewed regularly according to the school's priorities. The school provides good value for money.

Appendix 1

Commentary on performance data

Because of small numbers and the high percentage of pupils who have additional learning needs, the results of teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care.

In the 2013 assessments, pupils' achievements in the Foundation Phase indicator were higher than the average for similar schools but lower than the national percentage. The performance of pupils at the end of the Foundation Phase in language placed the school in the lower 50% for language and the bottom 25% for mathematical development and personal development. Pupils' achievements at the higher outcome, namely outcome 6 in the Foundation Phase, placed the school among the higher 50% for language, in the top 25% for mathematical development and in the bottom 25% for personal and social development. However, the results for 2012 in a number of indicators in the Foundation Phase placed the school in the top 25%.

In the 2013 assessments, learners' achievements at the end of key stage 2 in the core subject indicator placed the school in the lower 50% on the basis of entitlement to free school meals. Learners' achievement at the expected level, namely level 4, in Welsh, shows a trend of improvement during recent years. The other core subjects show stability over time.

Pupils' achievement in the core subject indicator in key stage 2 is lower than the averages for the family but higher than the national average. In Welsh, learners' achievement is higher than the average for the family and close to the national average. Pupils' achievement in Welsh, mathematics and science was lower than the averages for the family and Wales as a whole in 2013.

Pupils' achievement at level 5 in key stage 2 places the school in the higher 50% for Welsh and in the lower 50% for the other core subjects. However, in the previous four years, results have often placed the school in the top 25% of schools, including at the higher levels.

There is no obvious pattern between the results for boys and girls over time, or between pupils who are entitled to free school meals and the remainder of the cohort.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All Pupils)

Designating the benchmark – this is a 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.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	19	19 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	20	20 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	20	20 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	20 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	20	20 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	20	20 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	20	20 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	20	20 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	20	20 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	20	20 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denoting the benchmark – this is a 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.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	7 58%	5 42%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	12	8 67%	4 33%	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.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	12	8 67%	4 33%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	12	10 83%	2 17%	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.	12	9 75%	3 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.	12	9 75%	3 25%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	8 67%	4 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	8 67%	4 33%	0 0%	0 0%	0	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.	12	10 83%	2 17%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	9 75%	3 25%	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.	12	7 58%	5 42%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	12	8 67%	4 33%	0 0%	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.	9	4 44%	3 33%	0 0%	0 0%	2	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.	12	8 67%	4 33%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	11	7 64%	4 36%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Helen Morgan-Rees	Reporting Inspector
Maldwyn Pryse	Team Inspector
Glenda Jones	Lay Inspector
Gareth Owen	Peer Inspector
Meinir Lewis	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.