Report on

**Ysgol Gynradd Tanygrisiau
Blaenau Ffestiniog
Gwynedd
LL41 3SU**

Date of inspection: February 2015

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.

Publication date: 16/04/2015

Context

Ysgol Gynradd Tanygrisiau is situated near the town of Blaenau Ffestiniog in Gwynedd and serves the community of Tanygrisiau.

At present, there are 60 pupils aged between 3 and 11 years on roll, including nine part-time nursery pupils. There has been a changeable pattern in numbers on roll over the last three years. The school has three full-time mixed-age classes.

Twenty-eight per cent of pupils are eligible for free school meals, which is a little higher than the national figure, but a considerable decrease on previous years' figures. Thirty-four per cent of pupils at the school are on the additional learning needs register, including a very few who have a statement of special educational needs.

A very few pupils who are registered at the school are looked after by the local authority.

Seventy per cent of pupils come from Welsh-speaking homes.

The headteacher was appointed to the post in September 2009 and the school was last inspected in July 2011.

The individual school budget per pupil for Ysgol Gynradd Tanygrisiau in 2014-2015 is £4,388. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Tanygrisiau is in 30th position of the 95 primary schools in Gwynedd 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 in their learning
- Many pupils' translanguaging skills at the top end of the school are good
- By the end of the Foundation Phase, most pupils use their numeracy skills successfully to solve various mathematical problems
- Pupils' attendance levels have placed the school in the top 25% of similar schools in two of the last three years
- The school provides a wide range of suitable learning experiences that gain the interest of most pupils in their learning
- Teachers and classroom assistants co-operate effectively in order to ensure that pupils make purposeful progress in lessons
- Assessment for learning strategies have been embedded well across the school and have a positive effect on standards

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and leaders have a clear vision for developing it and they convey that vision clearly to everyone involved
- The headteacher and other leaders have a clear picture of its strengths and areas to be improved
- Governors contribute effectively to its strategic processes and challenge it appropriately about its performance
- The self-evaluation report identifies the school's strengths and weaknesses clearly
- The school development plan is a useful document that focuses clearly on raising standards

Recommendations

R1 Ensure that pupils use and apply their numeracy skills regularly across the curriculum in key stage 2

R2 Ensure that tasks challenge more able pupils appropriately

R3 Strengthen the progress tracking system so that teachers place a clear and detailed focus on the progress of specific cohorts of pupils

R4 Ensure that the priorities in the school development plan are specific and manageable in order to enable leaders to evaluate progress meaningfully against success indicators

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

The majority of pupils' basic skills on entry to the school vary greatly. During their time at the school, most pupils make sound progress in their learning. Pupils who have additional learning needs make sound progress from their starting point. Across the school, most pupils participate conscientiously in their learning and are willing to attempt to offer suitable answers.

Most pupils in the Foundation Phase listen attentively and talk confidently about their work, using suitable syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically. Many pupils enjoy reading books and make appropriate progress, by reading meaningfully with appropriate accuracy and understanding of the text. A few more able pupils can discuss the content of a story in detail and refer to specific parts of the book when discussing their favourite character.

Nearly all pupils in key stage 2 concentrate well in lessons and take an interest in their work. Many of them communicate clearly and confidently in both languages and join in class discussions enthusiastically. By the end of key stage 2, most pupils discuss aspects of their work intelligently and a few more able pupils discuss in a mature way and use appropriate vocabulary. Many read confidently in Welsh and English and have a good awareness of their audience. A very few read uncertainly and with a lack of understanding of the text. Many pupils are able to glean relevant information from various texts, including information and communication technology (ICT), effectively. At the top end of the school, many pupils' translanguaging skills are good. An example of this is pupils finding facts in English language reference books and presenting the main points in Welsh confidently.

In the Foundation Phase, the majority are making good progress in their writing skills. By the end of the Foundation Phase, many of them are using their literacy skills suitably and write sensibly and independently. Many pupils use conjugated verb forms consistently and punctuate their work appropriately. In key stage 2, many pupils write intelligently in a variety of forms in both languages. At the top end of the school, the majority of more able pupils produce extended work in Welsh and use a wide vocabulary to enrich their work. An example of this is writing a report of a visit to Plas Mawr based on historical work in class. Many pupils show an appropriate grasp of form when writing in English and develop their ideas imaginatively and spell correctly. Most pupils' presentation of work across the school is neat.

