



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

**Deri View Primary
Llwynu Lane
Abergavenny
Monmouthshire
NP7 6AR**

Date of inspection: January 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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Context

Deri View Primary School is a community primary school in Abergavenny in Monmouthshire. The school has a large catchment area which is socially and economically mixed and includes an area of social disadvantage. It takes in the wider area of Abergavenny town and the local housing estates in the Abergavenny Community First area.

The newly-built school opened in September 2005 on the site of Llwynu Infants School following the closure of three smaller local schools. The school provides education for 335 pupils aged three to 11 years. In all but one class, pupils are taught in single age classes and there are two classes in each year group. The school has a large nursery. It also has a unit for pupils with moderate special educational needs which is open to pupils from across the local authority. There is an integrated children's centre attached to the school which the local authority manages.

Forty-two per cent of pupils are entitled to free school meals. This is above the national average and significantly above the local authority average.

The school has identified about 46% of pupils as having additional learning needs. Eleven pupils have a statement of special educational need.

Nearly all pupils come from English speaking homes. No pupil speaks Welsh as a first language at home. Around 7% of pupils come from ethnic minority backgrounds. A very few pupils receive support for learning English as an additional language. Seven pupils are looked after by the local authority.

The school was last inspected in January 2007. The current headteacher took up post in September 2012.

The individual school budget per pupil for Deri View Primary School in 2012-2013 means that the budget is £4,155 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £6,421 and the minimum is £2,777. Deri View Primary School is sixth out of 33 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- standards in literacy, particularly in speaking, listening and reading, are improving;
- most pupils show steady progress in developing good numerical skills;
- many pupils with additional learning needs attain the expected level at the end of the key stage;
- pupils' wellbeing, including behaviour and attendance rates, is an excellent feature of the school;
- pupils with complex, special and additional learning needs are very well supported; and
- the support pupils receive to overcome any difficulties in their personal backgrounds and circumstance very effective.

However:

- standards in English, mathematics and science are weak overall;
- pupils' skills in thinking, independent working and information and communication technology skills (ICT) are weak; and
- pupils' Welsh language skills and knowledge about Wales are limited.

Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher has a clear strategy to improve provision and raise pupil standards;
- the school's self-evaluation report is honest, analytical and accurate;
- the school improvement plan has clear objectives derived from the self-evaluation plan and it has clear targets which the headteacher and the senior leadership team monitor regularly;
- performance management for all staff, including teaching assistants, is clearly linked to pupil outcomes; there is a clear focus on the national priorities of literacy and numeracy and, in particular in the context of the school, to tackling social disadvantage.

However:

- the long-term budget deficit has yet to be resolved.

Recommendations

- R1 Raise standards of pupils' attainment in English, mathematics and science
- R2 Review the curriculum to ensure it is broad and balanced and that subjects receive an appropriate allocation of time
- R3 Improve the provision for the Welsh language and for the Welsh dimension across the curriculum
- R4 Improve the provision for thinking and independent working skills and, in particular, information and communication technology skills and ensure they are embedded across the curriculum
- R5 Improve the skills of teachers and pupils in using assessment for learning
- R6 Implement an agreed recovery plan to resolve the school's budget deficit

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

Standards in literacy are improving. Most pupils across the Foundation Phase make steady progress in their speaking, listening and reading. They listen attentively and express their ideas clearly. Most pupils in Year 2 read well from a range of texts and can explain to others the stories or information they are reading. Many pupils use phonic and contextual strategies effectively to tackle new words.

By the end of key stage 2, most pupils achieve adequate standards in literacy. Most pupils listen well to one another and to their teachers. They respond thoughtfully to questions and express their ideas confidently. Most pupils in key stage 2 can read well. More fluent readers use appropriate intonation and have a good awareness of the effect of punctuation on a text. Many pupils are able to find information relevant to the task from reference books and other sources.

Most pupils across the Foundation Phase and Key Stage 2 write well, but not extensively, for a range of purposes across the curriculum and most use punctuation correctly. Many pupils do not learn corrected spellings systematically and the quality of pupils' handwriting, and presentation is often weak.

Most pupils across the school show steady progress in gaining a good range of numerical skills relevant to their age and ability and most pupils can apply these effectively in subjects across the curriculum.

