



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol y Foryd
Morfa Avenue
Foryd
Conwy
LL18 5LE**

Date of inspection: December 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 14 February 2014

Context

Ysgol y Foryd is in Kinmel Bay in Conwy. Most pupils live close to the school. Around 42% of pupils are entitled to free school meals. This is well above local and national averages. Numbers have risen steadily over the last three years. Typically, about one-quarter of pupils will join or leave the school in any one year.

The school caters for pupils from three to seven years of age. There are currently 237 pupils on roll, including 59 in the nursery classes. Pupils are organised into eight classes.

English is the main home language for nearly all of the pupils. Around three per cent of pupils come from an ethnic minority background. The school has a very few pupils who are looked after by the local authority. The school has identified nearly half of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2010. The previous inspection was in October 2007.

The individual school budget per pupil for Ysgol y Foryd in 2013-2014 means that the budget is £3,852 per pupil. The maximum per pupil in the primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol y Foryd is 45th out of the 58 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- most pupils make excellent progress from their starting points;
- the progress made by pupils with a wide range of additional needs is outstanding;
- pupils have very high standards of wellbeing;
- teaching and assessment have many very good features; and
- the school's care and support of pupils are exceptional, especially the way in which staff develop pupils' self-esteem and attitude to work.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the leadership of the school is highly successful in establishing a common vision of continuous improvement;
- there are robust and rigorous procedures for school self-evaluation;
- leaders use the information from self-evaluation to set clear and manageable targets for improvement and to monitor outcomes very effectively;
- excellent partnerships with parents contribute significantly to raising pupils' standards of achievement and wellbeing; and
- the school has a very successful track-record of making improvements.

Recommendations

- R1 Raise standards of pupils' Welsh language, especially outside the classroom
- R2 Improve outcomes for more able pupils
- R3 Provide good opportunities for pupils to use their numeracy skills at a level equal to their mathematical development

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.'

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils enter the school with skills that are significantly below those expected for their age, particularly in speaking and listening and personal and social development. Over time, most pupils make excellent progress from their starting points. The progress made by pupils with a wide range of additional needs is an outstanding feature of the school and has a very positive impact on standards they achieve.

Most pupils concentrate well and listen carefully in lessons. As they move through the school, they speak with increasing confidence and clarity. Many older pupils talk to adults and other pupils readily and are keen to share their experiences.

Most pupils write very well for a range of purposes and audiences. They present their work neatly, spell common words accurately and use punctuation correctly. Older pupils use an increasingly wide vocabulary. Most pupils apply these skills across all areas of learning successfully, such as recalling the tale of the 'Good Samaritan' and recording work in science.

Nearly all pupils make strong progress in reading. Most enjoy reading and can describe clearly the sorts of stories they prefer. They read with good fluency and accuracy. They make good use of their knowledge of the names and sounds of letters to read unfamiliar words. Most pupils can recall the main points of a story well and a few comment successfully on what they liked about the story. Many more able pupils read with good expression and attention to punctuation. However, very few pupils can explain the difference between fiction and non-fiction.

Most pupils achieve well and make good progress with their mathematical development. By the end of Year 2, they can, for example, tell the time correctly on an analogue clock, measure precisely in centimetres, add and subtract numbers accurately and use their mathematical skills well to answer simple word problems. They make sound use of these skills in other areas of learning, but not always at a level that matches their achievements in mathematics lessons.

Most pupils use information and communication technology (ICT) confidently for a wide range of purposes and areas of learning. A particular strength is the ease with which they use tablet computers to create simple animated sequences with an accompanying speech commentary.

Most pupils make satisfactory progress in Welsh language. They read and write in Welsh well, but do not always respond confidently when talking to others. Very few pupils use Welsh outside of the classroom.

More able pupils make good progress and work at a suitably high level for their ability. Those who have free school meals do as well as others at the expected outcome 5), but less well than others at outcome 6. Those pupils who have support

for English as an additional language attain well. There is little difference between the achievements of boys and girls.

Although pupils' performance in the assessments at the end of the Foundation Phase fell slightly in 2013 at the expected outcome 5, the school remains in the top 25% of similar schools for pupils' literacy and mathematical development and in the higher 50% for their personal and social skills. For the higher outcome 6, pupils' performance placed the school in the lower 50% of similar schools for literacy and mathematical development and in the bottom 25% for their personal and social skills.