By the end of the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. The majority are able to describe the characteristics of two- and three-dimensional shapes and use mathematical vocabulary successfully. Most of them are able to find a fraction of a shape confidently.

By the end of the phase, most use their numeracy skills successfully to solve a variety of mathematical problems. In the context of a simple investigation, many are able to collect and record data on a block graph and sort objects in a Venn diagram independently.

In key stage 2, most pupils' standards in mathematics lessons and books are good. The majority of pupils use a suitable variety of calculation methods correctly when solving problems. They handle and analyse data confidently and the majority of the more able pupils can produce appropriate graphs independently. However, pupils do not use and apply the numeracy skills that they learn in mathematics lessons across the curriculum, regularly enough.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. Most of the more able pupils make good progress but they are not always extended across all subjects.

Most pupils show pride in the Welsh language. They choose to use the language to socialise at play times, as well as in their lessons.

Because the number of pupils in cohorts at the end of the Foundation Phase have been very small during two of the last three years, it is not possible to report on trends in performance without identifying individuals.

Pupils' performance in key stage 2 over the last four years shows an overall pattern of improvement in all core subjects. In 2014, in comparison with similar schools, the school has been placed in the top 25% for Welsh, English, mathematics and science.

In general at the end of key stage 2, pupils' performance at the higher levels, namely level 5, shows a pattern of progress over a period of four years. In 2014, these pupils' performance places the school in the upper 50% in Welsh, English and mathematics and in the top 25% in science in comparison with similar schools.

Over a period of three years in the Foundation Phase and four years in key stage 2, there is no clear pattern of difference in boys' performance in comparison with that of girls. The number of pupils who are eligible for free school meals is too small in each cohort over four years to be able to compare their performance reliably with the remainder.

Wellbeing: Good

Nearly all pupils enjoy coming to school and participate conscientiously in lessons. Most pupils' behaviour and courtesy are good. All pupils feel safe at the school and know to whom to turn for advice or to discuss any concerns.

Nearly all pupils understand the importance of taking regular physical exercise in order to keep healthy. They have a positive attitude towards eating and drinking healthily and they have a clear understanding of elements that are likely to affect their health.

Nearly all pupils take responsibility for their work and show respect and care for others. The pupil's voice receives good attention, and the school responds positively to their ideas through questionnaires. Pupils show responsibility when making decisions on the school council and the Eco council. For example, the school has responded to a request from the school council to buy resources to use at play times. Pupils contribute extensively in the community and take part in social events locally. They undertake initiatives such as organising the school fruit shop and the local farmers' market. This develops their social skills and life skills effectively.

Pupils' attendance levels have placed the school among the top 25% of similar schools in two of the last three years. Punctuality is good.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of suitable learning experiences that gain most pupils' interest in their learning. The curriculum meets statutory requirements for the principles of the Foundation Phase and the National Curriculum. Educational activities and visits enrich and reinforce pupils' learning experiences successfully.

The school has an appropriate and clear action plan for implementing the Literacy and Numeracy Framework. In general, schemes of work identify opportunities for developing pupils' literacy, ICT and thinking skills suitably. However, pupils' books in key stage 2 do not show that numeracy skills are being developed regularly enough across the curriculum.

Provision for the Welsh dimension and the Welsh language is good. Through theme work covering the drowning of Tryweryn and a study of the life and work of T. Llew Jones, pupils' understanding of their local area and Welsh history and culture are developing strongly. The school provides good opportunities for pupils to perform and compete in local and national events.

By promoting an eco-school and a healthy school successfully, the school is developing pupils' awareness of education for sustainable development and global citizenship effectively. The eco committee has contributed positively towards improvements in recycling and saving energy.

Teaching: Good

Teachers and classroom assistants co-operate effectively in order to ensure that pupils make purposeful progress in lessons. They plan stimulating activities that gain and maintain pupils' interest well. The majority of staff use probing, open-ended questions in order to develop and improve pupils' understanding of tasks, and encourage them to expand on their answers.

Teachers manage behaviour across the school effectively, which ensures an atmosphere in which pupils are able to learn successfully and build on previous experiences. In many lessons, teachers explain new ideas clearly, ensure a good pace to sessions and stimulate pupils effectively. In a few lessons, teachers lead pupils too much and there is a lack of challenge for more able pupils.

Assessment for learning strategies have been embedded well across the school, and teachers mark work constructively and provide appropriate oral and written feedback for pupils on their efforts. The ability of the majority of pupils to respond to these comments is developing well.