Most pupils have good ICT skills relevant to the technology currently available to them in school. However, pupils' thinking skills and independent working skills are limited.

Standards in Welsh lessons are adequate. At the end of the Foundation Phase, the majority of pupils reply accurately to questions using simple phrases and sentences. However, pupils' writing in Welsh is limited. By the end of key stage 2, the majority of pupils reply to questions in Welsh, using the past tense appropriately in extended sentences. However, they do not extend their use of Welsh enough through, for example, role-plays, creative writing or presentations. Pupils' knowledge of the Welsh dimension is limited.

In 2012, at the end of the Foundation Phase, pupils' attainment at the expected outcome in language, literacy and communication skills and in mathematical development was in line with the average for schools in the family. However, results in personal and social development are weak. Attainment at the higher level in language, literacy and communication skills was in line with the average for schools in the family, while attainment at the higher level in mathematical development and personal and social development was below the average for schools in the family.

In 2012, the school was in the bottom 50% when compared with schools with a similar proportion of pupils entitled to free school meals. At the end of key stage 2, pupils' attainment at the expected level English, mathematics and science was better than in previous years, but still below the average for the family of schools. At the higher level 5, performance in science was just above the average for the family of schools, while performance in English and mathematics was relatively weak.

By the end of the Foundation Phase, the attainment of boys at both the expected and at the higher level is better than that of girls. This continues into key stage 2, except in English.

Generally, pupils entitled to free school meals do better than pupils who do not have free school meals. Eighty-eight per cent of pupils with an identified additional learning need attain the expected levels by the end of the key stage.

Wellbeing: Good

Pupils' wellbeing is a very strong feature of the school. Nearly all pupils feel safe in school. They are confident in the school's systems to protect them from bullying and harassment. They have a good understanding of the importance of being healthy and how to achieve this through healthy eating and regular exercise.

Nearly all pupils enjoy being at school and there is a strong sense among pupils of community and inclusion. Pupils' attendance over the past three years has been in the top 25% when compared with schools with a similar proportion of pupils entitled to free school meals. Most pupils arrive punctually at school. Nearly all pupils are well motivated, behave well, focus on their work and participate fully in lessons. Nearly all pupils relate very well to one another and the staff in the school.

The school council takes an active part in helping to make decisions which improve the life of pupils at school. A few pupils take part in small focus groups which address particular issues, such as animal conservation. They take a lead on developing other pupils' interest through activities such as presentations, voting and competitions to raise funds. The recently established pupils' improvement group undertakes research to inform the school council and the headteacher of areas of work and life in the school which pupils would like to see improved.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Overall, the curriculum provides a good range of learning experiences that meets statutory requirements and the needs of most pupils. A bequest to the school which allows all pupils to learn the violin extends the music curriculum well. However, the time allocated to physical education is more limited.

The school places an appropriate emphasis on the development of pupils' literacy and numeracy skills. Teachers across the school work well collaboratively to plan thematic approaches to learning. In the Foundation Phase, teachers are beginning to include pupils' ideas effectively in their planning and to devise activities that are stimulating and which focus well on developing pupils' speaking and listening skills and promote independent learning.

The school has started to review the provision for skills across the curriculum. This is at an early stage. In planning for literacy and numeracy, teachers group pupils effectively in sets to match teaching approaches to learning needs. Well-targeted interventions support pupils who struggle with basic skills. Teachers and teaching assistants provide very good support to pupils with additional or special educational needs to ensure they can take a full part in lessons.

The provision for the development of ICT skills is limited due to the unreliable state of the ICT hardware. The promotion of Welsh language is mostly limited to use of the language in classrooms. Teachers use the immediate area of Abergavenny well to promote an understanding of Wales and Welsh culture. However, the Welsh dimension in the curriculum is limited overall.

The school promotes good awareness of sustainable development and global citizenship in lessons through the work of the conservation committee, the eco club and overseas links with European and African countries.

The school offers a good range of extra-curricular activities which are well attended and match the interests of pupils. These include tennis and cricket at local clubs in the summer, and horse riding.

