



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

Report on

**Ysgol Gymunedol Pentrefoelas
Pentrefoelas
Betws Y Coed
Conwy
LL24 0LE**

Date of inspection: May 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.

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Context

Ysgol Gymunedol Pentrefoelas is situated in a rural village on the A5 between Betws y Coed and Corwen. The school is maintained by Conwy local authority. The school admits pupils from the village and the nearby rural area.

Most pupils come from Welsh-speaking homes. Pupils are admitted to the school as nursery age children part-time in the September following their third birthday before they start full-time in the September following their fourth birthday. There are 26 pupils between the ages of 3 and 11 on roll and they are taught in two mixed-age classes.

No pupils at the school are eligible for free school meals. Thirteen per cent of pupils are on the additional learning needs register. There are no pupils at the school with a statement at present.

The school was last inspected in January 2010. The current headteacher was appointed to the post in January 2011.

The individual school budget per pupil for Ysgol Pentrefoelas in 2014-2015 is £10,170. The maximum per pupil in primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Pentrefoelas is in second place of the 59 primary schools in Conwy 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
- The behaviour of almost all pupils is very good
- The school's average attendance is consistently good
- Teachers co-operate effectively in order to provide a wide range of stimulating experiences that gain most pupils' interest
- Provision for learning about Wales and the Welsh language is very robust
- All teachers lead effective and interesting sessions that motivate pupils to learn
- The school has clear procedures for assessing and tracking pupils' progress
- The school provides effectively for pupils who have additional learning needs
- The school is a caring and happy community in which pupils enjoy their educational experiences

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and she shares it effectively with all the school's stakeholders
- Members of the governing body act well as critical friends
- It has effective arrangements for self-evaluation
- The development plan has a clear focus on improving standards of teaching and learning
- The school works successfully with a range of partners
- It has suitable procedures for managing staff's performance and professional development
- It has an appropriate range of resources that are managed well to support learning
- The school provides good value for money

Recommendations

- R1 Improve pupils' ability to apply their numeracy skills across the curriculum
- R2 Ensure that teachers provide a consistent challenge for more able pupils
- R3 Ensure that the targets that are identified in the school development plan are quantitative and clear and that leaders use them appropriately to evaluate progress

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

Many pupils' standards of basic skills are suitable for their age on entry to the school. During their time at the school, most pupils make good progress in their learning and produce work of a high standard.

Most pupils in the Foundation Phase communicate clearly in Welsh and use a wide vocabulary that is appropriate to their age and ability. They converse confidently about their experiences and interests. This is developed successfully in key stage 2. Nearly all pupils at the top end of the school converse confidently in a variety of situations and vary their conversation completely naturally in formal and informal situations. Most are willing to express an opinion and the majority support the opinion with valid reasoning.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. They read with accuracy, fluency and expression. The majority read effortlessly and display real enjoyment in doing so. Nearly all pupils use an appropriate range of strategies when reading unfamiliar words and in deciding on meaning. By the end of the Foundation Phase, nearly all are able to discuss the content of texts meaningfully, referring to events and characters in the books they are reading.

In the Foundation Phase, most pupils write appropriately, using suitable sentence structure and basic punctuation effectively. Many pupils use adjectives and verbs skilfully to enrich their work, for example when writing a monologue based on the legend of Gelert.

In key stage 2, most pupils read a range of materials confidently in Welsh and English and their understanding of text is good. At the top end of the school, many pupils discuss the content of text and characters in a mature manner. Across the key stage, the majority of pupils glean information about a particular subject from more than one source confidently. A good example of this is the work on the Aberfan disaster.

In key stage 2, most pupils write intelligently for various purposes in Welsh and English and show a sound awareness of the various forms of writing. They use a suitable range of sentence patterns correctly and show an increasing grasp of linguistic accuracy and punctuation. The majority arrange their work effectively in paragraphs. This is developed further across the curriculum, for example when recording the story of one of the local historical characters, namely Tomos Prys Plas Iolyn. By the end of key stage 2, most pupils write at length, using words and adjectives to create effects successfully. An example of this is the description of costumes in the age of the princes. Across the school, many pupils' presentation of work is neat.