At the expected level 5, the school performs consistently more highly than its family average, but consistently below its family average for the higher level 6.

Wellbeing: Excellent

Many pupils make very significant progress in their personal and social development and this makes a very strong contribution to their wellbeing. Many are highly motivated learners and take a real interest in what and how they learn. They show a genuine pride in their achievements. Their ability to use feedback from staff to set their own targets for improvement and evaluate their progress in meeting the targets is outstanding.

Nearly all pupils are very polite and courteous and work extremely well with other pupils or on their own. Their behaviour is exemplary. The school's 'five Foryd values' are clearly understood by pupils, who continually try to model their behaviour to meet them.

Nearly all pupils enjoy school and feel safe and secure there. Most have a thorough knowledge about what they need to do to be healthy. They take regular opportunities to be active.

The newly-formed school council has had little time to make an impact on the life and work of the school since the start of term. The previous school worked successfully to reduce litter, encourage pupils to wear school uniform and support a range of charities.

Nearly all pupils contribute very effectively to how and what they learn through their contributions to the planning of class topics. Older pupils take on additional responsibilities successfully, for example as 'playground buddies'.

Many pupils take an active part in the local community through, for example, visits to local residential homes, planting flowers around the area and visiting local churches. Many pupils develop a very good understanding of the wider world of work and improve their problem-solving and decision-making skills, for example through the highly successful class entrepreneurship project, which raises funds for class resources, and the running of the 'Friday coffee-shop' for parents and visitors.

Pupils' attendance rates have improved over the last three years. At around 93%, they place the school in the higher 50% of similar schools. Most pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?

Excellent

Learning experiences: Good

Teachers plan collaboratively to provide a good range of interesting learning experiences for all areas of learning. These engage all pupils well. The use of ability groups for literacy and numeracy and the high-quality provision for pupils who need extra help with their learning have a very positive effect on raising standards.

Teachers identify worthwhile opportunities for pupils to use their literacy skills in all areas of learning. Pupils work effectively in a range of genres and styles and for different audiences. Provision for ICT is good.

Planning for numeracy is appropriate. For example, Year 2 pupils apply their number skills well at the Friday 'Coffee-shop' or when using money in a real life shopping situation. However, opportunities do not always match pupils' level of mathematical development sufficiently well.

Teachers generally develop pupils' Welsh language skills effectively in lessons, but provide too few opportunities for pupils to use Welsh language elsewhere. Pupils learn effectively about the history and culture of Wales through activities, including a local study of Kinmel Bay and work with Welsh textile artists and landscape painters.

The school arranges many valuable extra-curricular opportunities, including the ICT club and a residential visit to Pentrellyncymmer. Visits to Kinmel Bay beach help pupils to engage well in their learning.

The school has good provision for global citizenship and sustainable development. It provides worthwhile opportunities to develop pupils' understanding of the wider world through themed study weeks, for example on Africa and fair trade.

Teaching: Excellent

In all classes, staff use an excellent range of strategies to develop pupils' speaking and listening skills from a low base, particularly the 'my turn – your turn' approach to discussions. They involve pupils superbly in setting success criteria for their work and in measuring how well they achieve these. Support staff have very good subject knowledge and teaching skills and use these to make a strong contribution to the high standards achieved by pupils in all classes

In nearly all lessons, teachers expect pupils to achieve well and set an appropriately high level of challenge in the work they set pupils. This engages pupils very well. The pace of lessons is brisk and teachers use a stimulating and creative variety of strategies and approaches. They manage pupils' behaviour sensitively. Lessons build well on what pupils know and can do already.

Teachers mark pupils' work very effectively. Staff's very consistent approach to marking provides pupils with regular and exceptionally clear feedback on what they have done well and what they need to do next to improve their work. Through the innovative 'smarty pants' approach, the older pupils use teacher feedback to set their

own targets for improvement very effectively. Many pupils assess their own work and that of other pupils' successfully. These factors have a significant impact in helping standards to rise.