Teaching: Adequate

In most lessons, teaching is good. Teachers use a wide range of teaching strategies effectively to motivate and to challenge pupils. They have a good understanding of the level pupils achieve and they use this information well to plan carefully thought out lessons. The methods they use help pupils to take part fully in the lesson through the use of effective questioning techniques and appropriate praise and encouragement.

In a few lessons, where teaching is less successful, teachers do not take enough account of pupils' previous progress. They do not always use a variety of questioning techniques or set challenging enough tasks, particularly for more able pupils, and the pace of lessons is too slow.

Most teachers start lessons by setting out pupils' learning objectives, but this is not done consistently enough across the school.

Teachers work very well with teaching assistants to ensure they support pupils effectively in the classroom. Many teaching assistants are very skilled and they contribute significantly to the pupils' progress in learning.

The teaching for pupils with additional learning and special educational needs is very effectively co-ordinated. Teachers, teaching assistants and pupils use individual learning plans well to ensure progress. Teaching for pupils in the special educational needs unit is excellent. Teachers mark pupils' work regularly. However, in too many cases, teachers do not provide clear enough written comments to help pupils improve. Teachers do not use self-assessment and peer-assessment techniques enough or consistently with pupils. This limits pupils' understanding of their progress.

In most cases, teachers assess pupils' work accurately. Teachers track pupil progress appropriately and most teachers use the school's assessment and testing procedures well to set targets for individuals and groups of pupils, as well as to trigger special interventions. As a result, pupils improve their standard of achievement.

Reports to parents provide good information about their child's progress, but teachers do not provide enough information about how parents can help their child improve.

Care, support and guidance: Good

The school places a high priority on supporting the wellbeing of its pupils. There are clear policies and effective procedures in place for healthy living, wellbeing, health and safety, anti-bullying and attendance.

Collective worship is regularly organised on a class, phase and whole school basis. Overall, the school addresses the pupils' moral, social and cultural development well. However, the provision for pupils' spiritual development is limited. The school has very good relationships with parents and outside agencies. There is very effective team-working to support vulnerable pupils. The pupil mentoring and student assistance programme are strong features of the school's provision. The breakfast club is well attended. It provides a caring environment and a good start to the day for those who attend.

Staff are consistent in the way they manage pupils' behaviour. Clear sanctions and the newly-introduced reward system help to maintain a positive atmosphere in the school. The new system is having a noticeable impact on raising many pupils' desire to achieve.

The school's arrangements for safeguarding children meet requirements and give no cause for concern. The school works very well with and makes very good use of specialist services, when required.

The identification of pupils with additional learning needs and the provision they receive are strengths of the school. The recent review of provision has ensured that resources are more effectively targeted to support pupils with additional learning needs and that they integrate fully into mainstream classes. Pupils receive effective support from a strong team of teaching assistants. Teachers write pupil-friendly individual education plans. They regularly review these with pupils and parents. The school meets the needs of pupils with complex needs very effectively.

Learning environment: Good

The school is a fully inclusive community where pupils have good access to the range of provision on offer. There is a clear focus on respecting diversity.

The school accommodation is of a high standard throughout. The classrooms meet the needs of pupils well, as do the many additional specialist rooms, including the sensory room, library, hall, and mentoring room. Displays in classrooms are very supportive of learning activities.

The outside provision is a strong feature of the school. There are extensive covered areas outside all the classrooms. They are generally well resourced, especially in the Foundation Phase and nursery areas. The school grounds are well maintained and include a multi-use games area and playing field addressing pupils' exercise needs well. The school has access to three separate forest schools area, one of which is on site and two which are nearby. These provide attractive and productive learning environments for pupils.

The learning resources, for the most part, meet the needs of pupils very well, but the provision for ICT is too limited.

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

The headteacher provides inspirational and effective leadership. Working closely with the staff, she has made a number of significant, well-focussed changes and improvements in the short time since her appointment. The changes are having a clear impact on provision and pupil outcomes. She has appropriately high expectations of leaders and managers, staff and pupils and she communicates these effectively. She provides very clear direction and encouragement to the life and work of the school, and she has the trust of all those concerned with the school.

The reorganised senior leadership team provides good support to the life and work of the school. They have a good balance of experience and well-defined responsibilities. They are now fully involved in monitoring learning and teaching and in analysis of performance data. This is making a significant contribution to school improvement.

