



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

**A report on**

**Ysgol Gynradd Felinwnda  
Llanwnda  
Caernarfon  
Gwynedd  
LL54 5UG**

**Date of inspection: June 2017**

**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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## Context

Ysgol Gynradd Felinwnda is situated near the villages of Saron and Dinas on the outskirts of Caernarfon, and serves the villages and the surrounding area. It provides education for pupils between 3 and 11 years old. Children are admitted to the nursery class on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 25 children on roll. There are currently no pupils in the Reception class. They are taught by two full-time teachers and one part-time teacher in two mixed-age classes.

Welsh is the school's everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. Approximately 80% of pupils come from Welsh-speaking homes. There are no children from ethnic minority backgrounds.

Very few pupils are eligible for free school meals, which is significantly lower than the national average.

Sixteen per cent (16%) of pupils are on the school's additional learning needs register. This is lower than the national percentage. There are no pupils with a statement of special educational needs.

The headteacher was appointed in September 1994. The school was last inspected in June 2012.

The individual school budget per pupil for Ysgol Gynradd Felinwnda in 2016-2017 is £6,874. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Felinwnda is in 5<sup>th</sup> place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

## 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 school's current performance is good because:**

- Most pupils make sound progress in their lessons and during their time at the school
- Nearly all pupils' standards of behaviour and self-discipline are high and they treat each other and adults with great respect
- Nearly all pupils are enthusiastic learners who work together effectively
- The school provides a wide range of rich learning experiences for pupils
- There is an effective working relationship between adults and pupils, which fosters a successful learning environment
- The school is a very inclusive and caring community in which pupils feel happy and safe

### Prospects for improvement

#### **Prospects for improvement are good because:**

- The headteacher has a clear vision and succeeds in conveying that vision to staff, pupils, parents and governors
- The headteacher is supported well by other members of staff who share the same values regarding pupils' education and wellbeing
- Members of the governing body are very supportive of the school's work and undertake their responsibilities effectively
- The school identifies priorities for improvement that are wholly suitable for the school's needs and that give the utmost attention to pupils' outcomes
- The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing

## **Recommendations**

- R1 Improve pupils' numeracy skills and develop them more effectively across the areas of learning in the Foundation Phase
- R2 Improve the quality of pupils' presentation of work in key stage 2
- R3 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning in order for them to develop as more independent learners

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

Pupils' basic assessment results on entry to the school over the last four years have show that their achievement varies naturally in line with their ability. Most pupils, including those with additional learning needs, build well on their previous learning experiences and make sound progress during their time at the school.

Nearly all pupils across the school show good listening skills. In the Foundation Phase, most pupils use correct syntax and wide, purposeful vocabulary when discussing their work. They are confident and knowledgeable when discussing what is needed for plants to grow. By the end of key stage 2, most pupils express their opinion confidently in Welsh and English. They use an increasing variety of suitable vocabulary, for example when discussing the life of an evacuee during the Second World War. By the end of key stage 2, nearly all pupils are confidently bilingual.

Most pupils in the Foundation Phase make good progress in learning to read. By Year 2, many read with fluency and expression. Most are able to discuss their favourite books and characters confidently. In key stage 2, most pupils read with accuracy and fluency in Welsh and English. More able pupils discuss their favourite books maturely, in addition to their favourite authors. They apply their reading skills across the curriculum effectively, for example when gathering information from different sources in their history lessons.

Nearly all pupils at the end of the Foundation Phase convey information in a series of simple sentences, and use a capital letter and a full-stop with a degree of consistency. Most spell familiar words correctly and present their work neatly. Most are able to use simple adjectives to enrich their work, for example when writing about 'Jack and the Beanstalk'.

In key stage 2, most pupils develop their writing skills well in Welsh and English. By the end of the stage, most vary syntax to begin sentences effectively in both languages and mutate correctly at times in Welsh. Most write for different purposes skilfully across the curriculum, for example when writing a review of the film 'Goodnight Mr Tom'. However, the quality of presentation of work of a majority of pupils tends to be untidy.

