



*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**

**Grangetown Nursery School  
Avondale Road  
Grangtown  
Cardiff  
CF11 7DW  
United Kingdom**

**Date of inspection: October 2014**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 09/12/2014**

## Context

Grangetown Nursery School is in the Grangetown area of Cardiff. The school offers 80 places in both morning and afternoon sessions and caters for children aged three to four years of age. There are currently 52 children on roll in the morning session and 46 in the afternoon. The school admits children on a part-time basis following their third birthday. They spend between three and five terms at the nursery before transferring to a number of local primary schools. The school has four full-time and three part-time teachers.

Currently, 65% of children come from ethnic minority backgrounds and many have English as an additional language. The school has identified around 7% of children as having additional learning needs. No children have a statement of special educational needs or speak Welsh as their first language.

The school was last inspected in 2008. The current headteacher has been in post since 2005.

The 2014-2015 individual school budget per pupil for Grangetown Nursery School is £5,724, which compares to a national average of £6,212 for all maintained nursery schools in Wales.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most children make good or better progress from their starting points;
- many achieve well by the end of their time at school;
- the quality of pupils' wellbeing is excellent;
- almost all children behave well and demonstrate very positive attitudes to learning;
- all practitioners have excellent working relationship with the children; and
- the wide range of exciting opportunities for learning, both indoors and outdoors, focus very well on the interests of children.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong, well-focused leadership;
- the members of the senior leadership team share a strong vision for the future development of the school and work well together to achieve it;
- all practitioners collaborate well and implement agreed strategies effectively;
- the school have identified appropriate priorities for improvement; and
- partnerships with parents, other schools and internationally are strong and contribute significantly to children's standards and wellbeing.

## Recommendations

- R1 Ensure that the next steps in learning focus clearly on the development of children's skills
- R2 Develop the role of the governing body as a critical friend
- R3 Focus self-evaluation procedures more rigorously on outcomes for children

### **What happens next?**

The school will draw up an action plan that 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?

Good

#### Standards: Good

Many children enter the nursery school with skills below those normally expected for their age. Most children make at least expected and often good progress from their starting points, and many achieve well by the end of their time at school.

Most children make good progress in developing their communication skills. Almost all children listen well to adults and each other. They talk confidently together and most are able to share information about what they are doing with other children and adults. Many children speak clearly and most older children use a good range of appropriate vocabulary, for example when discussing how to build a house for the gingerbread man. Children's early reading and pre-writing skills are developing appropriately. Many children enjoy looking at books with and without adults and a majority are able to talk about favourite traditional stories confidently. Many children enjoy mark making. Most older children demonstrate good control when using a range of writing tools to make marks, and they understand the purpose of writing. For example, children in the post office role-play area enjoy writing letters and posting them to their friends.

Children make appropriate progress in developing their numeracy skills and many apply these skills well across all areas of learning. For example, older children use their measuring skills effectively when discussing the cakes they make for the fairy birthday party. Many children count, sort and match objects to at least 10, and a few to 20.

Children's standards in Welsh are generally good. Nearly all children respond appropriately to the register in Welsh and many ask for snacks in Welsh. A majority enjoy joining in with simple Welsh songs.

Most children have good physical skills. For example, they manoeuvre wheeled toys successfully in the outdoor area and many use the outdoor climbing equipment confidently.

Many older children use their thinking and problem-solving skills effectively, for example when they recreate the bridge across the bay in the construction area and when they work together to decide how to build the bridge to help the gingerbread man to cross the river in the outdoor area.

Most children who have English as an additional language make good or better progress from their starting point, during their time at the school.

#### Wellbeing: Excellent

The high standard of wellbeing is strength of the school. All children feel safe and secure in school. Nearly all children enjoy coming to school and are enthusiastic

about their learning. Children’s levels of participation and engagement are excellent. Most children concentrate for a considerable amount of time to complete tasks successfully. Every child engages positively in activities, particularly in the outdoor environment. They develop highly imaginative and creative skills when working in areas such as the builder’s yard, where they select bricks and make cement to build a bridge for the gingerbread man to cross the river safely, and in the ‘mud kitchen’ when they use rainwater to make pies for lunch. In the forest school, nearly all children are enthusiastic about making soup and chocolate cake from items found in their environment. Leaves substitute for cakes, soil for sugar and the mud becomes a chocolate cake.