Staff make excellent use of information from the school's pupil tracking system to identify pupils who need extra help with their work. They also use the information to provide very specific support for these pupils and to monitor their progress carefully. This helps many pupils with social and emotional needs to achieve highly and improve their wellbeing.

The school has robust procedures to ensure the accuracy of teacher assessments at the end of the Foundation Phase. Annual reports to parents are detailed and informative and set out clear targets for improvement.

Care, support and guidance: Excellent

Provision for pupils' moral and social development is outstanding. Staff know their pupils very well and use their knowledge to provide exceptionally consistent support and care. Everyone in the school promotes the 'Five Foryd' values consistently well. All these impact on pupils' wellbeing significantly, especially their self-esteem and attitude to work.

Provision for pupils' spiritual development is re-enforced effectively through visits to local churches and assemblies. The pupils' cultural development is supported well through studies of other countries and localities.

The school is exceptional in the identification of the exact nature of the difficulties that face pupils who need extra support for their work or their wellbeing. Consequently it provides support programmes that are specifically designed to meet the diverse needs of its pupils. For example, pupils with specific difficulties in speaking to other pupils or adults are given opportunities to read to pets brought into school. Pupils with emotional difficulties are given help and guidance in the nurture class. These pupils make rapid progress. Additionally, the school 'Family Liaison Officer' is very effective in liaising with parents and this successfully impacts on raising attendance figures.

Pupils with individual educational plans have these regularly and effectively reviewed. Parents are kept well informed and fully involved.

The school has appropriate arrangements to promote healthy eating and drinking. It provides a wide range of activities during school day for pupils to be physically active and eat healthily. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a positive ethos and offers a friendly, welcoming environment. There is a very caring culture throughout the school that promotes the inclusion of all pupils. The school's five key values are displayed prominently in and outside of the school and these values underpin the ethos successfully.

Staff take appropriate account of the diversity of pupils' backgrounds and everyone receives equal access to all areas of the school's provision. The school is effective at recognising, respecting and celebrating diversity.

The building is well maintained and in good decorative order. The accommodation is sufficient for the number of pupils. There is a good range of resources that match pupils' learning needs well. The outdoor area is secure and provides good opportunities for pupil activities. Fixed outdoor play equipment of high quality enhances the school's outdoor provision. The school makes good use of wall space to display pupils' work and to display information for parents.

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

The headteacher provides outstanding leadership and a clear strategic direction for the school based on a continuous drive to raise standards, improve pupils' wellbeing and develop the role of parents in supporting their children. She has the full support of a very effective senior leadership team and committed staff. Leaders have very high expectations of staff and provide continual challenge through the rigorous monitoring of teachers' planning, observation of lessons and detailed scrutiny of pupils' work.

The headteacher has agreed detailed and clearly-defined job descriptions with all staff. These include management roles for all teachers and teaching assistants. Consequently, all staff know exactly what is expected of them in developing teaching and learning across the school and this makes a significant contribution to the outstanding progress that pupils make.

Senior leaders have effective communication systems in place so that all staff feel well informed. They organise very well-planned weekly staff meetings that all teachers and teaching assistant attend. Meetings are very purposeful and result in positive outcomes.

The governing body supports the school well and meets all statutory requirements. Governors have a good understanding of how well the school is doing based on a sound knowledge of the school's performance data. They monitor the provision and standards through an extensive range of activities. The governing body provides sound and appropriate challenge for the senior leaders.

The school implements local and national priorities well. For example, there is a significant focus on improving pupils' literacy and numeracy skills and the work to tackle social disadvantage is having a very positive impact on pupils' wellbeing.

Improving quality: Excellent

The process of planning for improvement is well established and very effective. In order to evaluate the school's performance, senior managers use a wide range of first-hand evidence successfully. This includes information gained from the very

thorough analysis of performance data and the outcomes of a very rigorous and on-going programme for monitoring teaching and learning. All members of staff and the governing body contribute very well to the self-evaluation process. Senior leaders make good use of a parents' forum to seek the views of parents. The self-evaluation report is a concise, evaluative and accurate document that identifies strengths and areas for improvement clearly.

