



*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**

**Llanbedr C.I.W. (Aided) School  
Llanbedr  
Crickhowell  
Powys  
NP8 1SR**

**Date of inspection: April 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: 09/06/2014**

## Context

Llanbedr Church In Wales School is a voluntary-aided primary school in Llanbedr, a small village in the Grwyne Valley, north of Crickhowell. The school serves the local rural parishes of Llanbedr, Llangenny, Patricio and Glangrwyney, although a very few pupils, through parental choice, come from further afield.

There are 39 pupils on roll aged from three to 11, including four part-time nursery children. Pupils are taught in two mixed-age classes. All pupils are English speaking and none has Welsh as a first language or speaks Welsh at home. There are no pupils from ethnic minorities at the school.

Around 14% of pupils are entitled to receive free school meals, which is lower than the average for Wales.

Around 32% (nine pupils) have additional learning needs (ALN), which is higher than the national average. A very few pupils have a statement of special educational needs.

The school was last inspected in January 2008. The current headteacher has been in post since 2012.

The individual school budget per pupil for Llanbedr Church in Wales (Aided) School in 2013-2014 means that the budget is £5,085 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Llanbedr Church in Wales (Aided) School is ninth out of the 88 primary schools in Powys in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- throughout the school, most pupils make good progress in their writing skills;
- many pupils use their numeracy skills effectively;
- lesson activities build successfully on previous learning;
- the use of success criteria and pupils' self-assessment are having a positive impact on pupils' learning;
- the care, support and guidance that pupils receive are effective; and
- the accommodation and outdoor environment are of good quality and support teaching and learning well.

However:

- a few pupils have difficulty in using a range of strategies effectively to read common words;
- in the Foundation Phase, only a few pupils use their speaking skills effectively to extend upon what they say;
- a significant minority of pupils across the school do not use listening skills effectively enough in discussions or when others are speaking;
- in a few lessons, the pace is too slow and pupils lose concentration; and
- on a few occasions, learning objectives for lessons are too broad and teachers' comments on pupils' work are not challenging enough, particularly for more able pupils.

### Prospects for improvement

The prospects for improvement of the school are good because:

- the headteacher provides strong direction to the life and work of the school;
- the governing body provides a good degree of support and challenge;
- the self-evaluation processes are robust and lead to appropriate priorities for development;
- improvement planning is effective and has had a direct impact on improved outcomes for learners and the quality of provision;
- the school is outward-looking and links well with other schools and partners; and
- staff are keen to learn from each other and from other schools.

## Recommendations

- R1 Improve pupils' standards in reading across the school, including higher order reading skills
- R2 Improve pupils' speaking skills in the Foundation Phase
- R3 Improve pupils' listening skills across the school
- R4 Improve the quality and consistency of teaching across the school
- R5 Improve the consistency of assessment so that feedback challenges more able pupils

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

In the Foundation Phase, many pupils are keen to talk about their work. They speak audibly and they are eager to express an opinion on familiar subjects. They talk confidently about things they have made or done. However, only a few pupils extend their ideas by including additional details. Nonetheless, by the end of key stage 2, many pupils make good progress in speaking skills and they discuss topics confidently with adults and their peers.

A significant minority of pupils across the school do not use listening skills effectively enough in discussions or when others are speaking. This means that they do not always understand the content of discussions or teachers' instructions the first time, which hinders their learning.

Many pupils make appropriate progress in developing their reading skills. In the Foundation Phase, the majority of pupils read texts with increasing understanding. They use phonic reading strategies effectively with increasing independence to read a range of familiar and unfamiliar texts. By the end of key stage 2, many pupils are becoming increasingly confident readers. They are able to predict how a story may develop and what might be the outcome. Many use factual reading material effectively when researching for specific information. However, across the school, a few pupils have difficulty in using strategies effectively to read common words. A few older pupils use higher-order reading skills well to scan text for information and to research a topic on the internet. However, a minority of pupils in key stage 2 have not developed higher-order reading skills well enough.

Throughout the school, most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many produce appropriate pieces of writing using sound sentence structures and a suitable range of vocabulary to good effect. Most pupils form upper-case and lower-case letters accurately in a consistent size and they present their work neatly. In key stage 2, the standard of writing shows steady progress and most pupils adapt their writing style well to suit the reader and purpose. Around half of pupils extend their writing appropriately in a range of different styles, whilst the remainder write within a fairly limited structure.