In the Foundation Phase, most pupils develop number skills successfully in mathematics lessons. They use simple addition, subtraction, division and multiplication strategies well. They use equipment and standard and non-standard units of measurement skilfully in a variety of tasks. They are able to gather, record and present data correctly, for example when drawing a graph to record the different birds that have visited the garden. However, many pupils do not use their numeracy skills consistently across the areas of learning.

Nearly all pupils in key stage 2 show a sound understanding of numeracy terms and apply their skills well. They are very willing to offer answers and share their findings confidently and use correct mathematical terminology. They use addition, subtraction, division and multiplication strategies confidently when solving work problems and numerical reasoning problems. Many have a sound understanding of the relationship between fractions, decimals and percentages. They apply their skills very well across the curriculum, for example to record the findings of a scientific experiment when researching into which material is the best to prevent ice from melting. Nearly all pupils use equipment and units of measurement confidently.

Most pupils in the Foundation Phase use information and communication technology (ICT) confidently and independently for different purposes. They use simple word processing programs purposefully. They use software effectively to create block graphs, for example to record the height of different items in the classroom. Most have a good level of competence when using a keyboard.

In key stage 2, most pupils develop their knowledge, understanding and ICT skills well. They present information in interesting ways by using a good variety of programs; for example, most use software to produce an effective presentation on the Second World War. They handle data effectively when presenting a graph that shows the temperature in the Arctic over a period of time. Nearly all pupils are confident when searching the internet for appropriate information that is linked to the themes that they are studying. Pupils' understanding of the importance of e-safety across the school is evident.

In the Foundation Phase and key stage 2, over the last four years, pupil numbers have been low (ten or fewer). The results of one or two pupils, at times, have had a great influence on the performance of the whole cohort. This can have a significant effect on the school's benchmark performance in comparison with similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected and higher outcome in language has varied, moving the school between the upper 50% and lower 50% in comparison with similar schools. Performance in mathematics has placed the school in the upper 50% in three of the last four years.

At the end of key stage 2, the school's performance at the expected level in Welsh, English, mathematics and science has placed it each year in the top 25% in comparison with similar schools. Over the same period, the school's performance at the higher level in Welsh and English has varied, moving it between the upper 50% and lower 50%. In mathematics and science, the school's performance has placed it in the top 25% each year.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of eating healthily and the need to keep fit. They take part enthusiastically in sports lessons and after-school clubs, such as hockey and cycling.

Nearly all pupils' standards of behaviour and self-discipline are high. They treat each other and adults with great respect. They are enthusiastic learners who work together effectively. They show enjoyment and pride in their work, and persevere with their tasks for extended periods of time. Many pupils across the school are able to explain confidently what they need to do to improve their work.

Nearly all pupils feel safe at school and say that they are treated with respect. They know that they are able to turn to any adult, friends or the 'Playground Buddies' for support, when necessary.

Most pupils take full advantage of appropriate opportunities to voice an opinion or express concern. Members of the school council meet regularly and take their responsibilities seriously. They give their fellow pupils' comments appropriate consideration and are proud of their efforts to raise money for charities, such as Children in Need.

Many pupils contribute well to the wider community. They take pride in the opportunity to entertain members of 'Clwb Henoed y Felin' and in participating in the 'Hwyl yr Wyl' concert for the benefit of the local centre.

Attendance levels are good and have placed the school in either the upper 50% or top 25% of similar schools over the last three years. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of rich learning experiences for pupils, which meet all requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have incorporated the requirements of the Literacy Framework successfully into planning, and provide regular tasks to reinforce these skills and ICT skills. Similarly, there are valuable opportunities for pupils to use their numeracy skills across the curriculum in key stage 2. However, there are few opportunities to develop pupils' numeracy skills across the areas of learning in the Foundation Phase.

The school enriches pupils' learning experiences successfully by organising visits and welcoming visitors to the school. Extra-curricular activities, such as visiting Glan-Ilyn residential centre, contribute well to pupils' experiences.

Provision for the Welsh language and Welsh dimension is very robust. Adults model language effectively, and schemes of work ensure appropriate competence in oral, reading and writing skills. Activities to promote pupils' understanding of their culture, history and traditions are varied and interesting. Staff ensure that pupils participate regularly in Eisteddfod competitions, attend workshops by poets, learn clog dancing and learn about important historical events.

