



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 Gyfun Gymraeg Bryn Tawe
Heol Gwyrosydd
Penlan
Swansea
SA5 7BU**

Date of inspection: March 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol Bryn Tawe is a designated Welsh-medium secondary school that provides education for pupils between 11 and 18 years old. The school is situated in the north of Swansea and is maintained by Swansea local authority. Nineteen point six per cent (19.6%) of pupils live in 20% of the most underprivileged areas in Wales.

There are 746 pupils on roll, including 129 in the sixth form. About 12% of pupils are entitled to free school meals, which is lower than the national percentage of 17.4%. Eighteen per cent of pupils are on the school's additional educational needs register and 2% have a statement of special educational needs. These figures are lower than the national figures.

Twenty-two per cent of pupils come from homes where Welsh is spoken and 99% are fluent in Welsh. The school has 'immersion' provision for a group in Year 7 that has transferred from English-medium primary schools, to enable them to receive their education through the medium of Welsh in the main stream.

Very few pupils are from ethnic minority backgrounds. No pupils speak English as an additional language.

A new headteacher was appointed in 2010, in addition to two new assistant headteachers. The remainder of the senior leadership team were in post previously.

The individual school budget per pupil for Ysgol Gyfun Bryn Tawe in 2012-2013 is £4,528. The maximum per pupil in secondary schools in Swansea is £15,254 and the minimum is £3,939. Ysgol Gyfun Bryn Tawe is in sixth position out of the 15 secondary schools in the County of Swansea in terms of budget per pupil.

Summary

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

Current performance

Ysgol Gyfun Bryn Tawe is an excellent school because:

- the school's performance, particularly in key stage 4, over three years, compares very well with that of similar schools;
- there are excellent opportunities for pupils to voice their opinion on all aspects of the school's development;
- the quality and consistency of teaching are exceptional features, and over half of the teaching is excellent;
- there are consistent and effective assessment arrangements across departments that make a significant contribution to pupils' progress;
- pupils behave very well within and beyond the classroom; and
- the school's remedial strategies promote excellent behaviour by pupils.

Prospects for improvement

Prospects for improvement are excellent because:

- the headteacher communicates the school's mission consistently and very effectively;
- the senior management team share an agreed vision in order to achieve the objectives of the development plan;
- leaders understand their roles and responsibilities clearly in order to insist upon the highest standards of pupils' attainment and wellbeing;
- there is extremely effective co-operation between staff, managers and governors;
- leaders demonstrate enthusiasm and effectiveness to experiment, learn from colleagues and reflect upon their own practices in order to enrich pupils' experiences;
- the school works very effectively with other schools in order to share best practices; and
- there are mature and successful partnerships, which support pupils' needs extremely effectively.

Recommendations

R1 Narrow the gap between boys' and girls' performance

R2 Strengthen performance in key stage 3

R3 Disseminate excellent practices in planning for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

The school's performance results over three years, and especially in 2012, have been excellent. During their time at the school, pupils across the ability range make excellent progress in developing their skills.

In key stage 3, over the last five years, the school's performance has shown significant progress and the percentage of pupils who achieve the core subject indicator is higher than expected.

Performance in key stage 4 is one of the school's strengths. Since 2009, the results for the level 2 threshold, including Welsh or English and mathematics, have been higher than the average for the family and, except in 2011, have placed the school in the top 25% of similar schools in terms of free school meal entitlement levels. During the same period, the results for the level 2 threshold have been higher and, except in 2011, have placed the school in the top 25% of similar schools. Since 2009, results for the core subject indicator have placed the school in the top 25%, but there was a drop to the upper 50% in 2011.

During the last two years, all pupils have attained the level 1 threshold. This is a strong feature.

In three of the last four years, no pupil has left the school without a qualification. In 2012, the number of leavers not in employment or undertaking education and training was much lower than the average for the local authority and the average for Wales.

In the sixth form, the school's performance at the level 3 threshold, over a period of three years, has been very close to the average for Wales, and in 2012, the percentage was higher than the averages for the county and for Wales.

In general, pupils' progress is excellent. However, more girls than boys attain the higher levels in Welsh, English and mathematics in key stage 3.

In key stage 4, in the indicator that includes Welsh or English and mathematics, girls achieve better than boys.

In general, the achievements of pupils who are entitled to free school meals are higher than the averages for the family and Wales. Pupils who have additional learning needs and pupils who receive additional support to improve reading and numeracy skills make very good progress. More able and talented pupils reach their full potential and the percentage who attain grades of A or A* is very good.

