



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

A report on

**Ysgol Gynradd Llangain
Llangain
Carmarthenshire
SA33 5AE**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 13/05/2016

Context

Ysgol Gynradd Llangain is within Carmarthenshire local authority. It is situated about five miles to the south west of the town of Carmarthen and serves the village and the surrounding rural area.

There are 26 pupils aged between three and 11 years on roll. The school admits pupils on a part-time basis at the beginning of the term following their third birthday and full-time at the beginning of the term in which they reach their fourth birthday.

Nineteen per cent of pupils are eligible for free school meals, which is a little lower than the national average.

About 14% of pupils are on the school's additional learning needs register, including a very few who have a statement of special educational needs. This percentage is lower than the national average.

A minority of pupils (about 30%) come from Welsh-speaking homes. There are no pupils from an ethnic minority background, and very few pupils who speak English as an additional language.

The school was last inspected in November 2009. The current headteacher has led the school since April 2013, in addition to another nearby school.

The individual school budget per pupil for Ysgol Llangain in 2015-2016 is £6,020. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Llangain is in seventh place of the 101 primary schools in Carmarthenshire 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 for the following reasons:

- Most pupils make sound progress from their starting point
- Most of them develop as mature learners who use their learning skills successfully across the areas of learning
- Pupils' literacy and numeracy skills are developing robustly
- Most pupils show great care and concern for each other, and offer support to their fellow pupils spontaneously
- Teachers encourage pupils' independent learning skills through a variety of teaching methods effectively
- Assessment for learning has been embedded at the school, and has a good influence on pupils' standards

Prospects for improvement

The school's prospects for improvement are good for the following reasons:

- The headteacher shares her sound knowledge of all aspects of the school effectively with staff, parents and governors
- The staffing structure enables all members of staff to take and share responsibility and co-operate well
- The headteacher and teachers know the school's development needs and ensure improvements for pupils
- The information that arises from self-evaluation activities is a means for the school to identify and plan steps for improvement successfully
- The school development plan is an active document and priorities for improvement are relevant to the school's current situation

Recommendations

- R1 Meet the National Curriculum requirements for key stage 2 in full
- R2 Ensure that more able pupils receive appropriate challenge to achieve consistently at a standard that is commensurate with their ability
- R3 Ensure that pupils' aspirations have a clear influence on their learning activities
- R4 Strengthen the role of governors in the school's self-evaluation processes

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils' basic skills on entry to the school are good. During their time at the school, most pupils make sound progress from their starting point. Very early in their school career, most of them develop as mature learners who use their learning skills successfully across the Foundation Phase and key stage 2 areas of learning.

Nearly all pupils' oral skills are developing appropriately across the school. In the Foundation Phase, from an early age, they converse naturally and fluently in Welsh in lessons and in informal situations. Those pupils who come from non-Welsh speaking homes acquire the language quickly and successfully. Pupils of all ages contribute intelligently to discussions and presentations. They are able to express an opinion clearly and at length to questions. By the time they reach key stage 2, most pupils develop wide subject and general vocabulary in Welsh and English when undertaking their work. They contribute effectively and at length in both languages to classroom discussions and when answering questions. Most of them are able to express their opinion about various issues clearly, and structure their arguments appropriately.

Most pupils' reading skills are developing robustly throughout the school. Many of them have an interest in books and they discuss their content intelligently. In the Foundation Phase, reading skills in Welsh are developing robustly, and many pupils are able to use voice intonation well to convey meaning. Most pupils use effective techniques to read difficult or unfamiliar words. They read different sources such as leaflets, the white board and classroom posters to enable them to respond to classroom activities.

In key stage 2, most pupils read increasingly effectively in Welsh and English. They use different sources successfully, including information and communication technology (ICT) in order to acquire information that supports their learning across the curriculum. They understand the characteristics of books and authors well and are able to indicate their preferences clearly.

Most pupils' writing skills in Welsh in the Foundation Phase are developing appropriately across all areas of learning. Many of them spell familiar words correctly and punctuate their work appropriately. Many pupils in Year 2 are able to write extended pieces in a suitable range of forms, when responding to various activities, for example when writing a letter correctly to a person who works in a zoo following a visit.