Children’s behaviour is very good. Most are confident when chatting to visitors and show respect, care and concern for others. A few older children show particular care for younger children, who have recently joined the school, involving them in activities and supporting them in following school routines. Almost all children settle quickly into daily routines and follow them successfully with limited support from adults. Most older children have a secure understanding of how to keep healthy by eating the right foods and being active. During snack time, most children take turns, share food and know where to recycle their waste. They are confident in participating in a range of physical activities and they do so regularly. Most children know that it is important to take care of themselves by cleaning their teeth and washing their hands regularly.

Many children attend regularly and most arrive in school on time. Almost all children participate very well in making decisions about how and what they learn. They are actively involved in planning the direction of the activities as the week progresses. For example, older children are able to develop the fairy world area by changing the materials they use to create the setting. Children take responsibility for their environment. At the end of all sessions, most children keep the resources they have used in the correct place and in an orderly way. Many children in the block area take turns, work together and ensure that all blocks are stored neatly and on the correct shelf. As a result, most children are confident, competent and independent thinkers and learners.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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**Learning experiences: Excellent**

Learning experiences offer a wide range of stimulating and exciting opportunities that focus well on the interests of all children both indoors and outdoors. Practitioners plan collaboratively to provide a good balance of experiences of high quality across all areas of learning. The school has a flexible approach to evolving weekly planning, that focuses very effectively on listening to the children and encouraging them to plan the direction of the activity. The activities provided encourage the children to take risks and become independent and confident learners.

Adults plan provision that enables the children to acquire and develop their communication, numeracy, information and communication technology (ICT) and thinking skills at an individual level and across the curriculum. The provision for communication and thinking skills, enhanced by the effective questioning of the

practitioners, is highly effective. For example, children use photographs, a visit, a class book and discussions about the bridge over the bay to build and to adapt their own bridge in the construction area. Planning to develop specific skills through the learning opportunities provided is less well developed. Practitioners encourage children to discuss, explain and question regularly in order to demonstrate their understanding of the learning experience and to move their learning forward. In the post office area, children have opportunities to decide how to fit the letter in the envelope, what they need to write on the front and how to design their own stamps.

The school provides appropriate opportunities for children to develop their Welsh language skills. They use Welsh during snack time and make good use of Welsh story-sacks to enable children to see and hear the Welsh language. The children learn about the culture of Wales, for example by tasting Welsh food and celebrating St David's Day

The school provides children with excellent provision to learn about environmental awareness and sustainable living. Through a well-established forest school area, children learn how to take care of the world around them. They learn to grow vegetables and to monitor waste within school. Children understand and celebrate their diverse cultural backgrounds very well. The school makes good use of parents and other visitors, who come into the school regularly to prepare traditional food and share their cultural celebrations with the children. This ensures that the children have the opportunity, through interesting, first hand experiences, to share, enjoy and understand a wide range of cultures and celebrations. Through displays and good use of resources of good quality, such as bilingual books, the school shares the wide range of languages and cultures in the school very successfully.

### **Teaching: Excellent**

Practitioners have a very sound knowledge and understanding of the Foundation Phase. They work together successfully to ensure that the opportunities they provide stimulate and encourage all the children to engage fully in their learning. All practitioners have developed excellent working relationships with the children. The calm and supportive environment enables all children to experiment and to develop their learning with confidence and enthusiasm.

All practitioners use questioning very well to check children's understanding and to challenge their thinking and problem-solving skills. They encourage children to use the good language patterns that they model as practitioners to explain and to develop their learning.

During activities, practitioners take the lead from the children and develop the learning experiences skilfully. They are particularly successful in extending the children's communication and thinking skills. For example, children are encouraged to develop the story of the Billy Goats Gruff in their own way and to use their creative, communication and thinking skills very effectively to adapt the setting of the story and to change the ending, to make it a happy one for all the characters.

All practitioners have high and consistent expectations of the children and manage behaviour very well. They encourage children to think about their behaviour and the effect it has on others.

