



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Clywedog
Ruthin Road
Wrexham
LL13 7UB**

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

Ysgol Clywedog is an English-medium 11 to 16 mixed comprehensive school maintained by Wrexham County Borough Council. The school is situated in the west of Wrexham and draws from the villages to the north and west of the town as well as from the town itself. The number of pupils has decreased from 1,032 at the time of the last inspection to 883.

Around 22% of pupils are eligible for free school meals, which is higher than the national average of 17.4%. Around 20% of pupils live in the 20% most deprived areas of Wales. Pupils entering the school represent the full range of ability and around 13% have a special educational need. This figure is lower than the national average of 18.6%. The school has resourced provision for pupils with both specific and moderate learning difficulties and around 2% of pupils have statements of special educational needs. This figure is slightly lower than the average of 2.6% for Wales as a whole.

There are around 75 more boys than girls in the school. A few pupils receive support to learn English as an additional language, and very few pupils come from an ethnic minority background. Less than 1% of the learners speak Welsh as a first language or to an equivalent standard.

The headteacher took up post in September 2012 and a new deputy headteacher started in January 2013.

The individual school budget per pupil for Ysgol Clywedog in 2012-2013 means that the budget is £4,502 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,871 and the minimum is £4,182. Ysgol Clywedog is sixth out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's current performance include:

- most pupils feel safe in school;
- the majority of pupils behave well in and around the school;
- pupils with additional learning needs are supported well; and
- the number of pupils who leave school at age 16 and are reported as being not in education, employment and training compares favourably with national figures.

However, current performance is judged to be unsatisfactory because:

- the school's performance at key stage 4 is generally well below expectations, particularly when compared with that of similar schools;
- too many pupils have not developed their reading and writing well enough to support their learning across the curriculum;
- around half of teaching is not good enough;
- around half of pupils do not make enough progress in their learning;
- assessment information is not used effectively to monitor pupils' progress or support pupils in their learning; and
- attendance figures are below expectations.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- the new leadership team has not had sufficient impact on key areas yet, particularly standards and teaching;
- there is too much variation in the quality of leadership at senior level;
- the majority of middle leaders have not had enough impact on raising standards;
- the school has set a deficit budget of around £68,000 for the current year and anticipates a substantial deficit over the next two years; and
- the school has not made enough progress in addressing nearly all of the recommendations from the last inspection report.

Recommendations

- R1 Improve standards at key stage 4
- R2 Improve the quality of teaching across the school
- R3 Improve the rigour and robustness of assessment across the school and ensure it informs learning
- R4 Develop pupils' writing skills across the curriculum
- R5 Develop the role of middle leaders to ensure that self-evaluation and development planning impact on pupil progress
- R6 Ensure that the curriculum at key stage 4 enables pupils to follow appropriate courses that match their ability
- R7 Improve attendance rates and reduce fixed-term exclusions
- R8 Develop the role of the governing body so that all governors can effectively challenge underperformance
- R9 Work with the local authority to reduce the deficit budget
- R10 Raise standards further in Welsh and address the issues in its provision

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

In key stage 4, performance in most indicators over the last four years has been well below that of similar schools. Importantly, performance in the important indicator that includes English and mathematics has been well below modelled expectations for the last two years and has declined over the last three years. Performance in mathematics is broadly in line with the family average and the average for similar schools based on free school meals entitlement. However, this is not the case in English and science where performance is well below that of these similar schools. At key stage 4, both boys and girls have underperformed in most headline indicators. However, boys have underperformed to a greater extent. Boys' performance has declined over the last five years. Pupils entitled to free school meals have not performed well in the school. Pupils' progress from key stage 2 to key stage 4 in most indicators is poor.

At key stage 3, performance in English, science and the core subject indicator fell in 2012 and is now below the average for similar schools. The difference between boys' and girls' performance in most headline indicators is less than that in similar schools. However, this is not the case in English where boys' performance is much weaker, particularly their writing skills. Pupils' progress from the previous key stage is generally in line with expectations, although more able boys make less progress. A minority of pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Only a few of these pupils make good progress by the end of Year 9.