Most pupils in key stage 2 write at length in Welsh and English in a good range of forms to a standard that is appropriate to their age and ability. They spell most familiar words correctly and punctuate their work effectively. They use their writing skills successfully across the curriculum, and use good vocabulary in both languages. They form interesting sentences and paragraphs about various subjects,

for example to describe an experiment about how mould develops in science, or to write a creative story based on predicting what will happen next in a story book. However, more able pupils do not always attain a standard that matches their ability.

In general, pupils' presentation of work is neat and orderly, but many pupils' standard of handwriting is not good enough.

Pupils in the Foundation Phase and key stage 2 achieve a good variety of mathematics work to a standard that is appropriate to most pupils' age and ability. Most pupils' ability to calculate is robust and they have mastered the four basic rules well. Most pupils in the Foundation Phase are able to measure in standard and non-standard units, and are able to create simple graphs based on data that they collect. They are able to solve simple problems effectively. By the end of key stage 2, most pupils' standards are good in measuring length, width, area and time. They apply their mathematical knowledge successfully to solve a good range of number problems.

Pupils show a good variety of numeracy work in a variety of contexts across the subjects of the curriculum. For example, they are able to convert from metric measurements to imperial measurements as part of their work on the Second World War, and collect, record and analyse data on the effect of physical exercise on heartbeat. On the whole, pupils work at an appropriate level for their age and ability, and are in line with standards in mathematics lessons.

The numbers of pupils who are assessed at the end of the Foundation Phase and key stage 2 each year are low. As a result, it is not possible to reach meaningful conclusions on the basis of the school's performance data. Pupils' assessment records over time show that most make the expected progress from their starting point until the end of Year 6.

There is no pattern of difference between the achievements of boys and girls, and pupils who have additional learning needs make suitable progress against their targets. Very few pupils speak English as an additional language and, as they enter the school at a young age, they acquire the language very quickly.

Pupils of higher ability do not always attain standards that are appropriate to their ability.

Wellbeing: Good

In general, nearly all pupils are aware of the importance of eating and drinking healthily and staying healthy. They take an enthusiastic part in physical activities within the curriculum and outside it.

Nearly all pupils feel happy and safe at school. They know to whom to turn when they need help and advice. Most pupils show great care and concern for each other and offer help spontaneously to their fellow pupils, in lessons and in more informal situations. In general, over the last four years, pupils' attendance has increased gradually. By 2015, attendance places the school in the upper 50% in comparison with similar schools. This is an improvement from being in the bottom 25% for the previous three years.

Members of the school council take their responsibilities seriously and have had some influence on some aspects of school life. They made a positive contribution to developing school rules and contributed an article to a local newspaper. However, they do not have enough opportunities to take full responsibility for areas that are of interest to them.

Most pupils are very confident when making choices and they understand well how successful they are in terms of completing tasks and what they need to do to improve their work.

Across the school, in lessons and outside in the playground, nearly all pupils' behaviour is consistently good.

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

The school provides a wide and balanced curriculum that meets the requirements of the Foundation Phase and the agreed syllabus for religious education well. However, the requirements for science are not provided for fully in key stage 2.

Teachers plan in detail to provide a valuable range of interesting learning experiences that gain most pupils' interest. They promote learning in the Foundation Phase in a variety of situations inside and outside the classroom effectively.

The school has responded effectively to the requirements of the Literacy and Numeracy Framework. Teachers' planning is detailed and ensures suitable opportunities for pupils to develop and apply their literacy and numeracy skills effectively across the curriculum. The school uses a range of numeracy and literacy intervention programmes successfully in order to target individuals and groups of pupils.

Provision for promoting Welsh and the Welsh dimension is comprehensive. The school promotes pupils' understanding of Welsh culture successfully by studying legends, stories and the work of Welsh artists.

Local visits, for example to Folly Farm, the Welsh Woollen Museum and Swansea museum, enrich experiences and support learning successfully.

Teaching: Good

All teachers have a thorough knowledge of pupils' attainment and tasks are adapted appropriately for the wide age range in classes. However, the challenge for higher ability pupils is not always sufficient. Teachers encourage pupils' independent learning skills effectively through a variety of teaching methods.

There is a very good working relationship between pupils, teachers and support staff. Teachers use behaviour management strategies effectively in order to keep almost all pupils on task. Teachers create a purposeful learning environment with skilful questioning that enriches learning. There are good quality support staff at the school and they are used effectively in all classrooms.