In the majority of lessons, pupils make excellent progress. They build on their knowledge, skills and understanding very well. Pupils' speaking skills are developing effectively in Welsh and English, and pupils offer oral responses confidently to teachers' questions, and show an increasing grasp of subject terms.

Many pupils are able to offer an extended opinion in their lessons, across the curriculum. In addition, they discuss their ideas and conclusions about the effectiveness of the style of previous texts effectively. Pupils develop a range of thinking skills, which contribute very effectively to their independent learning skills. Pupils develop, extend and practise their number skills effectively in a variety of subjects. In lessons, nearly all pupils work effectively individually, and in small groups they work purposefully and with obvious enthusiasm.

There is significant progress in the number of pupils who are confident in Welsh and who develop relevant writing and reading skills. Nearly all pupils who have a reading age lower than their chronological age at the beginning of Year 7 make very strong progress in reading during key stage 3. Many are fluent readers, and most pupils make appropriate use of their reading skills across the subjects. Most also use polished language confidently in lessons across the curriculum.

In most subjects, nearly all pupils make excellent use of their writing skills. Many pupils can write at length in a range of forms in Welsh and English lessons and also in many other subjects. In general, all pupils make appropriate progress in terms of accuracy of written expression, and many pupils' books show that their spelling and punctuation skills and use of relevant vocabulary are correct. There are opportunities for pupils to redraft written work in many subjects. In their lessons, pupils make strong progress in their understanding of grammatical conventions and language accuracy. Most pupils listen attentively and present their work in a very organised way.

Wellbeing: Excellent

Through year group councils and the school council, pupils play a prominent role in school life. They have a very effective influence on the quality of learning and teaching. Digital leaders offer training for staff on how to make creative and imaginative use of information technology in lessons. Pupils have very many opportunities to influence the development of learning and teaching by being members of every professional network. For example, they conduct research and advise teachers on effective and appealing methods of presenting digital technology, and contribute to the resources of the teaching and learning box. This is sector-leading practice.

Many pupils take part in activities and events in the community and contribute very well to charitable work.

Nearly all pupils feel safe at school and many are confident that the school deals appropriately with the small number of cases of bullying that arise. Pupils are developing a comprehensive understanding of a healthy life and healthy eating and the majority of them take part in a wide range of activities to promote fitness.

Pupils' attendance rates are very good. They have improved significantly over the last three years. In 2012, attendance levels were among the top 25% in comparison with those of similar schools in terms of free school meal entitlement. Pupils' behaviour is particularly good in lessons and, around the school, there is a positive and conscientious attitude to learning. They show respect for adults and visitors and concern for their fellow pupils.

Most of them possess the skills to prepare them for life beyond the school.

Key Question 2: How good is provision?

Excellent

Learning experiences: Excellent

Provision for skills is exceptional. It enables pupils of all abilities to develop as confident and independent learners. Nearly all teachers take advantage of every opportunity to extend pupils' skills, especially their thinking skills and their literacy skills. There is effective curricular transition through the CAMU course that is provided for Year 7. This course focuses effectively on developing literacy and numeracy skills and all pupils make good progress through the experiences. In addition to this programme, all departmental schemes of work have been updated to ensure that there is obvious emphasis on developing and using skills across the curriculum and there is appropriate and challenging progression during the key stages. Support to improve the basic skills of pupils who work considerably below expected levels is very effective. All of these strategies contribute significantly to pupils' improvement and attainment.

The school offers a wide and balanced curriculum in key stage 3, key stage 4 and the sixth form, which meets statutory requirements fully, in addition to pupils' needs and aspirations. The curriculum provides individual learning pathways, which develop pupils' understanding of their contribution to the local community and to the wider community. There is innovative and successful co-operation with another secondary school, and other partners in the post-16 sector, and both schools share extensive provision. A very effective curriculum is offered in the sixth form, which is based on the Welsh BaccaLaureate Qualification and, as a result, the number of pupils who return to the sixth form across the partnership is very high.

Provision for the Welsh language is extremely effective. In addition, there is a comprehensive and extensive programme of extra-curricular activities that offer numerous opportunities for pupils to use Welsh in situations beyond their lessons. The Cwricwlwm Cymreig receives suitable attention across the curriculum.

Provision for sustainable development and global citizenship is good. The school has developed valuable links with schools in Bangladesh and Kenya, and, as a result, pupils develop their communication skills and their knowledge of wider communities very well.