The school has worked with a group of schools to develop an assessment tool based on age-related criteria. They use this effectively to assess and to track children's progress, and to identify Foundation Phase outcomes when the children transfer to the primary school. Practitioners use this information successfully to track the progress of individuals and groups of children and, in particular, to identify children who may need additional support. Practitioners use on-going observational evidence of children and session observations to assess children's learning and the progress they make. However, practitioners do not always focus well enough on the development of specific skills in order to identify the next steps in learning clearly. Praise and appropriate oral feedback ensure that children know what they have done well and all practitioners make extensive use of open-ended questions to encourage all children to be involved in planning the development of the activity.

The school prepares termly, detailed 'learning stories', which capture significant events in the children's learning. Practitioners use these very effectively to celebrate and to share learning experiences with the children and their parents.

Reports to parents are informative and provide them with a clear picture of their child's progress and achievement.

### **Care, support and guidance: Good**

There is a clear focus on developing children's wellbeing across the school and this ensures that nearly all children are happy and are developing into confident learners. Practitioners provide valuable learning experiences that foster children's social and emotional development well. For example, children learn to respond to the needs of others and to develop an understanding of how to care for animals by looking after the chickens on the school site.

The school has appropriate arrangements to promote healthy eating and drinking. There are well-established school routines to promote regular tooth brushing and hand washing. The school encourages children to take care of their environment by recycling and by ensuring that they store equipment neatly after they have used it.

The school promotes regular attendance effectively. The school has robust procedures in place to follow up absences and attendance figures have improved as a result.

The provision for children's social spiritual and moral development is good. There are regular planned opportunities to share and reinforce values such as kindness, sharing and taking turns. The outdoor learning environment helps children to learn about and to celebrate the world around them, including caring for animals and growing their own vegetables. The provision for cultural development is particularly strong, with regular opportunities to celebrate cultural events and to share the wide range of cultures in the local community.

The school collaborates effectively with specialist agencies to provide valuable information, guidance and support for parents and children. Provision for children with additional learning needs is good. The school provides intervention schemes that support children who have English as an additional language successfully. Children with English as an additional language communicate confidently during play activities.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school places children's emotional health and wellbeing at the heart of its provision. As a result, there is a strong inclusive, caring and welcoming ethos within the school.

The school recognises and celebrates the wide diversity of children's backgrounds successfully through celebration of cultural festivals throughout the year and through high quality learning experiences. For example, children use bilingual books in a variety of their home languages both in school and with their parents; and they have opportunities to taste foods linked to various cultural celebrations.

The school building is attractive, both inside and outside, and well maintained. Teaching areas are well organised and very conducive to learning and play. The school make use of good practice identified from international visits to create the positive learning environment. An example is the use of neutral colour schemes and natural materials, which are very effective in supporting the calm atmosphere in the school. Displays of children's work celebrate their learning well.

The areas for outdoor learning are outstanding and offer children a rich variety of experiences. Practitioners use the gardening and forest school areas very effectively and these contribute significantly to the children's environmental understanding. Practitioners have created highly imaginative focused areas, such as the caravan and a car garage area, to develop children's imaginative play and creative skills. There is a wide range of resources of good quality that are easily accessible to the children to encourage their independent learning.

The school welcomes many visitors, both nationally and internationally, to view the excellent learning environment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides a clear vision for the school as a caring environment, where children engage in a range of stimulating activities and are happy and eager to learn. The senior leadership team and practitioners have a shared vision for enabling the children to develop increasing confidence and independence in their learning. They have shared this vision successfully with parents and governors.

All practitioners are clear about their roles and responsibilities, which they carry out effectively. They work closely together as a team to plan and to evaluate indoor and outdoor provision. They take responsibility for the areas of learning for which they are responsible on a weekly basis. They develop and extend the learning opportunities for children in these areas very well. This means that they feel valued as practitioners and have high expectations of themselves and others.

The school responds successfully to local and national priorities. Implementation of the Foundation Phase is effective, and all practitioners pay good attention to developing children's literacy, numeracy and thinking skills. Planning for the improvement of Welsh language and ICT skills is developing appropriately.

Governors receive regular reports on the school's performance from the headteacher. They are beginning to analyse the information and to understand the importance of focusing on children's progress and achievement. However, their role as a critical friend to the school is limited.