By the end of the Foundation Phase, most pupils are able to use simple number strategies correctly in their work. Many are able to produce a simple bar graph and extract relevant information from it. Most pupils use the correct standard unit when measuring the length and weight of objects, for example when following a recipe and cooking Dwynwen biscuits.

In key stage 2, most pupils have a sound understanding of number strategies, and by the end of the key stage, they are confident when using strategies to solve mathematical problems. They are skilful when estimating, and reason their answers in a mature manner, using mathematical vocabulary naturally. Although most pupils' mathematics skills are robust, they do not apply them regularly enough in other areas across the curriculum.

The small number of pupils in year groups at the end of the Foundation Phase and key stage 2 over a number of years mean that data is not reliable. As a result, it is not fair to compare the school's benchmark performance with similar schools or national averages, and it is not possible to report on trends in performance over time without identifying individuals. However, it is fair to report that the school's performance compares favourably with that of similar schools at expected levels in the majority of areas over four years. This is not as true at the higher levels.

The number of pupils who are eligible for free school meals is too small in every cohort across four years to be able to compare their performance meaningfully with the remainder.

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.

Wellbeing: Good

The behaviour of almost all pupils is very good. They show respect and care for others. Many pupils co-operate effectively with each other and display consistent perseverance in lessons, and build successfully on their previous learning. The ability of many to work independently is developing well and most older pupils are caring towards younger pupils.

Most pupils have an appropriate awareness of the need to develop healthy personal routines including fitness and eating and drinking healthily. They feel safe and happy at the school and know to whom to turn for support and advice.

The school council and the eco council contain enthusiastic groups of pupils who contribute successfully to developing positive attitudes towards keeping healthy at school. For example, they have established the Clwb Dal i Fyny (Catch-up Club) to increase fitness and expand the choice of fruit that is available to buy in the school shop. These committees meet regularly and ensure that pupils have effective ways of voicing opinions. They arrange activities to support charity work and this has a positive effect on pupils' awareness of other people's needs; for example, a considerable sum of money has been collected for the Nepal disaster campaign recently.

Pupils play an important part in community life and there is a strong link with many organisations and individuals. An example of this is the regular visits to the old people's home. Pupils benefit greatly from these experiences and develop a range of social and moral skills appropriately.

Most pupils are aware of the school's robust procedures for promoting attendance. The school's average attendance has placed the school consistently in the top 25% in comparison with other schools over the last three years.

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

Teachers co-operate effectively in order to provide a wide range of stimulating experiences that gain most pupils' interest. Schemes of work meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education firmly. They include appropriate opportunities to develop key skills, and incorporate the requirements of the Literacy and Numeracy Framework effectively.

Joint planning with local schools is effective and provides regular opportunities for pupils to share experiences with peers in nearby schools. Transition opportunities between the Foundation Phase and key stage 2 have a positive effect on standards of achievement in numerical reasoning and English, and provide for pupils' wellbeing effectively.

Provision for learning about Wales and the Welsh language is very robust. Pupils have regular opportunities to study local history and the story of the life and work of famous Welsh people. For example, a study of local legends and stories led to polished artwork under the guidance of local artists. A range of visits to places of interest, questioning visitors and taking part in extra-curricular activities enrich pupils' learning experiences well. There are good opportunities for them to contribute to their community and nationally by taking part in various activities such as Urdd activities, local concerts and events at the chapel. This expands their understanding of their heritage and helps them to understand their role in the community and to appreciate the local area.

Provision for teaching pupils about sustainable development and global citizenship is appropriate. The school's eco council arranges extensive recycling activities and raises other pupils' awareness of their responsibility in looking after the environment.

Teaching: Good

Teachers lead effective and interesting learning sessions that motivate pupils to learn in most lessons.

Teachers' presentations and instructions are clear and a robust structure to lessons ensures that pupils are able to respond successfully to their tasks. There is a suitable pace to the teaching and teachers and assistants sustain and support pupils in a way that promotes independence well. Teachers have sound subject knowledge

and they link their lessons clearly to previous learning. Staff are very good language models and, as a result, pupils imitate and use language effectively and confidently. All teachers understand their pupils' needs very well. However, in a very few lessons, they do not provide enough activities that challenge pupils of highest ability.