The number of pupils leaving school without a qualification has increased and in 2011-2012 it was worse than the national average. The proportion of pupils staying on in full-time education after Year 11 is below the national average. A few pupils who left school at 16 are reported as being not in education, employment and training. This figure is better than the averages for the local authority and Wales.

In a minority of lessons, pupils develop secure knowledge and understanding of new topics, and develop appropriate skills. They progress through their tasks at a suitable rate and produce work of a good standard. In these lessons the majority of pupils show a competent grasp of key subject concepts, and apply their understanding well to new and unfamiliar situations. Most pupils in these lessons have a good recall of the content of their work.

In a few lessons, pupils respond very well to challenging activities and acquire a very good understanding of their work. However, in over half of lessons, pupils, often the most able, do not make as much progress as they should because activities are not matched well enough to their ability. As a result, they have a limited or incomplete understanding of their work.

The majority of pupils listen attentively and respond effectively to teachers and peers, building on others' comments in classroom discussions. Pupils speak clearly and confidently. However, a minority of pupils provide limited responses in classroom discussions. These pupils lack fluency and confidence in their speaking, and do not always contribute willingly to discussions. The majority of pupils understand most of what they read. However, a minority of pupils have limited reading strategies to tackle more challenging texts. Around half of pupils evaluate and analyse information well, and are able to explain and provide justifications for their responses. However, in a few subjects, many pupils do not synthesise key information from different sources, but are heavily reliant on copying information from books.

A minority of pupils write good quality extended pieces for different purposes and audiences. Around half of pupils use a wide range of subject-specific vocabulary appropriately to describe key aspects of work within subjects. However, the majority of pupils, including the most able, do not write well at length and often produce work of limited quality. Over half of pupils do not spell keywords correctly and a minority make basic punctuation errors.

In Welsh second language at key stage 3, performance has improved steadily and is in line with the family average. At key stage 4, many pupils take a qualification in Welsh second language and around of half these pupils achieve a level 2 qualification. The number of pupils who follow full course Welsh second language is very low, although most of these pupils make good progress. However, in both key stages, most pupils make slow progress and the standard of their work is often poor.

Wellbeing: Adequate

Most pupils feel safe in school and many think that the school deals well with bullying. Many pupils understand the importance of a healthy lifestyle and regular exercise. Participation rates in extra-curricular sporting activities are sound. The majority of pupils behave well in lessons and around the school. Most pupils are punctual to lessons and registration periods.

Attendance has been variable over the last three years and in 2011-2012 was below expectations. However, unverified attendance figures for the autumn term suggest that the measures introduced since September 2012 are having a positive impact.

There have been no permanent exclusions over the last five years. However, fixed term exclusions, although reduced in autumn 2012, remain high.

The school council is becoming a more active forum and has had a positive impact on improving areas such as toilets and changing rooms. Recently, it has influenced the new behaviour policy and pupils have also been involved in appointing staff. The school nutrition action group has also had a positive impact on canteen provision. A minority of pupils take on wider responsibilities, acting as prefects in Year 11.

The school's PSE programme and special focus days provide appropriate experiences for pupils to develop life skills and most pupils undertake beneficial work experience.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

The school provides an appropriate key stage 3 curriculum which meets statutory requirements. However, planning to build on pupils' experiences from key stage 2 is insufficient. Through collaboration with local schools and further education colleges, the curriculum at key stage 4 meets the Learning and Skills (Wales) Measure. However, it does not provide a broad and balanced range of experiences that meet the needs of pupils well enough.

The school offers a sufficient range of appropriate extra-curricular activities.

The school provides good literacy support for pupils with additional learning needs. However, wider planning for the development of pupils' skills across the curriculum is ineffective. Despite recent improvements to sharpen the focus on the development of pupils' literacy skills, it is too early to see the impact on standards.

Provision for the Welsh language is satisfactory. The school provides an appropriate range of opportunities to develop pupils' knowledge and understanding of Welsh culture and language, including an Eisteddfod and events on St Dwynwen's Day.

The school provides appropriate opportunities for pupils to learn about education for sustainable development and global citizenship.

Teaching: Unsatisfactory

In most lessons relationships are good and contribute well to a positive learning environment.