The school staff work together well. The formation of new curriculum teams is helping to distribute leadership effectively through the school. Staff share their expertise and information well through regular staff and phase meetings.

Governors are supportive of the school, but their role in challenging and taking it forward has been relatively limited. They are now becoming more proactive and they are better informed about the school's strengths and areas for improvement. Each governor is linked to a specific class. This is helping governors to develop a better understanding of pupils' learning, the standards they achieve and the day-to-day work of the school.

The school's policies meet statutory requirements and the governing body review them regularly. The school addresses local and national priorities effectively, for example in relation to raising standards of literacy and numeracy and tackling social disadvantage.

Improving quality: Good

The school is in the process of establishing a rigorous and robust system of self-evaluation. The evidence generated is helping it to address key issues and to take appropriate action to raise standards and the quality of provision. There is evidence that these initiatives are already having a positive impact on pupils' standards.

The school gathers first-hand information from a range of sources and stakeholders, which feeds directly into the self-evaluation process. Parents are encouraged to express their views and pupils' opinions are regularly taken into account.

Senior managers have a good overview of the school's performance. They monitor teaching and standards regularly through lesson observations, scrutiny of pupils' work and listening to learners. They also analyse data accurately to evaluate the school's performance and take account of external verification to inform their judgements. The headteacher has established a coaching approach to help staff identify strengths and areas for improvement.

There is a structured plan in place to bring about changes incrementally and to improve the systems that inform the self-evaluation report and school improvement plan. Both documents are comprehensive and provide detailed and honest assessments of the school's current circumstances. Plans identify targets with suitable costs and deadlines and with a clear focus on national priorities and raising standards of achievement.

Teachers take part in internal and external networks of professional practice which focus appropriately on areas the school has identified for improvement. These are having a positive impact on teaching and learning.

Partnership working: Adequate

The school is successfully involved a wide range of beneficial partnerships within the local community, including those with various local authority departments, such as housing and social services and the South East Consortium education services.

The school works well with the integrated children's centre which is attached to the school, but managed by the local authority. However, the local authority has not yet resolved with the school the funding for the integrated children's centre. This has an adverse effect on the school's budget.

The school's partnership with businesses and voluntary groups, such as the local Rotary Club, increase provision well by enabling children to participate in additional sporting and cultural events.

The school employs a home liaison officer and a family mentor who work very effectively with the local authority's education welfare officer to overcome barriers to pupils' learning. This results in well-organised support for families that has positive outcomes for identified groups of pupils in their school attendance and attainment. This is an excellent feature of the provision.

The school is increasing effectively the range of ways in which it engages with parents and the wider community to ensure they have a full understanding of the life of the school and can be active partners in its future development. These include a variety of events and newsletters. There is an active parents-teacher association as well as a newly established Parents' Forum which is open to all parents and meets regularly to involve parents in the life of the school. There are productive links with the secondary school and associated primary schools in the area which have resulted in shared approaches to teaching and pupils' transition to secondary school.

Resource management: Unsatisfactory

The school has enough qualified and experienced staff to deliver the curriculum and to support pupils well. The school deploys teachers and teaching assistants effectively, particularly in relation to the delivery of intervention programmes and to support pupils with social and emotional issues. Ancillary staff make an important contribution to the efficient administration and maintenance of the school.

Due to budget restrictions, staff development opportunities have been limited, but essential training is provided in accordance with performance management targets and whole school priorities.

The headteacher has reviewed performance management procedures and they are applied rigorously. Members of the senior leadership team have all been trained in the new requirements. All teachers and support staff have common targets linked to pupil performance and whole school priorities. There is evidence that the new approach is having a significant impact on improving classroom practice.

All requirements of the national workload agreement are met. A specialist music and a higher learning and teaching assistant who specialises in physical education provide effective cover for teacher's planning, preparation and assessment time. A higher learning and teaching assistant provides cover for leadership and management time.

The school manages its accommodation and resources effectively, although the lack of updated and fully-functioning computers seriously limits the development of pupils' ICT skills.