Teaching: Excellent

The quality and consistency of teaching is an excellent feature, and over half of teaching is excellent. In excellent lessons, teachers plan thoroughly and in detail in order to ensure suitable tasks and extend pupils' understanding and skills across the ability range. They make very good use of stimulating activities at the beginning of the lesson and plan effective closing sessions in order to review what was learnt. The aim and objectives and success criteria are shared consistently and clearly. Teachers have high expectations of everyone, particularly good subject knowledge and a strong working relationship with pupils. They use a wide range of teaching methods and interesting activities to gain all pupils' interest. These include use of very probing questions, to challenge, prove and extend pupils' understanding. These lessons have an appropriate pace, and a very effective and industrious atmosphere. As a result, pupils of all abilities make exceptional progress towards improving their understanding, knowledge and skills.

In other lessons, teachers give relevant opportunities in all subjects in order for pupils to develop their literacy skills and thinking skills. In addition, there is a variety of opportunities for pupils to write at length. Teachers identify pupils' needs very well and the relationship and teaching ensure that all pupils make relevant progress.

Teachers mark books regularly and consistently. They provide detailed and constructive feedback and set clear targets and specific advice for improving pupils' subject understanding and literacy skills. In many lessons, pupils assess their own work and their peers' work effectively by using appropriate criteria. Assessment is one of the school's strengths and makes a significant contribution to pupils' progress.

Reports to parents comply with statutory requirements. Termly reports give a useful summary with grades for behaviour, progress, submitting homework and effort. The school analyses grades thoroughly in order to track pupils' progress on an individual, group, subject and year level. Data is used extremely effectively to identify and address pupils who are underachieving. There is also a strong emphasis on recognising and celebrating exceptional progress. End-of-year reports include detailed subject comments and specific advice on how to improve.

Care, support and guidance: Excellent

The school has an excellent pastoral system that promotes its pupils' health and wellbeing very successfully.

The implementation and effect of remedial strategies to promote positive behaviour across the school are sector-leading practice. They have decreased the number of exclusions significantly and have led to improvement in pupils' standards, attitudes, behaviour, confidence and wellbeing. Robust strategies to improve attendance have ensured improvement in pupils' attendance rates.

An appropriate personal and social education programme is provided. There is a wide range of activities that add effectively to pupils' learning experiences. The 'minute to think' and 'quick chat' sessions with tutors add very effectively to pupils' linguistic, social, moral, spiritual and cultural development.

Pupils who have additional learning needs are included in all aspects of school life. The school identifies pupils' needs quickly and gives appropriate and valuable intervention and support in order to improve literacy, language and number skills. As a result, pupils make very good progress. All pupils at the school leave with a recognised qualification and there has been 100% success at the level 1 threshold during the last two years.

Creative use is made of the inclusion area, the access to learning area and the speech and language area in order to ensure that specific groups of pupils are able to take advantage of a wide range of specialist assistance and support.

Pupils receive very good advice and guidance when they choose key stage 4 courses and in the sixth form.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Learning environment: Good

Ysgol Bryn Tawe is a happy, caring and ambitious community in which all members are appreciated. The inclusive ethos is based on implementing policies and systems that respect all individuals' rights. Tolerance is a prominent feature of school life and pupils are very willing to help each other, whilst developing themselves as individuals at the same time. The school has high standards and everyone aims for excellence in all aspects of school life.

The school has very good learning facilities in order to meet the needs of the wide curriculum. There are varied and colourful displays of pupils' work and successes across the school's classrooms and corridors and, as a whole, they convey a stimulating atmosphere. The resources of the nearby leisure centre are used appropriately to add to and enrich pupils' physical education experiences. The school buildings and grounds are well maintained.

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

The vision and strategic direction provided by the headteacher is excellent, with a clear and sustained focus on maintaining and achieving high standards. The headteacher is supported by an enthusiastic senior management team. The effect of the senior management team's work permeates every aspect of school life. They are extremely good line managers who insist upon high and consistent expectations. In liaison meetings, there is a specific focus on pupils' attainment. Line managers and middle managers monitor books jointly and observe departmental lessons jointly. This ensures that everyone has a firm understanding of standards and offers an appropriate level of challenge and support. This excellent co-operation has led to excellent outcomes.

Robust management processes are implemented consistently by all staff. All members understand their roles and responsibilities in terms of insisting on the highest standards of pupils' attainment and wellbeing. A programme of regular senior management team meetings ensures that the priorities of the development plan are monitored consistently and thoroughly. This plan is refined regularly in order to respond to situations that arise and guarantee that the school's targets are met.