Senior leaders make excellent use of the outcomes of self-evaluation to inform priorities in the school improvement plan. They ensure that the improvement plan has challenging targets to support the raising of standards and improving provision. All teaching staff and teaching assistants have a very clear role in taking forward the work on addressing the priorities for improvement.

Senior staff monitor the impact of all priorities very rigorously and regularly, and discuss their findings with staff. This has a marked impact in ensuring that priorities are having the maximum effect and that these effects are being sustained across the school.

The full involvement of every member of staff in implementing the school improvement plan has been highly effective in addressing previous priorities and has led to significant improvement in standards of literacy and numeracy and in pupils' wellbeing. For example, the introduction of a systematic approach to reading and writing, with a strong emphasis on phonics, has had a significant impact on raising standards.

Partnership working: Excellent

The school considers the partnership with parents to be a priority and the work that staff do to involve and support parents is exemplary. The school keeps parents very well informed through, for example, regular newsletters, weekly drop in sessions and the school website. There are numerous opportunities for parents to be involved in school activities. A number of parents organise a weekly coffee afternoon and many attend family learning courses. In order to provide support for parents, the school has appointed a member of staff to act as a family liaison officer. She has had a significant impact on gaining the support and trust of parents who would not normally visit the school.

Senior staff have worked closely with a range of external support agencies to explore ways in which the school can tackle disadvantage and they have visited other schools in similar areas to learn from their work. Senior staff have established a forum where other providers can meet together to share ideas and good practice. This aspect of the school's work is sector leading and it has had a significant positive impact on pupils' wellbeing.

The school works well in partnership with other providers. Staff are developing good links with local playgroups to ensure a smooth transition for pupils starting school. Senior leaders work closely with the nearby junior school, sharing resources and organising joint activities. The school works effectively with other local schools on the moderation of pupils' work and on ways to support pupils with additional learning

needs. Senior leaders work closely with the local authority and act on any advice given.

Resource management: Excellent

The headteacher and governors use school finances well to maintain high levels of staffing and to support the training needs of staff. Managers plan carefully in order to deploy staff effectively and to make good use of their time. Teachers and teaching assistants have attended an extensive range of training to develop their skills, particularly linked to school priorities. Senior leaders use a highly effective system of regular appraisal to ensure that the school makes best use of staff expertise and strengths. They undertake extensive monitoring to provide challenge for staff and opportunities for them to share good practice. Staff make very good use of professional learning communities within the school to monitor and evaluate the introduction of new initiatives.

The headteacher and governors plan expenditure carefully to support priorities for improvement. They monitor the school's finances and spending rigorously. Staff make good use of all available space and resources.

In view of the outstanding progress made by pupils, the high quality of provision and the effective leadership, the school provides excellent value for money.

Appendix 1

Commentary on performance data

Although pupils' performance in the end of Foundation Phase assessments fell slightly in 2013 at the expected outcome (outcome 5), the school remains in the top 25% of similar schools for pupils' literacy and mathematical development and in the higher 50% for their personal and social skills. For the higher outcome 6, the pupils' performance placed the school in the lower 50% of similar schools for pupils' literacy and mathematical development and in the bottom 25% for their personal and social skills.

At the expected outcome 5, the school performs more highly than its family average for pupils' literacy, mathematical development and personal and social skills. For the higher outcome (outcome 6), pupils' performance is below the family average for pupils' literacy, mathematical development and personal and social skills.

Those who have free school meals do as well as others at the expected outcome 5, but less well than others at outcome 6. There is little difference between the achievements of boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	46	32 70%	14 30%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	46	39 85%	7 15%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	46	40 87%	5 11%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	46	37 80%	8 17%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	45	27 60%	17 38%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	45	34 76%	11 24%	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.	45	33 73%	10 22%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	45	31 69%	12 27%	0 0%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	45	31 69%	13 29%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	45	31 69%	14 31%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	46	34 74%	12 26%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	28 65%	13 30%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	46	27 59%	15 33%	3 7%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	46	31 67%	14 30%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	46	26 57%	15 33%	3 7%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	45	28 62%	15 33%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	22 56%	13 33%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	45	33 73%	12 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	46	36 78%	9 20%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Jane Williams	Team Inspector
Peter Haworth	Lay Inspector
Janet Cresswell	Peer Inspector
Stephanie Cartmel	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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