In around half of lessons, teachers make effective use of activities and resources to engage learners and extend learning. These lessons are well planned and activities build well on previous knowledge and understanding. Teachers give pupils beneficial thinking time, which enables them to develop fuller responses. In these lessons, teachers use good questioning skills which probe for understanding and develop pupils' reasoning skills. Teachers provide a wide range of activities for pupils to work independently and with their peers. They engage and motivate pupils successfully.

In around half of lessons, teaching is not effective. These lessons are not well planned and often lack structure and clear objectives. Furthermore, in these lessons teachers do not set high enough expectations or challenge pupils sufficiently. As a result, pupils do not always make the progress that they should and become disengaged. In these lessons, the planning to develop pupils' literacy skills is poor. Homework is not set consistently and tasks do not extend pupils' learning sufficiently. In a very few lessons, teachers lack appropriate subject knowledge to plan and deliver effective lessons.

Most teachers mark work regularly. However, there is too much variation in the quality of marking. In a few cases, comments are informative and offer helpful suggestions to improve. However, many comments do not provide pupils with

enough guidance on improving their work, and as a result, marking rarely impacts on the quality of pupils' work. In most subjects, marking does not pay sufficient detail to the quality of pupils' written work, such as correcting errors in spelling, punctuation and grammar. In a minority of lessons, teachers use beneficial techniques to help pupils assess their progress, but this is inconsistent across subject areas.

School leaders' tracking of pupil progress is currently underdeveloped and the assessment data generated by many departments is weak.

Annual written reports to parents are satisfactory. However, interim reports do not provide parents with sufficient information about their child's attainment, achievement and progress.

Care, support and guidance: Adequate

Overall, the school provides suitable quality care and support. It promotes pupils' health and wellbeing appropriately, and has recently strengthened its systems for monitoring attendance.

The new behaviour code and improved links between middle and senior leaders responsible for behaviour have led to a decline in incidents of poor behaviour. The school has useful strategies such as the 'Bully Box' and the 'tell' campaign to deal with the few incidents of bullying. The school promotes pupils' moral social and cultural development well.

There is a broad personal and social education programme to develop pupils' knowledge and understanding of a variety of issues. Areas such as, sex and relationships and substance misuse are delivered appropriately in conjunction with external agencies. Pupils receive relevant support from learning coaches. External services provide suitable support for pupils with more complex needs. The school's behaviour support team provides reliable help and guidance to pupils with emotional or behavioural problems.

Inconsistent options guidance has led to a minority of pupils following unsuitable courses at key stage 4. However, the school has improved its guidance for pupils currently in Year 9 and below.

Provision and support for pupils with additional learning needs is good. The school sets realistic targets for pupils and provides appropriate tailored support. The majority of teachers take account of pupils with additional learning needs when planning lessons in mainstream classes. Teaching assistants provide effective support to these pupils.

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

Learning environment: Good

The school is an inclusive community where pupils are able to access all areas of the school's provision. There is an appropriate emphasis on recognising and respecting

diversity and pupils from different cultures receive suitable support within the school. There are appropriate equality schemes and action plans in place.

Accommodation is generous and easily caters for the number of pupils on roll. It is generally in a sound state of repair, with just a few minor issues apparent, such as tired carpets on some staircases. The school benefits from the use of a well resourced onsite sports centre, which includes a fitness suite and swimming pool. The school has a new media room and this is a useful additional resource. The buildings and grounds are secure and well maintained. In general, there are enough resources to support teaching and learning.

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

Since the appointment of the new headteacher and deputy headteacher, the school has received strong and purposeful leadership. The vision set by these leaders is clear and focussed on raising standards. They communicate effectively the new school priorities, and these are understood well by all members of the school community. The increased focus on raising standards of achievement and wellbeing is evident throughout the school. Re-defined senior leadership roles are now in place, which meet the school's needs. However, it is too early to see the impact of these new arrangements on important areas such as performance at key stage 4 and the quality of teaching.

In just over a term the headteacher has brought about changes which have already had a positive impact on behaviour, with a reduction in short term exclusions. The link between senior leaders and middle leaders is now more robust. There is now a common agenda for line management meetings, which ensures more consistency in the focus of these meetings. Together with the deputy headteacher, the headteacher has put systems in place to develop leadership capacity across the school. They now use performance data more thoroughly to set and monitor more challenging targets.