This school's middle managers are practitioners who are keen to experiment, learn from colleagues and reflect on their own practices in order to enrich pupils' experiences. They are a valuable team who are consistent in their efforts to ensure standards of the highest quality. On the basis of detailed self-evaluations that focus on the performance of various cohorts of pupils, they implement effective strategies in order to raise standards further. The school's middle managers work extremely successfully in order to support, monitor the quality of lessons, scrutinise work and ensure the valuable input of members of their department to development plans.

The governing body is experienced and very knowledgeable about the school's performance. Governors analyse data thoroughly and are able to compare the school's performance with that of similar schools. All departments have a liaison governor who meets with them in order to receive direct information about standards within the school's departments. The headteacher prepares detailed reports for the governing body on progress against the targets in the school development plan. In

addition, presentations are given by middle managers on standards in their departments. Governors undertake their role of motivating and challenging effectively as a critical friend to the school.

There is an effective performance management policy and procedures at the school and all members of staff have an effective target that focuses on an aspect of developing literacy.

The school has incorporated local and national priorities firmly into the objectives of the school development plan, including developing literacy and numeracy skills, expanding options for 14-19 learners and ensuring effective progression between key stage 2 and key stage 3.

Improving quality: Excellent

The school's self-evaluation processes are thorough and have been established firmly. Leaders have a very good understanding of the school's strengths and the areas that need further refinement. All members of staff have relevant opportunities to contribute effectively to the process. Particular emphasis is placed upon standards through observing lessons and scrutinising pupils' work. Lesson observations focus clearly on pupils' standards, skills and achievement and best practice is shared across departments regularly. These processes have led to consistency in the quality of teaching and assessment and significant progress during recent years in pupils' standards and skills.

All of the school's managers analyse data very effectively in order to monitor all aspects of the school's performance. All members of staff are very aware of the areas that are being developed and are confident in using data to evaluate the effectiveness of their provision. In addition, detailed use of data ensures that departments set relevant and challenging targets for pupils. Pupils, parents and carers, all staff and governors have a strong voice in the self-evaluation report.

There is a strong link between self-evaluation activities and the development plan's implementation issues on all levels across the school. The school development plan identifies clear and challenging priorities and targets. Clear strategies, appropriate resources, deadlines and measurable targets are identified. Many departments' development plans are very detailed and include appropriate priorities.

The school has very effective arrangements for sharing and developing best practice in teaching. The strong focus on developing and refining learning and teaching is at the heart of the school's professional development activities. All teachers are members of a professional working party and observe lessons in their specific area and in other subjects. Regular opportunities are given to staff to attend in-service training courses and these comprehensive arrangements ensure continuous professional development of a high standard for all. Clear structures exist to share best practice within the school through working parties, professional working parties and training days, during which the school's staff have an opportunity to display the most successful methods of raising standards. In addition, there is beneficial co-operation between staff at this school and other schools.

The school has made robust progress towards meeting all of the recommendations of the previous inspection.

Partnership working: Excellent

The school has a range of very strong and successful partnerships, which include extensive links with specialist external agencies to support pupils' needs and wellbeing. The school has been prominent in forming a link with an officer from the authority to establish a plan to develop remedial strategies to promote positive behaviour, and this has been embedded firmly in school life.

The school plays a central part in partnership with other schools and the local college to expand the 14-19 curriculum. An excellent link has been established for some time between the school and another secondary school in order to expand learning options for pupils. The process of joint planning and sharing best practice has been embedded in the school's culture. Careful joint planning and regular and open communication have made this partnership extremely effective. The partnership contributes very effectively towards the attainment of post-16 learners and encourages a high percentage of pupils to return to the sixth form. Strong post-16 outcomes testify to the effectiveness of the partnership.

There is an extremely effective partnership with the school's parents, and there is regular and effective communication. The school is also part of a very beneficial scheme to promote family learning, in order to support all the school's pupils and parents.

The school co-operates very closely with the partner primary schools that feed into it. A joint training day is held, during which a clear focus is placed on teaching and learning. On the basis of this co-operation, there is an agreed plan of introducing the 'eight reading behaviours' and the 'CAMU' course was established for Year 7 pupils in order to strengthen literacy skills on the basis of the success of the foundation course.

Resource management: Excellent

The school has a team of extremely enthusiastic teachers to teach the curriculum very effectively. Support staff are a special part of the team and they make an exceptional contribution towards the school's work.

The budget is managed firmly and the governors' finance committee holds a regular and thorough overview of financial decisions.

The senior management team allocate resources in line with priorities in the school development plan. The effect of resources is reviewed regularly by the headteacher and the bursar. The school manages its resources effectively

The school's standards and quality of teaching mean that the school offers excellent value for money.