Although the school has a new assessment system, which assesses pupils' achievement and tracks progress suitably, it has not yet been embedded fully. Written feedback for pupils identifies strengths and areas for improvement appropriately. However, pupils do not always have opportunities to respond fully enough to these comments.

Assessment for learning has been embedded at the school, especially in the Foundation Phase. As a result, the majority of pupils know the lesson aim and success criteria are shared with pupils effectively in many lessons. In the best examples, teachers provide opportunities for pupils to set their own criteria. Teachers provide appropriate opportunities for pupils to self-assess against the success criteria. This leads to pupils knowing the next steps for improvement well.

Pupils have regular opportunities to identify what they wish to learn within a theme; however, this does not have a sufficient influence on planning learning activities.

Reports to parents are comprehensive and provide useful information about pupils' next learning steps.

Care, support and guidance: Good

The school is a caring and inclusive community that promotes pupils' health and wellbeing well. There are appropriate policies and arrangements to promote eating and drinking healthily. Collective worship sessions contribute appropriately to pupils' spiritual and moral development and there are regular opportunities for reflection. The school promotes good behaviour successfully through a reward system and this has a positive effect on pupils' social development. This is at its best during "thinking detectives" group work, in which pupils receive valuable guidance on how to manage behaviour.

Effective use is made of the support of external specialist services, including health, social and medical services and the police. Pupils' needs are met well by targeting appropriate expertise and support.

The school has good arrangements in order to identify pupils' additional learning needs quickly and to ensure that they are included across all the school's activities. The targets in pupils' individual education plans are clear and provide valuable guidance for teachers on various strategies to provide appropriate support. In addition, plans identify the strategies that parents can use in order to support their children to attain their targets. Pupils are a prominent part of the process to produce plans and to review targets regularly.

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

Learning environment: Good

Ysgol Llangain is a familial and homely school that supports all the school's pupils. There is a strong ethos of respect for others among pupils and staff, which is obvious in the way that pupils co-operate and play together. Teachers and staff treat every pupil equally.

The school has sufficient resources to meet pupils' requirements, inside and outside the building. They are used effectively to promote pupils' learning. The school is on an attractive site, which is extensive and includes a variety of environments that promote valuable outdoor activity. The outdoor area for the Foundation Phase is a natural and useful extension of the indoor learning areas.

The building is in good condition and is kept clean and tidy. It provides a good working atmosphere for pupils. Attractive displays celebrate pupils' work successfully and are a means of stimulating their learning.

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

The headteacher has a sound awareness of all aspects of the school, and that knowledge is shared effectively with staff, parents and governors. She has clear expectations in terms of provision and pupils' outcomes within a very inclusive community, which prepares every pupil to be a 'full member of society'.

The roles and responsibilities of teachers and the remainder of the staff are defined clearly. The staffing structure enables them all to take and share responsibility effectively. They co-operate well to identify the school's development needs and ensure improvements for pupils. The headteacher monitors and evaluates this activity appropriately and ensures the smooth running of the school from day to day, even when she is on the site of the other school.

The school responds positively to national and local priorities. The Literacy and Numeracy Framework is implemented well in teachers' plans and has an appropriate influence on learning. Vulnerable pupils receive robust support as the school acts positively to respond to deprivation. Under the leadership of the local authority, the school has taken constructive steps in order to raise pupils' confidence and self-belief.

Although there have been recent changes to membership of the governing body, the members have an appropriate awareness of the school's strengths and areas for improvement. They are very supportive of the school's activities and fulfil their statutory duties well. A few governors visit the school to be a part of scrutiny and monitoring activity, but the outcomes of this activity are not evaluative enough, or suggest ways to develop. Governors' contribution to the process of producing the self-evaluation report is limited. As a result, their role in the school's strategic procedures has not been developed fully.

Improving quality: Good

The school's self-evaluation process is based appropriately on a suitable range of direct evidence. It includes scrutinising pupils' work, observing lessons and monitoring the effect of units of work. Reports that arise from these activities identify strengths and areas for improvement clearly. The views of teachers, other staff and pupils contribute constructively to the process. Teachers analyse individual pupils' performance data thoroughly and identify their progress well. The information that

arises from these activities is a means for the school to identify and plan steps for improvement. However, the governors' role in analysing evidence and discussing the school's strategic direction has not developed sufficiently to date.