Teachers ensure that pupils are aware of lessons' learning aims. They set success criteria and use praise very well to encourage less confident pupils to make appropriate progress. Pupils benefit from the fact that their teachers discuss the quality of their work in a sensitive and constructive manner. Pupils' written work is marked regularly and constructive comments are made on the majority of efforts, but teachers do not pay enough attention to pupils' personal targets when making their work.

The school has clear procedures for assessing and tracking pupils' progress. Teachers understand their pupils' needs well and, on the whole, they differentiate appropriately in order to move them forward to the next stage in their learning.

Reports to parents are clear and informative. Parents and carers receive very good information about their children's progress.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting eating and drinking healthily. There is a wide and regular range of suitable initiatives that encourage this, in addition to wide opportunities to promote physical exercise. Pupils' spiritual, moral, social and cultural development is supported effectively through class and whole-school assemblies and in extra-curricular activities.

Procedures to maintain and improve attendance and punctuality are robust and this is reflected in attendance levels at the school over the last four years. The school provides effectively for promoting good behaviour and developing pupils' social and emotional skills.

Appropriate use is made of the support of external specialist services and pupils benefit from this support. Staff monitor pupils' wellbeing very well and act quickly and sensitively in response to concerns.

The school provides effectively for pupils with additional learning needs. Pupils' needs are identified at an early stage and appropriate plans are provided in order to try to address individuals' specific requirements. This process includes parents and pupils effectively. Assistants contribute beneficially to enriching pupils' learning experiences and general wellbeing. Teachers know pupils well and evaluate any progress regularly.

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

Learning environment: Good

The school is a caring and happy community in which pupils enjoy their educational experiences.

The school promotes and reflects an inclusive ethos and promotes equality and celebrates diversity successfully. Staff are successful in their efforts to include all pupils in a variety of activities such as the Urdd sports day and various competitions.

The school has developed the building's internal areas effectively with an extensive variety of colourful and creative displays that create an interesting and stimulating learning environment. Pupils' successes and work are displayed in a polished manner. The school provides a variety of good quality resources that enrich learning experiences effectively. The school uses the outdoor resources effectively. The school grounds are extensive, with equipment that encourage pupils' play and fitness well, for example the climbing wall. The outdoor sheltered area in the Foundation Phase is appropriate and shelters a range of useful resources that enrich pupils' learning experiences successfully.

The site is well maintained and provision and facilities for hygiene are appropriate.

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

The headteacher has a clear vision and shares it effectively with all the school's stakeholders. The vision is based on the principle of 'ensuring education of the best quality possible for all pupils according to their age, ability and interests. The headteacher co-operates effectively with all staff to create a positive environment that focuses on raising standards of teaching and learning. With the support of governors and staff, the headteacher has identified priorities for improvement and provided an effective strategic direction for the school's work. As a result, standards of teaching, learning and pupils' wellbeing are robust.

All staff have current job descriptions and their responsibilities are defined clearly. They fulfil their duties effectively in relation to the school's plans and direction. Staff meetings focus appropriately on improving standards and support effective communication among individuals.

The school pays appropriate attention to national and local priorities. Staff use the Literacy and Numeracy Framework effectively in their planning and respond appropriately to pupil deprivation.

The governing body is very supportive of the school. Members receive useful information about strengths, any shortcomings and the school's priorities for improvement. They have a sound knowledge of the school's performance in comparison with other schools. They visit the school regularly to review its performance through learning walks, observing lessons and scrutinising pupils' work. The governing body's role as a critical friend is developing well. Members' valuable comments following monitoring activities have influenced the school's plans to

respond to under-performance in aspects of reading and mental arithmetic successfully.

Improving quality: Good

The school has effective self-evaluation arrangements, which include most aspects of school life. Leaders analyse performance data, pupils' work and the quality of teaching in detail as part of the monitoring programme. As a result, they discover the school's strengths and areas to be improved effectively. The school has suitable arrangements for including teaching staff in the self-evaluation process and there are suitable opportunities for parents and pupils to contribute opinions and suggestions for improvement.

