



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

A report on

**Ysgol Llanwnnen
Llanwnnen
Lampeter
Ceredigion
SA48 7LJ**

Date of inspection: November 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 08/01/2016

Context

Ysgol Gynradd Llanwnnen is situated in the village of Llanwnnen and is maintained by Ceredigion local authority. It serves the village and the nearby local area. It provides education for pupils aged between 4 and 11 years.

The school is part of a partnership with two nearby schools, namely Cwrtnwydd and Llanwenog schools. The three schools will close and merge into a new school, which is being built in the village of Drefach, in January 2017.

At present, there are 33 pupils on roll and they are divided into two classes. No pupils are eligible for free school meals.

About 77% of pupils come from homes in which Welsh is the main language. Very few pupils are from an ethnic minority background. The school identifies that about 21% of pupils have additional learning needs.

The school was last inspected in February 2012. The headteacher has been in post since April 2014.

The individual school budget per pupil for Ysgol Llanwnnen in 2015-2016 is £4,847. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Llanwnnen is in 17th place of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Most pupils make good progress during their time there
- Most pupils listen attentively and communicate well orally
- Pupils present work clearly, using neat handwriting
- Most pupils show great pride in their work
- The quality of teaching is good
- The behaviour of nearly all pupils is very good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear and robust vision that focuses very successfully on improving standards
- Self-evaluation arrangements are thorough
- Governors have a sound understanding of pupils' standards and the priorities for improvement
- A number of successful strategic partnerships have a positive effect on pupils' standards and wellbeing
- Beneficial networks with schools in the federation provide good opportunities for staff to share their knowledge and expertise

Recommendations

R1 Raise pupils' standards of spelling in English

R2 Ensure that more able pupils extend their writing skills in both languages

R3 Provide more challenging tasks, especially for more able pupils.

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

On entry to the school, most pupils have skills that are appropriate for their age. During their time at the school, most pupils make good progress. They work effectively in class and recall their previous learning well. Many pupils use their thinking and investigative skills successfully.

Across the school, most pupils listen attentively and communicate well orally. They make good progress in their use of language and literacy. Most of them use an increasing range of vocabulary confidently and, by the end of key stage 2, they are keen to provide sensible answers and comments when discussing their work.

Most pupils' reading skills are developing effectively. Nearly all of the older pupils in the Foundation Phase read meaningfully and with clear expression. By the end of key stage 2, most pupils read texts in Welsh and English with suitable fluency and understanding. They use their reading skills effectively to glean information in the library.

In the Foundation Phase, most pupils make good progress in their early writing skills. They use suitable vocabulary and are beginning to vary sentences and punctuate correctly. In key stage 2, most pupils write fairly accurately in Welsh. Many use their writing skills effectively in their work across the curriculum and for a wide range of purposes. Their presentation and handwriting skills are good and most pupils show great pride in their work. However, more able pupils do not always write as well as they can. At times, a few pupils' standards of spelling in English vary.

Many pupils' numeracy skills are developing well in the Foundation Phase. They use effective mental arithmetic skills to add numbers, and they are able to estimate well. By the end of key stage 2, most pupils have strong numeracy skills. Many pupils use their understanding of place value to multiply and divide whole numbers and decimals confidently. Most use their numeracy skills well in other subjects, such as science and geography.

The majority of pupils that have additional learning needs make good progress in their work. However, more able pupils do not always achieve as well as they could.

The low numbers of pupils mean that a general comparison of the school's performance in assessments at the end of the Foundation Phase and key stage 2 with national benchmarks is not reliable.

In the Foundation Phase, over the last three years, in comparison with similar schools, the school's performance at the expected outcome (outcome 5) and at the higher outcome (outcome 6) has varied, moving it between the top 25% and the bottom 25% in literacy and mathematical development.

In key stage 2, over the last three years in comparison with similar schools, pupils' performance at the expected level (level 4) has moved the school between the top 25% and the bottom 25% in Welsh, English and mathematics. Over the same period, the percentage of pupils who achieved the higher level (level 5) in Welsh, English and mathematics skills has moved the school between the top 25% and the upper 50%.

As numbers are so small, it is not possible to discern a specific pattern of difference between the outcomes of boys in comparison with girls over a period of three years. It is not possible to compare the achievement of pupils who are eligible for free school meals with the remainder over time as no such pupils have been in the school for the last three years.

Wellbeing: Good

Nearly all pupils enjoy attending school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily.

Nearly all pupils' behaviour is very good and they are very courteous and welcoming. They are very caring of each other and show respect for others. Nearly all pupils are enthusiastic and enjoy lessons.

The pupils' voice is a strength at the school. The school council expresses an opinion and plays a part in decisions about the school. Members of the council have established a successful friends' station in the school playground and older pupils act effectively as playtime ambassadors.

Many pupils assess their own work confidently in order to understand their strengths and weaknesses and develop better as independent learners.

Pupils' attendance levels are consistently high. This has placed the school among the top 25% of similar schools over the last four years. Nearly all pupils arrive at school punctually.