Staff assess pupils regularly and use the information that arises from the process effectively to plan further work appropriately for pupils. Although the school has an appropriate procedure for tracking individuals' progress, it has not been developed fully to track the progress of specific cohorts of pupils in sufficient detail to date.

Reports for parents meet statutory requirements. Parents and carers feel that they receive good information about their children's progress.

Care, support and guidance: Good

The school is a happy and caring community that promotes pupils' health and wellbeing well and makes appropriate arrangements for promoting eating and drinking healthily. The fruit shop that is run by pupils has a positive effect on their understanding of living healthily.

Staff foster pupils' spiritual, moral, social and cultural development by holding regular collective worship assemblies and other appropriate experiences.

The school is an important part of the community and provides good opportunities for pupils to support local cultural and social events. This develops pupils' role as responsible citizens in the wider community effectively. An example of this is the regular visits to an old people's centre to provide entertainment, share local produce at harvest time and an opportunity to hear local stories from the members.

By co-operating closely with a number of external agencies and other support services, the school provides effective guidance, support and information for pupils and their parents when they need it.

The school has good arrangements for supporting pupils who have additional learning needs. Pupils' needs are identified at an early stage. The school uses the information from observations and tests purposefully to provide suitable intervention programmes for them. There are clear and measurable targets in the individual education plans and teachers review pupils' progress against them regularly. They discuss targets and progress regularly with pupils and their parents.

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

Learning environment: Good

There is a very inclusive and friendly ethos at the school. There is a close and welcoming community and a warm atmosphere between staff and pupils. Everyone show a desire to help and support each other and give equal opportunities to all. Pupils are encouraged to understand and respect other people from various backgrounds and they are prepared well for the next steps in life.

Policies, plans and procedures are in place to ensure equal opportunities for all and to promote social equality and diversity. These are known to all stakeholders.

Although the building is old, purposeful use is made of it for play and learning, following some recommendations by the school council and the eco council. There are colourful classrooms with suitable resources for the purposes of the curriculum. There are appropriate displays across the school that stimulate learning. They show good examples of pupils' work and successes. The site and building are kept clean and tidy.

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

Leadership: Good

The headteacher and leaders have a clear vision for developing the school, and they convey it clearly to everyone involved. The headteacher and staff co-operate effectively in order to provide an education of a good standard. Staff job descriptions are current and identify their role and responsibilities clearly.

The headteacher has put a number of appropriate strategies in place, which have led to raising pupils' standards of attainment. Staff meetings are held regularly, in which there is specific reference to discussions involving these strategies, the school's standards and pupils' outcomes, and staff monitor progress against priorities in the school development plan regularly; for example, monitoring standards of writing in key stage 2.

The school pays suitable attention to national priorities. For example, it is in the process of adapting schemes of work in order to incorporate the requirements of the Literacy and Numeracy Framework, and it pays due attention to trying to reduce the effect of deprivation on pupils. These have a positive effect on pupils' standards of achievement.

Members of the governing body are dedicated and supportive of the school's work. They have an increasing understanding of its strengths and of areas that need to be developed further. They receive full information from the headteacher about the school's performance in comparison with that of similar schools. A few of the governors visit the school regularly, which is an effective way of expanding their understanding of pupils' standards and the quality of provision. As a result, governors contribute effectively to the school's strategic processes and challenge it about its performance.

Improving quality: Good

The self-evaluation report is a detailed and effective document which is based on a wide range of evidence. It includes analysis of data, outcomes of monitoring processes and the findings of questionnaires for parents, pupils, staff and governors. It is a document that identifies the school's strengths and weaknesses clearly.

Subject co-ordinators contribute effectively to the self-evaluation process through scrutinising pupils' work as well as other monitoring tasks. Overall, monitoring reports are analytical and identify strengths and areas that need to be developed

clearly in specific areas. The findings of the process are shared appropriately in staff meetings. As a result, staff have a sound understanding of the school's standards and the areas to be improved. The school has responded well to the need to raise pupils' standards of reading.

There is a close link between the outcomes of the self-evaluation procedure and priorities in the development plan. The school development plan is a useful document that focuses clearly on raising standards. It identifies a number of appropriate priorities for improvement, along with responsibilities, costs, an implementation timetable and success indicators. The implementation of the plan is monitored regularly by the headteacher, staff and governing body. However, priorities are not always specific and accessible enough. This limits the school's ability somewhat to evaluate progress meaningfully against all success indicators.