Many pupils develop their numeracy skills well as they move through the Foundation Phase. They use numeracy skills effectively across the curriculum, for example when generating bar charts in science work. Most pupils understand place value of units and tens appropriately and they can confidently read and write numbers to 100. By the end of key stage 2, many pupils use their numeracy skills effectively, such as adding and subtracting two-digit and three-digit numbers and estimating by rounding to the nearest 10 or 100. Most can use data skills effectively when collecting and presenting data, for example in tables, bar charts and line graphs. The majority of pupils increasingly apply these skills successfully across the curriculum, especially in science.

Most pupils' Welsh language skills are developing sufficiently in the Foundation Phase. Pupils listen and respond readily to Welsh songs and rhymes. By the end of the Foundation Phase, many pupils respond enthusiastically to a range of simple instructions, greetings and questions in Welsh. In key stage 2, many pupils respond appropriately to greetings. Pupils in both the Foundation Phase and key stage 2 write appropriately in a variety of written forms following established patterns.

Pupils with additional learning needs make good progress in relation to their individual learning targets.

There are small numbers of pupils in each year group, which can significantly affect the school's overall outcomes in end of key stage assessments in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved, moving the school from the bottom 25% of similar schools to the top 25% in literacy, mathematical development and personal and social skills. In 2013, when compared with performance levels of other schools in the same family, performance in all three areas of learning was above the average.

The performance of more able pupils at outcome 6 in literacy placed the school in the top 25% of similar schools in 2012 and 2013. At this outcome level, performance in mathematical development moved the school from the lower 50% in 2012 to the top 25% in 2013. Performance in personal and social skills placed the school within the higher 50% in 2012 and 2013. When compared with that of other schools in the same family, performance in 2013 in all three areas of learning was above the average.

In key stage 2, performance at the expected level 4 in 2013 placed the school within the top 25% of similar schools in English, mathematics and science. In the three years prior to 2013, performance placed it generally in the top 25% for all three subjects, other than in 2011 where performance placed it in the lower 50% for English and mathematics and in the bottom 25% for science. When compared with that of other schools in the same family, performance for all three indicators was better than the average in 2013.

The performance of pupils at level 5 improved in 2013 and placed the school in the top 25% of similar schools for all three subjects. Prior to this, for the last three years, performance has varied, moving the school between the highest 25% for all subjects in 2010 to the lower 50% in 2011 and 2012. When compared with that of other schools in the same family, performance in 2013 was above the average for all three subjects.

Due to the small number of pupils within the Year 2 and Year 6 cohorts, it is not possible to make valid comparisons of the performance of boys and girls or to compare the performance of pupils entitled to free school meals with their peers.

### **Wellbeing: Good**

Nearly all pupils have positive attitudes to learning and enjoy coming to school. They are well motivated and take a pride in their work. Most pupils are confident, well behaved and courteous towards each other and adults.

Nearly all pupils feel safe in school and understand the importance of healthy eating, drinking and taking regular exercise. Many are keen to participate in the varied range of extra-curricular activities, and they represent their school well, for example in local sporting events. Playground buddies during break times help ensure that pupils are suitably involved in activities.

Most pupils value the opportunities to make decisions about school activities through their involvement in the school and the eco council. Many pupils take these responsibilities seriously, and they are beginning to implement ideas that contribute to improvements, such as setting up a house points system. However, the school and eco council is too reliant on guidance from teachers and adults.

Many pupils play an active part in supporting community activities, such as through links with the local church and fundraising. These help to develop pupils' social skills well and prepare them effectively for life outside the school.

Attendance, when compared with that in similar schools, has fluctuated between the bottom 25% and top 25% over the past four years. Recent initiatives by the school are having a positive effect on pupil attendance figures. Nearly all pupils arrive in school on time.

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

Teachers have recently reviewed and adapted their planning and there is an effective strategic approach in place for implementing the Literacy and Numeracy Framework. Whole-school themes help to ensure appropriate coverage of skills and set out learning experiences that provide an interesting and stimulating curriculum for pupils. However, it is too early to judge the full impact of these recent changes.