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

The school provides wide learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. A variety of educational visits and visitors to the school enriches pupils' learning experiences successfully. In addition, the school arranges a number of appropriate extra-curricular activities, for example the Urdd, sports and gardening clubs. These are valuable experiences that extend pupils' horizons effectively.

The school has suitable schemes of work that incorporate the requirements of the Literacy and Numeracy Framework effectively. Detailed plans ensure that most pupils make good progress in their literacy and numeracy skills. The provision provides good opportunities for pupils to apply their skills in various situations, especially when co-operating with peers in other schools in the federation. There is a

range of effective support programmes for those pupils who need additional support with learning. However, at times, overuse of worksheets limits the challenge for more able pupils.

Provision for developing the Welsh language and the Welsh dimension in a variety of topics is central to the school's work. Through theme work and a study of the story of the life of T Llew Jones, pupils' understanding of their local area is developing well. There is a range of suitable opportunities for pupils to learn about historical and cultural aspects of Wales and to take part regularly in Urdd activities.

The school promotes pupils' awareness of sustainability and saving energy effectively. Staff provide appropriate opportunities for pupils to develop their knowledge and understanding of global citizenship through various areas in the curriculum, raising money for good causes and taking part in Fair Trade activities.

Teaching: Good

The quality of teaching is good in most classes across the school. Teachers have an effective understanding of the curriculum. All staff model language well and use probing questioning methods regularly. This has a positive effect on pupils, and strengthens the quality of their oral language successfully.

Teachers plan interesting tasks and make good use of equipment and learning resources to gain pupils' interest. There is a robust working relationship in each classroom and support staff play a very effective role in supporting learning. Classroom management is good throughout the school and staff create a friendly and caring ethos.

In the very few cases where teaching is not as good, tasks do not always extend all pupils, especially those who are more able.

The school has effective assessment and moderation procedures and a tracking system is used well to monitor pupils' progress. Assessment for learning strategies have been embedded successfully. Teachers mark pupils' work regularly and show them clearly how to improve their work. Teachers use success criteria regularly and pupils assess themselves and their peers' work regularly and confidently.

Written reports for parents on their children's progress are comprehensive and comply fully with requirements.

Care, support and guidance: Good

The school is a safe and caring community that promotes pupils' wellbeing very successfully. It has appropriate arrangements for promoting eating and drinking healthily.

Provision for pupils' spiritual, moral, social and cultural development is good. Collective worship sessions support pupils' spiritual and moral development effectively. There are successful procedures to promote positive behaviour.

The school co-operates well with a range of external agencies. For example, the local police officer visits the school to speak to pupils about issues such as drugs, alcohol, safety near the sea and e-safety. There is effective support for specific groups of pupils and suitable intervention programmes to meet their needs.

Provision for pupils who have additional learning needs is comprehensive. Staff identify pupils' needs at an early stage and provide purposeful programmes in order to address them. Teachers and assistants prepare effective individual education plans jointly with pupils. These identify appropriate targets and outline specific activities to ensure progress. Plans are shared with parents regularly.

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

Learning environment: Good

The school is an inclusive and welcoming community in which all pupils have equal opportunities to develop in a very happy atmosphere. Pupils' awareness of equality and diversity is developed effectively. There is a particular emphasis on co-operation and respecting the contributions of others. This ethos is one of the school's strengths.

Although the building is old, it is well maintained and the best use is made of all the facilities that are available to support learning. Creative use is made of the grounds and the field that surrounds the school for lessons outdoors. Full use is made of the Foundation Phase's outdoor learning area to develop pupils' learning skills. Classrooms are colourful and the displays promote learning well.

There is a suitable supply of resources to support learning and staff make effective use of them.

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

The headteacher has a clear and robust vision that focuses successfully on improving standards and on providing the best opportunities for all pupils. She shares this vision effectively with staff, pupils, parents and governors. The school has definite structures and appropriate policies to ensure that the vision permeates effectively to all aspects of its life.

Staff are aware of their responsibilities and roles in achieving the school's priorities effectively. Teachers and assistants co-operate very closely as a team and this has a positive effect on provision and raising standards.

Leaders use staff meetings successfully to discuss plans and review the progress that is made in relation to the school's priorities. There is a definite focus on raising standards and this has a positive effect on pupils' achievement. For example, the number of pupils who attain the higher levels at the end of key stage 2 increased at the end of last year.

The school responds well to national and local priorities, for example through developing pupils' literacy and numeracy skills.

Governors are supportive of the school and fulfil their duties conscientiously. They visit the school regularly and receive thorough reports on pupils' performance and attainment. As a result, they have a strong understanding of pupils' standards and the priorities for improvement. They challenge the school purposefully.

Improving quality: Good

The self-evaluation report gives a clear picture of the school's strengths and the areas that need to be improved. Comments from staff, governors and pupils are an integral part of the process.