Partnership working: Good

The school has numerous partnerships that contribute well to improving pupils' standards and wellbeing successfully.

The partnership with parents is appropriate and includes inviting them to the school to discuss their pupils' work. A number of parents also play a prominent part in the school's friends association, which is active and contributes considerable sums of money that help to buy resources to support the curriculum. An example of this is the computer equipment that was bought to develop pupils' ICT skills.

There are appropriate links between the school and the nearby nursery group. This ensures that pupils settle quickly in the Foundation Phase.

A flourishing partnership is developing with the cluster of schools in the catchment area. Local primary schools co-operate with the secondary school in order to address specific aspects of the curriculum such as developing literacy and numeracy. However, it is too early to measure the effect of these partnerships on pupils' outcomes. Effective co-operation with these schools to standardise and moderate assessments jointly has developed teachers' confidence in levelling pupils' work. The transition plan to the local secondary school ensures that pupils transfer there happily and without major concerns.

There is a strong partnership between the school and the local community. Pupils' contribution to activities such as the local carnival and regular visits to the elderly, as well as the number of visitors who come to the school, enriches learning experiences well. The partnership promotes pupils' sense of the importance of the community, as well as their pride in their local area.

The school has established a number of effective partnerships with external agencies and the local authority.

Resource management: Good

The school has an appropriate number of staff that ensure that the school responds to the principles of the Foundation Phase and the National Curriculum successfully.

Effective use is made of teachers' time and expertise to teach specific aspects of the curriculum across the school. Assistants are used effectively to support the needs of individual pupils and specific groups.

The school has a purposeful scheme for spending the pupil deprivation grant. The plan identifies suitable support for underprivileged pupils, but there is not enough reference to the support for pupils of higher ability. Through continuous monitoring, the school's leaders ensure the effectiveness of this scheme.

The school has appropriate arrangements for performance management, which responds to teachers' professional development needs and the school's priorities. The school responds fully to statutory requirements on reducing teachers' workload.

There is a professional learning community between the school and a nearby school to share resources and good practices in additional learning needs has had a positive effect on the school's processes and on the progress of these pupils.

The headteacher and governors keep a close eye on the funding situation and strive to manage expenditure effectively. Appropriate use of grants and a financial contribution from the friends of the school add considerably to the budget and enriches the range of resources and provision for pupils successfully.

Considering standards over time, the school provides good value for money.

Appendix 1: Commentary on performance data

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

6612211 - Ysgol Gynradd Tanygrisiau

Number of pupils on roll	69
Pupils eligible for free school meals (FSM) - 3 year average	28.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	5	6	16
Achieving the core subject indicator (CSI) (%)	71.4	80.0	83.3	93.8
Benchmark quartile	4	3	2	1
English				
Number of pupils in cohort	7	5	6	16
Achieving level 4+ (%)	71.4	80.0	100.0	93.8
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	28.6	40.0	33.3	37.5
Benchmark quartile	2	1	2	2
Welsh first language				
Number of pupils in cohort	7	5	6	15
Achieving level 4+ (%)	71.4	80.0	100.0	93.3
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	28.6	20.0	16.7	26.7
Benchmark quartile	2	2	3	2
Mathematics				
Number of pupils in cohort	7	5	6	16
Achieving level 4+ (%)	71.4	80.0	100.0	93.8
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	42.9	40.0	50.0	37.5
Benchmark quartile	1	1	1	2
Science				
Number of pupils in cohort	7	5	6	16
Achieving level 4+ (%)	71.4	80.0	83.3	93.8
Benchmark quartile	4	4	3	1
Achieving level 5+ (%)	28.6	40.0	50.0	43.8
Benchmark quartile	2	1	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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 the learner questionnaire

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
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.	20		19 95%	1 5%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	21		19 90%	2 10%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	20		20 100%	0 0%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
There are lots of chances at school for me to get regular exercise.	21		21 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	19		19 100%	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		19 95%	1 5%		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.	21		19 90%	2 10%		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.	19		17 89%	2 11%		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.	19		17 89%	2 11%		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%		
Nearly all children behave well at playtime and lunch time	19		18 95%	1 5%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Response to the parent questionnaire

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

Appendix 3

The inspection team

Eifion Watkins	Reporting Inspector
Anwen Griffith	Team Inspector
Jeffrey Davies	Lay Inspector
Ceri Emanuel	Peer Inspector
Gerallt Jones	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
- 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.