Teachers and teaching assistants work well together to ensure that the short-term planning for pupil learning is relevant and appropriate. Visits to places of interest, such as Caerphilly Castle, enhance the curriculum well and suitably complement the range of learning experiences. The school offers an interesting range of after-school clubs, such as sport, craft and outdoor activities. Opportunities for pupils to attend clubs in nearby schools broaden their experiences well.

Teachers plan good opportunities for pupils to use literacy skills across the curriculum, and this is evident in pupils' work. While there is well-planned provision for numeracy and information and communication technology (ICT) skills, opportunities for higher-order numerical reasoning and problem-solving across the curriculum are at an early stage.

For English and mathematics, taking into account the size of the school, teachers group pupils appropriately by ability across year groups to ensure provision at an appropriate level.

Provision for the Welsh language ensures that pupils make appropriate progress as they move through the school. Teachers promote Welsh culture effectively, providing opportunities for pupils to visit places of interest, such as local historical and cultural sites.



The school provides valuable opportunities for learning about environmental issues, such as recycling, conservation of energy and sustainability of food production. There is good provision for pupils to learn about their roles and responsibilities as global citizens, for example through the clothes re-cycling collection scheme where almost a tonne of clothes was sent to India and Africa.

### **Teaching: Adequate**

Teachers have appropriate subject knowledge and they plan lessons which meet the needs of individual pupils well. Teachers and teaching assistants work well together to plan and to support pupils' learning needs. This makes a positive contribution to pupils' progress.

In the majority of classes, teachers question pupils effectively and the lesson proceeds at a good pace. Teaching activities build successfully on previous learning and they interest and motivate pupils well. However, in a few lessons, the pace is too slow and pupils lose concentration.

Assessment for learning is at an early stage of development. The newly-introduced strategies are having a positive impact on pupils' learning, for example the use of success criteria and pupils' self-assessment. Appropriate individual targets help pupils to know how to improve their work.

All teachers mark pupils' work regularly and are beginning to apply the revised marking policy consistently. This helps pupils to recognise their achievements, and teachers prioritise the next steps in their learning appropriately. However, on a few occasions, learning objectives for the lesson are too broad. This hinders focused marking, with the result that comments on pupils' work are not challenging enough, particularly for more able pupils.

The school tracks pupil progress effectively using a good range of assessment data. Teachers moderate pupils' work regularly. However, in a very few instances, assessment of pupils' work in literacy is overgenerous.

Teachers keep parents well informed about their children's achievements and targets through regular meetings and reports.

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

The school is fully inclusive and has useful links with a range of external agencies. These provide clearly targeted advice, support and guidance for pupils with special educational needs. The school makes good use of local cluster arrangements for sharing information and support, for example specific training for teaching assistants.

Teachers identify pupils with specific learning needs early and provide effective support for them. This results in successful pupil progress, particularly in literacy and numeracy. All pupils with additional learning needs have individual education plans, which staff use to deliver well-targeted support and to share information effectively with parents.

The school makes appropriate arrangements for promoting healthy eating and drinking, which contributes effectively to pupils' wellbeing. Through effective arrangements with partner schools, there is a good range of additional extra-curricular activities. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development.

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

### **Learning environment: Good**

The school is an inclusive environment where all pupils are valued equally. All pupils have full access to the good range of learning opportunities within and beyond the school. There is a clear emphasis on recognising and respecting diversity and a strong emphasis on developing pupils' values. All staff work well to create a calm and caring atmosphere that impacts positively on pupils.

The school has enough resources to support the effective delivery of the curriculum and the Foundation Phase. Teachers make good use of the outdoor learning area and it supports pupils' learning effectively. The accommodation provides a stimulating and well-maintained learning environment. There are interesting and colourful displays throughout the school that celebrate pupils' achievements and enhance their learning experiences well.

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

The headteacher provides effective leadership to the school. She has appropriately high expectations of herself, staff and pupils, and communicates her vision clearly to all stakeholders. Working closely with the staff, governors, pupils and parents, she has made a number of strategic changes and improvements since her appointment in September 2012. The changes are beginning to have a positive impact on provision and pupil outcomes.

The staff work efficiently as a team to improve provision and pupil outcomes. They share expertise and information well at regular staff meetings. Staff co-operate effectively to ensure that the school makes good progress in meeting national and local priorities, for example in implementing the Literacy and Numeracy Framework. All staff have well-defined role descriptions. They are fully involved in tracking and monitoring learning, and in analysing performance data. This is making an effective contribution to raising pupils' standards of achievement.