Since the school was opened in 2005, it has experienced a deficit budget, which has accumulated significantly with the result that there is now a very substantial deficit. This mainly derives from staffing costs, lower than expected number of pupils on roll and the lack of an agreed strategy to reduce the deficit. The school also funds the adjoining Integrated Children's Centre, even though the local authority has responsibility for the centre. These factors have had a significant negative impact on aspects of the school's provision and its ability to raise standards for example in relation to pupils' ICT skills.

The headteacher has drawn up a recovery plan to eliminate the deficit within three years. She has discussed it with the local authority and expects the governing body to ratify it very soon.

Due to the long-term and very substantial budget deficit and its impact on pupils' learning and areas of the provision, the school gives unsatisfactory value for money.

Appendix 1

Commentary on performance data

In 2012 at the end of the Foundation Phase, pupils' attainment at the expected outcome 5 in language, literacy and communication skills and in mathematical development was in line with the average for schools in the family and similar schools, but below the local authority and Wales averages. Results in personal and social development compared less well with the school being below the family and similar schools average, as well as being below the local authority and Wales averages. Attainment at the higher level in language, literacy and communication skills was in line with the average for schools in the family and similar schools, but well below the local authority and Wales averages. Attainment at the higher level in mathematical development and personal and social development compared less well with the average for schools in the family and similar schools and being below the average for the local authority and Wales.

In 2012 at the end of key stage 2, pupils' attainment at the expected level in the three core subjects, English, mathematics and science, was better than in previous years, but still below the averages for the family and similar schools, the local authority and Wales. At the higher level 5, performance in science was just above the average for the family, but below the averages for the local authority and Wales. Performance in English and mathematics was below the averages for the family and similar schools, the local authority and Wales.

In key stage 2, although below the average for the family and similar schools, local authority and Wales averages, there is an improvement in speaking and reading. However, there has been a decline in standards in writing with outcomes below the averages for the family and similar schools, the local authority and Wales.

By the end of the Foundation Phase and key stage 2, the attainment of boys at both the expected and at the higher level is better than that of girls. The exception to this is in English where girls perform significantly better than boys.

Overall, pupils entitled to free school meals perform better than pupils who do not have free school meals, while 88% of pupils with an identified additional learning need attain the expected levels by the end of the key stage.

Appendix 2

Stakeholder satisfaction report

Responses to parent/guardian questionnaires

Thirty-four parents/guardians replied to the questionnaire. In nearly all cases, parents/guardians responses were in line or a little above the national average.

All parents/guardians say that:

- teaching is good;
- staff expect their child to work hard and to do his or her best; and
- their child received appropriate additional support in relation to any particular individual needs.

Nearly all parents/guardians say that:

- they are satisfied with the school;
- their child likes school;
- their child is making good progress at school;
- the homework that is given builds well on what their child is learning at school;
- their child is safe at school; and
- the school is well run.

Most parents/guardians say that:

- that their child was helped to settle in well to school when he or she started school;
- staff treat all children fairly and with respect;
- their child is encouraged to be healthy and take regular exercise;
- they are kept well informed about their child's progress;
- they feel comfortable about approaching the school, with questions, suggestions or problems;
- the school helps their child to become more mature and take on responsibility; and
- there is a good range of activities, including trips and visits.

Many parents/guardians say that:

- pupils behave well in school; and
- they understand the school's procedure for dealing with complaints.

Responses to pupil questionnaires

Ninety-eight pupils in key stage 2 pupils replied to the questionnaire. In most cases, pupils' responses were in line with the national average.

All pupils say that:

- the teachers and the other adults in the school help them to make progress.

Nearly all pupils say that:

- they feel safe in school;
- they feel they are doing well at school; and
- they know what to do and who to ask if they find their work hard.

Most pupils say that:

- the school deals well with any bullying;
- they know who to talk to if they are worried or upset;
- the school teaches them how to keep healthy;
- there are lots of chances at school for them to take regular exercise.

Many pupils say that:

- homework helps them to understand and improve their work in school;
- there are enough books, equipment and computers to do their work;
- other children behave well and they can get their work done; and
- nearly all children behave well at playtime and lunch time.

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
John Gregory Owens	Team Inspector
David Ellis	Team Inspector
Edward Tipper	Lay Inspector
Lisa Bailey	Peer Inspector
Sarah Davies	School 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.