Arrangements for the management of performance are becoming more robust. However, there remain a number of important shortcomings in leadership. At senior level there is too much variation in the quality and impact of some leaders. Furthermore, a significant minority of middle leaders do not provide a clear direction for their staff and have been largely unsuccessful in making and sustaining improvements in the performance of their subject areas.

A new chair and vice-chair were appointed to the governing body at the end of the summer term in 2012. They have injected a greater determination to challenge and support the school in bringing about the necessary improvements. Governors now have link roles with departments and there is more robust debate on raising standards. However, many governors still need further support to challenge the school effectively.

The school has not addressed local and national priorities well enough. Despite taking appropriate steps to work in partnership with other providers, there remain important shortcomings in the quality of the curriculum.

Improving quality: Unsatisfactory

The school has started to gather relevant information and first-hand evidence to assess its strengths and areas for improvement. Information from benchmarking data, value-added analysis of exam results, lesson observations, scrutiny of pupils' work and pupil feedback are now beginning to be analysed well. The resulting self-evaluation report is an honest appraisal of the school's current position, and it highlights many important areas for improvement. These areas link to a concise school improvement plan. The improvement plan includes measurable targets to raise outcomes considerably. However, these initiatives are in their infancy and yet to have an impact on pupils' progress.

The new headteacher and deputy headteacher have promoted improvements in teaching and learning through in-service training and lesson observations, but these initiatives are at an early stage and yet to have an impact on standards overall. An increasing proportion of teachers are involved in peer observations, although it is not extensively used.

Departmental self-evaluation reports include a helpful analysis of external national data from a range of sources. In most instances departments are now more secure in their understanding of how their subject area is performing compared to similar schools. Most departments monitor the quality of work and assessments in pupil notebooks. However, they produce overly positive reports on the quality of marking, feedback and assessment. Consequently, many of these reports do not identify important areas for improvement in teaching and pupils' progress.

Many departmental self-evaluation reports do not give sufficient consideration to evaluating the quality of teaching, learning and assessment. Departmental improvement plans do not identify effective strategies or action points to improve these important areas.

Teachers have been involved in a number of different working groups, for example an effective learning course run by the local authority. However, these have had limited impact to date.

The school has not made enough progress in addressing important recommendations from the last inspection, such as raising standards and improving the quality of teaching and assessment.

Partnership working: Adequate

Since the appointment of the new headteacher, the school's communication with many stakeholders has improved, and communication and relationships with parents and local providers are improving.

The school has a clearer understanding of its role within formal partnerships and has begun to use these partnerships to focus on improving learner outcomes. The recently updated transition plan, produced with partner primary schools has a much tighter focus on developing pupils' skills. However, to date curricular transition has been weak.

There is effective collaboration with a local further education college and a secondary school to broaden the provision of vocational education at key stage 4 and strengthen the transition for post Year 11 courses. Teachers and pupils have benefitted from a valuable investment in information and communication technology (ICT) facilities from a local college.

The school works well with multi-agency groups to provide useful support for pupils. These arrangements impact well on aspects of personal, social and health education and have contributed towards the recent improvements in attendance.

Resource management: Unsatisfactory

The school has appropriately qualified and experienced teaching staff. However, in a few instances staff are not deployed effectively. This has led to a few lessons being taught by teachers who are not subject specialists and in a few cases this has impacted on pupils' progress. There are too many split classes and a few classes in key stage 3 are too big. Support staff provide good levels of assistance to teachers and pupils.

The school has set a deficit budget of around £68,000 for the current year and anticipates a further substantial deficit over the next two years. Senior leaders have identified appropriate areas for savings through a limited budget recovery plan. The monies received through grants have not been directed to best effect, and have mainly been used to offset staffing costs. Taking into account the unsatisfactory standards the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has generally been flat over the last five years, although it decreased by five percentage points last year. In 2012, the core subject indicator was below the average for the family of schools and placed the school in the bottom quarter of similar schools in terms of the free-school-meal benchmarks.