Appendix 1

Commentary on performance data

In key stage 3, the school's performance, over five years, shows significant progress and the percentage of pupils who achieve the core subject indicator is higher than that expected. However, over the last three years, performance in the core subject indicator shows inconsistency. In 2010 and 2012, the school's performance was much higher than the averages for the family and Wales, and placed the school among the top 25% of similar schools in terms of levels of free school meals. Performance in 2011 was lower than the average for the family and placed the school in the bottom 25% of similar schools.

Over the last three years, performance in Welsh also shows a changing trend. In 2010, the school was in the top 25% in comparison with similar schools in terms of levels of free school meals, in the lower 50% in 2011 and, in 2012, in the top 50%. Performance in 2012 in Welsh at level 6 or higher was better than the average for the family. Performance in English and mathematics in 2012 placed the school among the top 25% in comparison with similar schools, and was also higher than the average for the family. Performance in science placed the school in the top 50% in comparison with similar schools. In 2012, performance at level 6 or higher in English and mathematics was better than the average for the family, but in science it was lower than the average for the family. The proportion of pupils who achieved level 7 or higher was lower than the family average in Welsh and mathematics, but higher in English and science.

In the core subject indicator in key stage 3, boys' and girls' performance is very similar and boys perform higher than expected in comparison with the average for the family and Wales.

In key stage 4, since 2009, results for the level 2 threshold have been higher than the average for the family and, except for 2011, have placed the school in the top 25% in comparison with similar schools in terms of levels of free school meals. In addition, within the same period, results for the level 2 threshold, including Welsh or English and mathematics, have been higher than the average for the family and, except for 2011, have placed the school in the top 25% in comparison with similar schools. Results for the level 1 threshold have placed the school in the top 25% since 2008 in comparison with similar schools, except in 2010, when there was a drop to the upper 50%. Since 2009, results for the core subject indicator have placed the school in the top 25%, except in 2011, when there was a drop to the upper 50% in comparison with similar schools. The average capped points score has placed the school in the top 25% over the last three years.

Since 2010, results in Welsh and English have placed the school in the top 25% in comparison with similar schools. Results in mathematics have placed it in the top 25% in 2010 and 2012, but there was a drop to the lower 50% in 2011. Over a period of three years, performance in science placed the school among the top 50% in comparison with similar schools in 2010 and 2012, and in the lower 50% in 2011.

In the sixth form, the school's performance at the level 3 threshold over a period of three years has been very close to the average for the family and Wales. In 2012,

the percentage was higher than family and Wales averages. In addition in 2012, the wider average points score was much higher than the averages for the family, the local authority and Wales.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred and eighty-five pupils, chosen at random across the school, responded to the questionnaire. This sample represents a quarter of all the school's pupils. Responses for nearly all the questions are similar to, or better than, responses from pupils at other secondary schools.

Nearly all pupils feel safe at school. Many feel that the school deals well with any bullying and most indicate that they have someone to whom to speak if they are worried. Many pupils feel that others behave well. Most pupils feel that the school has taught them how to keep healthy and that there are enough opportunities at the school to take regular physical exercise. In addition, most pupils feel that there is enough equipment at the school to enable them to do their work.

Most pupils feel that they are doing well and that teachers help them to learn and make progress. In addition, many feel that homework that is set builds well on what they learn. Many pupils feel that staff treat all pupils fairly and show them respect. Many pupils feel that the school listens to their opinion and makes changes that they suggest. This proportion is higher than the proportion who say this in other secondary schools.

Most pupils indicate that the school encourages them to take responsibility. In addition, many feel that the school helps them to be ready for the next school, college or the world of work.

Responses to parent questionnaires

Estyn received 155 questionnaires from parents and all of them are satisfied or very satisfied with the school in general.

Most parents say that their children like school, make good progress and feel safe there. Most believe that pupils' behaviour is good and that their children develop to be more mature and to shoulder responsibility. Most indicate that pupils are respected and treated fairly and they understand the school's system for dealing with complaints. Nearly all parents feel that teaching is good and that their children make good progress at school.

Most parents feel that they receive good information about their child's progress and that the school prepares them well for moving on to the next school, college or work. Most parents feel that there is a good variety of activities, including trips or visits. Nearly all parents are of the opinion that the school is well run.

Appendix 3

The inspection team

Ray Owen	Reporting Inspector
Emyr Wyn Roberts	Team Inspector
Meinir Rees	Team Inspector
Rhian Wyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Matthew Brown	Peer Inspector
Simon 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

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.