The school has thorough and effective self-evaluation arrangements, and the findings that arise from the process lead to challenging targets. Before deciding on the priorities, leaders collect and consider purposeful evidence effectively; examples include analysis of a range of data, monitoring pupils' work, observing lessons, discussing with pupils and considering the local authority's recommendations and reports.

The self-evaluation process has led recently to a number of important improvements; for example, the school has established intervention strategies to support particular groups of pupils and has established an effective programme to improve pupils' reading skills throughout the school.

There is a clear link between the outcomes of the self-evaluation procedures and priorities in the school development plan. This plan is an effective document that includes clear actions, sensible success indicators, staff responsibilities, costs and an effective timetable for evaluating targets. Staff and governors have suitable roles in creating, implementing and monitoring specific aspects of the development plan. They do this effectively. Leaders review the targets in plans from previous years effectively.

Partnership working: Good

The school has a number of successful strategic partnerships that have a positive effect on pupils' standards and wellbeing.

There is a valuable partnership between the school and parents. The school's friends and parents association is very active and raises money regularly. The money is used purposefully to support the school's priorities; for example, in response to a request from the school, parents have bought digital cameras recently.

The school co-operates very effectively with other schools within the federation. They plan jointly and share ideas and learning experiences. Effective procedures exist for standardising and moderating pupils' work across the three schools within the federation and also with the secondary school. This ensures that teachers have a clear understanding in relation to levelling pupils' work, especially at the end of key stages. The successful transition arrangements that exist between the school and the secondary school ensure that older pupils transfer confidently to the next stage in their education.

The school co-operates successfully with local authority agencies and this has a positive effect on improving the quality of provision.

There is a good partnership with the local community and the school takes part in a number of activities in the area, for example local concerts and eisteddfodau. This raises pupils' awareness of their community and helps them to learn about other people's needs.

Resource management: Good

The school manages its resources well. It is staffed appropriately and successful use is made of staff expertise to provide a range of activities and learning experiences. Assistants support teaching and learning effectively. They provide valuable support for teachers and contribute positively to raising pupils' standards of attainment.

Teachers make purposeful use of their planning, preparation and assessment time. As a result of the performance management process, leaders plan staff's continuous professional development effectively in relation to the school's priorities and pupils' specific needs. Very beneficial networks with the schools in the federation provide good opportunities for staff to share their knowledge and expertise. For example, teaching staff who specialise in subjects such as mathematics, geography and design and technology exchange with teachers from the other schools.

The headteacher and governors monitor and manage expenditure carefully to ensure the best use of the financial resources that are available. Because the school did not have any pupils who were eligible for free school meals during the last three years, it did not receive the Pupil Deprivation Grant. Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6672332 - YSGOL GYMUNEDOL LLANWNNEN

Number of pupils on roll	35
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	6	*	5
Achieving the Foundation Phase indicator (FPI) (%)	*	83.3	*	80.0
Benchmark quartile	*	3	*	4
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	*	6	*	5
Achieving outcome 5+ (%)	*	83.3	*	100.0
Benchmark quartile	*	4	*	1
Achieving outcome 6+ (%)	*	0.0	*	20.0
Benchmark quartile	*	4	*	4
Mathematical development (MDT)				
Number of pupils in cohort	*	6	*	5
Achieving outcome 5+ (%)	*	83.3	*	80.0
Benchmark quartile	*	4	*	4
Achieving outcome 6+ (%)	*	16.7	*	20.0
Benchmark quartile	*	4	*	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	6	*	5
Achieving outcome 5+ (%)	*	83.3	*	100.0
Benchmark quartile	*	4	*	1
Achieving outcome 6+ (%)	*	33.3	*	100.0
Benchmark quartile	*	4	*	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.

6672332 - YSGOL GYMUNEDOL LLANWNNEN

Number of pupils on roll	35
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	7	7	*	6
Achieving the core subject indicator (CSI) (%)	85.7	100.0	*	100.0
Benchmark quartile	3	1	*	1
English				
Number of pupils in cohort	7	7	*	6
Achieving level 4+ (%)	85.7	85.7	*	100.0
Benchmark quartile	4	4	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	7	7	*	6
Achieving level 4+ (%)	85.7	85.7	*	100.0
Benchmark quartile	3	3	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	7	7	*	6
Achieving level 4+ (%)	85.7	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving level 5+ (%)	*	71.4	*	*
Benchmark quartile	*	1	*	*
Science				
Number of pupils in cohort	7	7	*	6
Achieving level 4+ (%)	85.7	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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 learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	19	19 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	19	19 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	18	18 100%	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	19	19 100%	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.	19	19 100%	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.	19	19 100%	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.	19	19 100%	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.	19	18 95%	1 5%	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	19 100%	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.	19	19 100%	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	19	19 100%	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 will be shown.

Appendix 3

The inspection team

David Evans	Reporting Inspector
Rosemarie Wallace	Team Inspector
Michaela Leyshon	Lay Inspector
Jane Peate	Peer Inspector
Carol Davies	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.