Performance in mathematics, English and science has generally improved during the last four years prior to 2012. However, in 2012, the results in English, mathematics and science decreased. The results in English and science placed the school in the lower half of similar schools based on free-school-meal entitlement, and results in mathematics placed it in the top half of similar schools. At level 6 and above, English and mathematics results, in 2012, placed the school in the top quarter of similar schools based on free-school-meal entitlement, while science results placed it in the bottom quarter. The proportion of pupils achieving level 7 or above in mathematics, science and English is comparable with percentages in other similar schools.

In key stage 3, standards of oracy and reading have generally improved over the last five years. They decreased in 2012, but are still in line with the family averages. Standards in writing have increased quickly over the last four years and in 2012 were just above the family average.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Only a few of these pupils make good progress by the end of Year 9.

In key stage 4, performance in the level 2 threshold including English and mathematics has declined over the last three years. In 2012, this placed the school in the lower half of similar schools based on free-school-meal entitlement. Performance in the core subject indicator has declined over the last three years and, for those three years, the school has been in the bottom half of similar schools based on free-school-meal entitlement.

Performance in the capped wider points score has declined over the last three years and is well below family averages. In 2012, the school was in the bottom quarter of similar schools for this measure. The proportion of pupils attaining the level 2 threshold has declined over the last three years and the school has remained in the bottom quarter of similar schools based on free-school-meal entitlement for the last five years. Performance in the English level 2 threshold has declined over the last three years and the school has remained in the bottom quarter of similar schools based on free-school-meal entitlement for the last five years. Performance in mathematics at level 2 has remained fairly steady over the last three years and places the school in the top half of similar schools over this period. Performance in science at level 2 has declined sharply over the last three years. In 2011 and 2012, the school was in the bottom quarter when compared to similar schools for this measure.

Performance in the level 1 threshold has been steady over the last three years. However, it has decreased from four or five years ago. Performance in this indicator places the school consistently in the top half of similar schools. Pupils' progress from key stage 2 and from key stage 3 is poor in most indicators.

The percentage of learners leaving school without a qualification increased in 2011 and again in 2012. This figure is higher than the family and Wales averages. In key stage 3 and key stage 4, boys perform worse than girls in most indicators.

In Welsh second language at key stage 3, performance has improved quickly since 2009. In 2012, outcomes at level five and above were in line with family averages, but in the bottom half when compared to the results of similar schools based on free-school-meal entitlement. At key stage 4, the school enters a small number of pupils for full course Welsh and, in 2012, all pupils passed at the level 2 threshold. Around half of pupils gain a level 2 qualification in short course Welsh.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 229 learners, selected at random from across the age range. Although learners gave positive or very positive responses to many questions, a few responses were not as positive as those from learners in other secondary schools.

Most learners state that they feel safe in school and many indicate that they have someone to turn to if they have any concerns. They believe that the school deals well with bullying.

Most learners consider that they are doing well, that staff help them to learn and make progress and encourage them to take on responsibility. Most believe that they have enough books and equipment. The majority say that homework helps them to understand and improve their work, which is a lower proportion than that found in other secondary schools. A majority of pupils in key stage 4 say that they received good advice when choosing their courses. This is a lower proportion than in other secondary schools. Many feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Many learners confirm that members of the staff treat them fairly and with respect. Most learners say that the school helps them to understand and respect people from other backgrounds.

Around half of learners feel that the school takes account of their views, which is a lower proportion than that found in other secondary schools. Around half of learners also state that pupils behave well and that they can get on with their work. This proportion is also lower than in other secondary schools.

Responses to parent questionnaires

Estyn received 131 responses to the parent questionnaire.

Most parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Most consider that there is a good range of activities, which is a lower proportion than that found in other secondary schools. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Most parents believe that their children are making good progress. Most consider staff expectations and teaching is good. Most parents feel that their children receive appropriate additional support where necessary and that many staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and prepares their children well for moving on to the next school or college and work.

Many parents feel well informed about their children's progress and say that homework reinforces learning. Many parents believe that pupils behave well in school, although this is below average in comparison to the responses from other schools.

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Peter Harris	Team Inspector
Gareth Wyn Jones	Team Inspector
Bethan Whittall	Team Inspector
Justine Barlow	Lay Inspector
Steven Pringle	Peer Inspector
Amanda Harrison	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

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.