### **Improving quality: Good**

The school has a clear understanding of its strengths and the areas of its work that it needs to improve. Self-evaluation procedures include effective arrangements for observing teaching, monitoring and evaluating planning, and collating information on children's continuing progress from a variety of sources. The school makes good use of a suitable range of assessment tools to evaluate and to track the progress of children's achievement and wellbeing. It also uses the outcomes of assessments of the learning environment well to improve provision. All practitioners understand the self-evaluation process and make a valuable contribution to it. The headteacher seeks the opinions of parents through questionnaires. The self-evaluation report presents comprehensive and useful information about the school, but its focus is on provision rather than on the impact that the provision has on children's achievement.

Senior leaders use the information from the self-evaluation procedures effectively to set relevant priorities for improvement. The school improvement plan is a useful document that outlines challenging targets for raising standards in literacy and numeracy, and for developing the involvement of the school with the local community. It identifies appropriate timescales, responsibilities and costs and indicates how it will measure progress in meeting the targets.

### **Partnership working: Excellent**

The school works effectively with a wide range of partners to support children's learning and wellbeing. Parents value the highly effective links they have with all practitioners. They express positive views about the school's provision and the high quality of the information that the school shares with them about their child. There are many valuable opportunities for parents to visit the school. Practitioners share the children's learning with parents effectively through the extensive use of 'learning stories'. Parents are encouraged to come into the school at the start and the end of all sessions. This enables the children and parents to share the learning experiences and for effective communication between practitioners and parents. The school provides very good opportunities for parents to improve their own skills and to gain useful information and guidance to enable them to support their child's learning confidently, through the weekly 'Friends of Grangetown' meeting.

There are well-established and thorough arrangements for transferring children to primary schools. Practitioners prepare children well for the next step in their education. The school works closely with other nursery schools in Cardiff to organise joint training sessions on a range of issues of particular relevance to nursery education. An example of this work is the development of a successful assessment tool, which staff use well to track children's progress through the school.

Strong links with local businesses have resulted in a range of positive learning experiences for the children, for example a professional musician working with the children to develop their musical skills in preparation for the Grangetown carnival.

There is a good relationship with the local authority and the consortium. The school makes good use of the services that provide support and guidance for the school and for children who have additional learning needs. The school has valuable links with a range of professional bodies and organisations, such as the Early Years Forum, the Education Development Board and Learning Partnership Wales. It has taken part in a wide range of initiatives, including speaking at conferences and welcoming other teachers to the school to share good practice.

The school makes very good use of visits and visitors. For example, its partnership with providers in Denmark and Washington has led to improvements in the organisation of the school's learning environment. Many practitioners and foreign visitors come to the school to view its excellent learning environment.

### **Resource management: Good**

The school manages its resources effectively. It has a generous level of practitioners for teaching and support to deliver the Foundation Phase successfully. Senior leaders deploy practitioners effectively to make the best use of their knowledge and skills.

Teachers use the time given for planning, preparation and assessment well. Support staff play an effective role in developing children's learning. Effective performance management procedures for teaching and support staff identify and meet relevant professional development needs successfully.

The school works effectively in professional learning communities with other nursery schools in Cardiff. This has led to improvements in the school's Welsh language provision, its use of assessment and the development of children's thinking skills.

The headteacher, with the support of the administrative officer, governors and the local authority, manages the financial resources well to support the school's priorities for improvement. Children benefit from a good level of interesting learning resources and from a stimulating and well-organised learning environment.

In view of the good progress children make from low starting points and the good outcomes they achieve, the school provides good value for money.

## Appendix 1

### 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.	33	29 88%	4 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	30 94%	2 6%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	28 85%	5 15%	0 0%	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.	31	24 77%	7 23%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	25 76%	8 24%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	29 91%	3 9%	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.	31	25 81%	6 19%	0 0%	0 0%	0	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.	24	10 42%	9 38%	1 4%	0 0%	4	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.	31	28 90%	3 10%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	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.	33	27 82%	5 15%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	33	30 91%	3 9%	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'.	29	19 66%	9 31%	0 0%	0 0%	1	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.	33	24 73%	8 24%	1 3%	0 0%	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.	31	28 90%	3 10%	0 0%	0 0%	0	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.	33	24 73%	5 15%	1 3%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	22 73%	7 23%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	18 62%	8 28%	1 3%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	21 66%	7 22%	1 3%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	33	28 85%	5 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 2

### The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Ms Gwenda Easton	Peer Inspector
Mrs Janet Comrie (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.