The school promotes education for sustainable development and global citizenship appropriately across the curriculum. Pupils develop their understanding and

knowledge of other cultures, such as in Botswana and Australia, well in a variety of contexts across the curriculum. The eco committee supports pupils' understanding of the importance of saving energy and recycling appropriately.

### **Teaching: Good**

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. This enables them to provide suitable support to individuals and specific groups. Teachers have good subject knowledge.

In most lessons in which teaching is at its best, teachers share lesson objectives clearly and use beneficial resources to support learning and teaching. Presentations are lively with a good pace and effective questioning. They link their lessons clearly with previous learning and use a range of learning methods skilfully to engage pupils' participation and interest. However, there is a tendency in key stage 2 to over-direct pupils. This limits opportunities for pupils to decide independently how to present their work.

Teachers give pupils useful oral feedback on the quality of their work during lessons. Pupils' work is marked regularly, and teachers' comments in pupils' language books identify success and give them clear guidance on what they need to do to improve. Similarly, appropriate procedures are in place to provide opportunities for pupils to evaluate their own work and that of their peers.

The school has clear procedure for recording pupils' progress. Teachers use assessment results effectively to arrange additional support for specific pupils, which contributes well to improving standards, for example reading skills.

Parents receive good information about their children's progress, and annual reports meet statutory requirements.

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

The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for eating and drinking healthily, and to ensure that pupils understand the importance of keeping fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral and cultural development successfully by providing collective worship assemblies regularly and through curricular activities. This is reflected in the respect that they show to each other and adults.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' needs at an early stage and ensure relevant support. Pupils make sound progress in their learning. Individual education plans are of high quality and plans are reviewed regularly in consultation with parents.

Close co-operation between the school and specialist services, such as language therapists, ensures good quality support and guidance for pupils and parents.

## **Learning environment: Good**

An exceptional feature of the school is its familial ethos. It is a very inclusive and caring community in which pupils feel happy and safe.

There is a clear emphasis on ensuring equal opportunities and full access to the curriculum for all pupils. Provision ensures respect towards diversity and racial equality through a variety of work studying foreign countries, such as Botswana and Australia, and contributing to charities such as Christian Aid.

Although the building is old, it is of good quality and the classroom sizes meet the needs of the number of pupils. The outdoor learning areas have been developed creatively in order to make effective use of the space available, and to improve pupils' learning and play experiences. Good use is made of the community centre near the school for physical education lessons and to conduct services and concerts to entertain the area's residents.

The school has a varied range of good quality equipment and resources, which are used effectively. Stimulating and attractive displays of teachers' work and pupils' achievements and successes, both in the classrooms and around the school, create an interesting learning environment. They ignite pupils' pride in their work. The standard of cleanliness is high and the school building and grounds are well maintained. The school site is secure.

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

The headteacher has a clear vision that is based on 'offering education that helps children to achieve their full potential'. She succeeds in conveying that vision to staff, pupils, parents and governors. She is supported well by other members of staff who share the same values regarding pupils' education and wellbeing. They work together effectively as a team, and this has led to consistently good standards. The headteacher divides her time between her management role and teaching very successfully. The school is an orderly community and there are clear structures and policies in place that are implemented consistently and effectively.

Staff meetings are held regularly and focus clearly on priorities for improvement. Agendas ensure that staff understand their responsibilities and roles in achieving these priorities. There are effective performance management arrangements in place, which include relevant targets for staff that are linked to whole-school priorities.

The school is making good progress in introducing initiatives that meet local and national priorities. On the whole, the expectations of the Literacy and Numeracy Framework and ICT have been established appropriately. The recommendations of the Welsh Language Charter are given prominent attention in the school's life and work, and assessment for learning requirements have been embedded well.

The governing body plays a key part in ensuring a strategic direction for the school. Members are very supportive of the school's work, and undertake their responsibilities effectively. They visit the school regularly and play an appropriate role in managing the headteacher's performance. They have a sound understanding of pupils' attainment data and achievement. As a result, their knowledge of how the school is performing in comparison with similar schools is good. All of this enables them to challenge the school and hold it to account for its performance.