The governing body uses its collective skills well to provide effective support, scrutiny and challenge to the school. Governors meet regularly to oversee the school's progress and to track the resolution of issues. They have a good understanding of the school's strengths and areas for improvement. They are proactive in developing their understanding of education and in improving their governance of the school through training and working towards an appropriate award. Recently, governors have begun to make visits to the school to support pupils' reading and to find out more about the school's day-to-day work.

### **Improving quality: Good**

The school has established a robust system of self-evaluation. The headteacher and staff gather and analyse a good range of first-hand evidence, including classroom observations, book scrutiny and the views of pupils, parents, governors and other stakeholders. Leaders come to informed judgements and suitably prioritise ways forward by analysing data accurately and using externally verified reviews, such as those from the local authority.

The school has a structured plan in place to bring about improvements. The plan shows clear priorities and it identifies targets with appropriate deadlines and costs. There is a clear and measured focus on national priorities, such as literacy, numeracy, tackling social deprivation and raising pupils' standards of achievement.

Both the self-evaluation report and school improvement plan are comprehensive. They provide an honest, accurate and detailed analysis of the school's current strengths and areas for development.

The school has made good progress implementing the recommendations from the previous inspection.

### **Partnership working: Good**

The school is successfully involved in a number of beneficial partnerships. The 'Friends of the School', the parent-teacher association, raise funds in innovative ways to support pupils' learning and to improve the learning environment. As a result, recent purchases, such as ICT equipment, reading programmes and numeracy resources, have helped the school to have better access to the internet and to engage pupils' interest in reading and numeracy.

Local members of the community and the church visit the school to deliver assemblies on a weekly basis and on occasion share lunch with the pupils. This helps pupils to develop their personal and social skills and to learn about the history of the area from an older generation. Pupils take a turn on the church rota to decorate the village church with flowers. As a result, they learn about the importance of commitment, the benefits of contributing to a community and about the importance of being reliable when fulfilling a role.

On 'Fresh-Air Fridays', parents, governors and other members of the community help at the school. They introduce pupils to a broad range of useful activities and skills.

A national bank runs a workshop regularly for pupils. This is worthwhile in helping pupils to understand essential financial skills, such as the benefits of saving, how to calculate a budget and how to prioritise expenditure.

Professionals, such as the local baker and veterinarians, help pupils to understand about working life, the local environment, healthy eating and exercise. The community police officer helps pupils to understand how to keep safe, for example on the internet.

The school also benefits from strong links with cluster and area schools in the county. There is an effective transition programme in place with the local high school to help pupils adapt to life and learning in secondary school. There are also good opportunities for pupils to take part in a range of learning activities with other local schools. Good links with the local authority and other schools in the county help teachers to moderate and standardise pupils' work appropriately.

**Resource management: Adequate**

The school has enough resources to deliver the curriculum effectively, and deploys teachers and teaching assistants appropriately in line with their expertise and skills to deliver the curriculum and to meet pupils' needs.

There are appropriate systems in place to review the headteacher's performance. A robust performance management system is in place for teachers and teaching assistants, through which the school identifies staff's professional development needs effectively. There are good opportunities for all staff to engage in continuous professional development, which links well to performance management targets and whole-school priorities.

The headteacher and teachers take part in professional learning communities that link effectively with the school's main priorities. Teachers apply the knowledge and skills that they acquire well. This is beginning to have a positive impact on raising pupils' standards of achievement.

The governing body and the headteacher oversee the budget carefully and in line with the stated priorities in the school improvement plan.

Overall, strengths outweigh areas for improvement in relation to standards, and therefore the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

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## Appendix 2

### Stakeholder satisfaction report – responses to learner questionnaires

#### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	13		13 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	13		13 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	13		13 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	13		13 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%	
There are lots of chances at school for me to get regular exercise.	13		13 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	13		13 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	13		13 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	13		13 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	13		13 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	13		12 92%	1 8%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	13		13 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	13		13 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

### Appendix 3

#### The inspection team

Anthony Bate	Reporting Inspector
Penny Lewis	Team Inspector
Julie Price	Lay Inspector
Susan Ware	Peer Inspector
Sadie Ricketts	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.