The school uses information from self-evaluation effectively to produce a development plan. This plan has a clear focus on improving standards of teaching and learning. It includes a suitable range of actions to ensure improvement, along with appropriate information about costs and an implementation timetable. Leaders ensure that there is an effective link between the priorities of the development plan and staff's continuous professional development. As a result, the school has succeeded in responding positively to some priorities, such as raising standards of assessment and ensuring consistency across the school. However, leaders do not always define targets in enough detail. This limits their ability to evaluate the effect of actions fully.

Partnership working: Good

The school works successfully with a range of partners. This has a positive effect on pupils' standards and wellbeing.

There is a close and effective partnership between the school and pupils. Parents are very supportive of the school and assist with its curricular and extra-curricular activities.

The school is an important part of its community. The area's residents have established Oriel Hiraethog at the school, which displays a range of good quality pictures by Welsh artists. This enriches pupils' appreciation of the work of local artists.

There is a good working partnership between the school and pre-school settings. This ensures that children settle in quickly when they start school.

The range and quality of arrangements for transferring older pupils to the secondary school are also good. Staff prepare them thoroughly for the next stage in their education. Transition projects with the local secondary school on aspects such as consistency of marking and responding to work have had a positive effect on pupils' achievement. The school co-operates purposefully with other local primary schools to moderate teachers' assessments of pupils' work in key stage 2. As a result, teachers' assessments have strengthened and are robust.

The school has established strong links with other schools in the catchment area over a period of years. Jointly, they provide valuable opportunities for pupils to co-operate with peers in other local schools. Pupils benefit greatly socially from these opportunities as there are only a few of them in a school year.

The 'Y Lon Bost' cluster of schools shares good practice and expertise and produces useful resources for pupils, for example practical resources for developing numeracy. Leaders ensure regular opportunities for pupils to share their English oral and written work with their peers in other local schools on the theme of 'Champions'. This helps the school's older pupils to develop their English skills effectively.

Resource management: Good

The school has an appropriate level of teaching staff and it makes effective use of their expertise to deliver the requirements of the Foundation Phase and the National Curriculum. Assistants are used effectively to support the needs of pupils and specific groups.

The school has suitable procedures for managing staff's performance and professional development. It also responds fully to the statutory requirements for teachers' workload. Teachers make effective use of their non-contact time for planning, preparation and assessment of pupils' progress. These arrangements help the school to fulfil its objectives and priorities effectively. Professional learning communities are in place with other local schools, which focus on planning numeracy and English oracy activities jointly. Co-operation with similar local schools and schools outside the county has improved the school's assessment procedures recently.

The school has an appropriate range of resources and they are managed well to support learning. The school manages its budget effectively to meet the priorities that are outlined in the development plan. Appropriate use of financial contributions from friends of the school adds to funds and enriches the range of resources and provision for pupils effectively. The school co-operates closely with the local authority to reduce the considerable surplus in the budget by ensuring improvements to the building.

Considering pupils' outcomes over time, the school provides good value for money.

Appendix 1: Commentary on performance data

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

Further information is available from the Welsh Government, My Local School, at the link below.
<http://mylocalschool.wales.gov.uk/index.html?iaith=cym>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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

Response to the parent questionnaire

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

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno'n	Don't know Ddim yn awwbod	
Overall I am satisfied with the school.	10	10 100%	0 0%	0 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 0%	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	10	10 100%	0 0%	0 0%	0 0%	0 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	7 70%	3 30%	0 0%	0 0%	0 0%	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	10	5 50%	5 50%	0 0%	0 0%	0 0%	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	10	8 80%	2 20%	0 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	10 100%	0 0%	0 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.	10	7 70%	3 30%	0 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	10 100%	0 0%	0 0%	0 0%	0 0%	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	10 100%	0 0%	0 0%	0 0%	0 0%	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	8 80%	2 20%	0 0%	0 0%	0 0%	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno'n	Don't know Ddim yn awwbod	
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.
I am kept well informed about my child's progress.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	10 100%	0 0%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	10	3 30%	7 70%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
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.
My child is well prepared for moving on to the next school or college or work.	10	6 60%	3 30%	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.
There is a good range of activities including trips or visits.	10	7 70%	3 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eifion Lloyd Watkins	Reporting Inspector
Meleri Cray	Lay Inspector
Geraint Wyn Jones	Peer Inspector
Ann E 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.