The self-evaluation report provides an accurate and detailed picture of the school and identifies strengths and areas for development clearly. The document is evaluated and reviewed regularly and it assists the headteacher and teachers in ensuring a clear direction for the school.

There is an obvious link between the self-evaluation and priorities in the school development plan. This is an active document that focuses well on pupils' outcomes. The priorities are suitable and relevant to the school's current situation and the actions are practical. They include a timetable for delivery, staff responsibilities and suitable allocation of resources and funding. The headteacher and teachers monitor progress against these targets regularly and review actions as necessary.

Partnership working: Good

The school works successfully with a range of strategic partnerships, which have a positive effect on pupils' standards and wellbeing and extend and enrich learning experiences effectively.

There is a valuable partnership between the school and parents. The school's parents' association is active and raises money regularly. The money is used purposefully to support the school; for example, recently the parents have bought ICT equipment.

The school co-operates very effectively with a nearby school. They plan jointly and share ideas and learning experiences. There are robust procedures for standardising and moderating pupils' work across both schools and also with the secondary schools. This ensures that teachers have a clear understanding in relation to levelling pupils' work, especially at the end of the key stages. There are successful transition arrangements between the school and the secondary schools, which ensure that pupils transfer confidently.

The school has valuable links with a wide range of external agencies, which includes the local authority and the health and welfare services. This has a positive effect on pupils' wellbeing and attainment.

There is a successful partnership between the school and the local community; for example, the Women's Institute is invited regularly to the school to work with pupils, in addition to the elderly people in the village, who attend assemblies and lunches at the school. As a result of the close partnership with the local chapel, pupils receive valuable opportunities to perform in public in services and concerts. These activities strengthen the school's link with the local community effectively.

Resource management: Good

The school has qualified teachers and support staff to provide a wide and balanced education for pupils. Pupils benefit from contributions from peripatetic teachers and

other visitors who enrich provision, for example through music and physical education lessons. The headteacher manages staff well, including using the expertise that is available in both schools effectively for the benefit of pupils on both sites. This includes teaching pupils in both schools together for two half-days. Classroom assistants make a robust contribution to the experiences of individual pupils and specific groups of pupils.

Procedures for managing teachers' performance are thorough and lead to relevant opportunities for teachers' professional development. Arrangements for planning, preparation and assessment meet statutory requirements and staff use the time effectively for the benefit of pupils.

The school co-operates successfully with one local school in particular and with the family of primary schools in general in order to develop effective learning plans. Teachers take advantage of opportunities to observe and share good practice with other schools in order to improve their teaching. This has a positive effect on pupils' standards.

The school makes appropriate use of the Pupil Deprivation Grant in order to provide support for relevant pupils to develop their self-confidence and self-control.

The headteacher and governors manage the school's funds carefully, and monitor expenditure regularly. Considering pupils' progress and the good quality of teaching, the school provides good value for money.

Appendix 1: Commentary on performance data

6692009 - Ysgol Gynradd Llangain

Number of pupils on roll	27
Pupils eligible for free school meals (FSM) - 3 year average	22.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	7	5	*
Achieving the Foundation Phase indicator (FPI) (%)	*	28.6	100.0	*
Benchmark quartile	*	4	1	*
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	7	5	*
Achieving outcome 5+ (%)	*	28.6	100.0	*
Benchmark quartile	*	4	1	*
Achieving outcome 6+ (%)	*	14.3	40.0	*
Benchmark quartile	*	4	2	*
Mathematical development (MDT)				
Number of pupils in cohort	*	7	5	*
Achieving outcome 5+ (%)	*	57.1	100.0	*
Benchmark quartile	*	4	1	*
Achieving outcome 6+ (%)	*	28.6	0.0	*
Benchmark quartile	*	2	4	*
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	7	5	*
Achieving outcome 5+ (%)	*	85.7	100.0	*
Benchmark quartile	*	4	1	*
Achieving outcome 6+ (%)	*	28.6	80.0	*
Benchmark quartile	*	3	1	*

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT 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.

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	13		13 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	13		13 100%	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.	13		13 100%	0 0%	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	13		13 100%	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.	13		13 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	13		13 100%	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.	13		13 100%	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.	13		13 100%	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.	13		12 92%	1 8%	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.	13		13 100%	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.	13		13 100%	0 0%	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	13		13 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Deris Davies Williams	Lay Inspector
Aled Rhydian Lloyd	Peer Inspector
Trefina Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.