### **Improving quality: Good**

A culture of continuous self-evaluation, which focuses well on pupils' outcomes, is embedded firmly in the school's everyday life. It is a live and effective process that enables the school to identify, monitor and evaluate its performance successfully.

There are robust systems to review progress, identify areas for improvement and take effective steps to implement them. These include analysing the school's comparative performance data carefully, in addition to outcomes, internal assessment arrangements, scrutinising books, schemes of work and regular lesson observations. All staff play an active part in the process of monitoring, evaluating and planning for improvement.

The way in which the school includes pupils' views is a prominent feature. They are given opportunities to respond to questions on aspects such as, 'does marking link with success criteria' and 'do teachers' comments help them know how to improve their work'. Teachers give due attention to pupils' responses.

There is a strong emphasis on ensuring that parents have an active role in the process of making comments and offering improvements. Following a consultation with parents, the before-school childcare club was established.

The school development plan derives directly from the self-evaluation process and details the main priorities methodically. It is a concise and clear document with a suitable number of priorities to implement over a period of three years. Actions allocate responsibilities clearly, including responsibility for effective monitoring and evaluation. The school's ability to plan and ensure improvement is successful, for example to ensure an increase in the number of more able pupils who achieve the higher outcomes and levels in language.

### **Partnership working: Good**

The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing, and extends learning experiences successfully.

The school has a good relationship with parents and members of the community. The parent teacher association is very active and supports the school practically and financially. This, for example, has led to a clear improvement in the range of ICT resources. The school keeps parents well-informed about the school's procedures by using the website, Facebook, sending text messages and regular letters.

There is an effective partnership between the school and the local community. As a result, there are good opportunities for pupils to conduct services and concerts publicly. Partnerships that promote Welsh culture, such as Eisteddfodau and Urdd activities, enable pupils to practice their communication and social skills well in a Welsh environment.

An effective moderation system has been established with other schools to produce purposeful and useful profiles to help teachers as they standardise pupils' work.

Arrangements for admitting new pupils from the nursery school are well-established. Similarly, transition arrangements with local secondary schools also ensure successful transition for older pupils. These are effective in preparing pupils appropriately for the next stage in their education.

Co-operation with schools in the catchment area is beneficial. Pupils from the schools come together frequently, for example in order to create teams for various sports competitions. This develops pupils' socialising and co-operation skills and extends their learning experiences.

### **Resource management: Good**

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum. Good use is made of their expertise, and the assistant's contribution is effective in encouraging and supporting pupils with additional learning needs.

The school has robust performance management arrangements and useful training supports this successfully. All staff's continuous professional development links clearly with the school's priorities for improvement.

The school responds in full to statutory requirements in terms of teachers' workload, and they are given appropriate non-contact time for planning, preparation and assessment.

The school has a good range of resources, which are managed well in order to ensure that pupils have full access to all areas of the curriculum. This is very clear in the use that is made of the outdoor area and the community centre.

The school operates effectively in professional learning networks and works closely both inside and outside the school to share good practice. A good example of this is observing each other's teaching sessions and developing strategies to improve pupils' skills.

The school has rigorous budgetary arrangements, and expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and control expenditure carefully, and ensure that financial resources are used effectively to support priorities for improvement. Effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals has led to a clear improvement in reading skills.

Considering the good standards that are achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of performance data for the Foundation Phase and key stage 2 for this school. In such cases, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Of responses Nifer o yspwyddiadau	Agree Cytuno	Disagree Anghytun	
I feel safe in my school.	12	12 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	12	10 83%	2 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	12	12 100%	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	12	12 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	12	12 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	12	11 92%	1 8%	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.	12	12 100%	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.	12	12 100%	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.	12	10 83%	2 17%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	

	of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytun	
I have enough books, equipment, and computers to do my work.	12	12 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	12	12 100%	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	12	12 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

### Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

## Appendix 3

### The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Mr David Owen Jenkins	Lay Inspector
Ms Meinir Lloyd Jones	Peer Inspector
Miss Carys Thomas (Headteacher)	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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