



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 Uwchradd Tywyn
Station Road
Tywyn
Gwynedd
LL36 9EU**

Date of inspection: March 2012

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:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Context

Ysgol Uwchradd Tywyn is a naturally bilingual school for 11 to 16-year-old pupils, maintained by Gwynedd local authority. The number of pupils on roll has decreased significantly since the last inspection and now stands at 297. This has led to a reduction in the school budget and significant changes in staffing.

The school is located near the station in the seaside town of Tywyn. Around two-thirds of pupils come from the school's catchment area, which includes Tywyn itself and the surrounding rural villages and outlying areas. The vast majority of pupils come from areas that are neither prosperous nor socially or economically disadvantaged. Nine per cent of pupils are registered as being entitled to free school meals; this is lower than the national average of 17.4%. There are very few pupils who belong to minority ethnic groups.

Around 25% of pupils come from homes where Welsh is the main language and about 60% of pupils follow lessons in Welsh as a first language. The school's main medium of education is English but a number of subjects offer teaching through the medium of Welsh.

The acting headteacher was appointed in 2009. She is joined by two assistant headteachers to make up the senior management team.

The individual school budget per pupil for Ysgol Uwchradd Tywyn in 2011-2012 means that the budget is £4,843 per pupil. The maximum per pupil in the secondary schools in Gwynedd is £5,098 and the minimum is £3,942. Ysgol Uwchradd Tywyn is fourth out of the 14 secondary schools in Gwynedd in terms of its school budget per pupil.

Summary

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

Current performance

Good features of the school's work include:

- pupils' performance in a minority of indicators at key stage 3 and key stage 4;
- well-planned and effective teaching in a majority of lessons;
- good care and support for pupils that contributes well to their wellbeing and the development of their personal and social skills;
- a wide range of extra-curricular activities;
- pupils' good behaviour and constructive attitudes to learning; and
- effective collaboration with other partners to provide a broad and balanced curriculum.

However, performance overall is judged adequate because:

- performance in indicators that include mathematics and Welsh first language in key stage 3 and key stage 4 is consistently lower than in similar schools;
- many pupils do not make sufficient progress in developing their ability to communicate through the medium of Welsh; and
- the whole-school development plan does not focus on the school's most important priorities sufficiently.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- managers at all levels carry out a thorough analysis of data that accurately identifies strengths and weaknesses in pupils' performance;
- the school has an appropriate range of procedures for monitoring and evaluating the quality of teaching and learning;
- the acting headteacher, in partnership with local authority advisers, has started to address important areas requiring improvement;
- there are established partnerships that contribute effectively to pupils' academic progress and wellbeing; and
- the governing body is very well informed and carries out its role as a critical friend well.

However:

- whole school and departmental planning does not focus sharply enough on important areas, and targets for improvements in pupils' performance are not measurable enough;

- the school does not have a successful track record in bringing about improvements in standards; and
- the school has not fully addressed all recommendations from the previous section 28 report.

Recommendations

The staff and governors of Ysgol Uwchradd Tywyn need to:

- R1 improve performance in mathematics across both key stages, and the level 2 threshold including English or Welsh first language and mathematics;
- R2 raise standards in Welsh first language and promote the use of Welsh across the school and in lessons;
- R3 increase the proportion of good and excellent teaching across the school and share good practice in assessment across all subjects;
- R4 strengthen the link between self-evaluation and planning for improvement; and
- R5 make sure that development planning, at whole-school and departmental level, focuses appropriately on improving standards.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Performance at key stage 3 in the indicator that includes English or Welsh, mathematics and science has improved in the last three years and is around the average for the family of similar schools. However, performance in Welsh first language and mathematics is not as strong as in other core subjects.

Performance at key stage 4 in indicators that include a wide range of qualifications has risen over the past three years and is above average when compared with that of similar schools. However, mathematics results are consistently below those of similar schools and performance in Welsh first language has declined significantly in the last two years. As a result, performance in indicators that include English or Welsh first language and mathematics is below average when compared with that of similar schools.

Pupils make good progress between key stage 2 and key stage 4, in indicators that include a wide range of qualifications. However, pupils make less progress than expected in indicators that include English or Welsh first language and mathematics. Girls do not perform as well as boys in these indicators, mainly due to poor performance in mathematics. However, in key stage 3, boys do not perform as well as girls in most indicators.

Pupils eligible for free school meals achieve well, and in 2011 performed better than those not eligible for free school meals. Pupils with special educational needs achieve in line with their abilities.

No pupil has left the school without a qualification in the last two years; the proportion staying on in full-time education after 16 is high. In 2011, no pupils who left school at 16 are reported as being not in education, employment and training.

Nearly all pupils are keen to work and respond positively to their teachers. They work productively with each other in pairs or small groups. In many classes, they recall concepts and ideas from previous lessons well and build on this effectively to develop their knowledge and understanding. Most pupils listen attentively to each other and their teachers. When speaking in English, many are confident and articulate. However, in a few lessons, pupils do not possess a wide enough vocabulary to allow them to convey complex ideas clearly.

Most pupils read English texts with a good level of fluency and accuracy. In many subjects, they write effectively for a range of different purposes and audiences. They produce extended answers and make good use of subject specific vocabulary. However, a minority of pupils have spelling and grammatical errors in their written work.

Most pupils understand spoken Welsh well and a minority speak it fluently. However, in classes conducted through the medium of Welsh, many pupils choose to discuss their answers in English. This limits their progress in developing fluency and their ability to achieve well in aspects of Welsh examinations. In general, pupils do not write as well in Welsh as in English.

Many pupils respond thoughtfully to tasks set by their teachers and are able to weigh a range of evidence to make informed judgements. In a minority of subjects, pupils develop a good understanding of how to assess their own work and that of their peers, and set useful targets to improve their skills. In a few lessons, pupils did not have a good enough grasp of basic numeracy.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that the school deals effectively and promptly with bullying. Pupils are considerate and courteous and have a genuine concern for each other. Their attitude towards physical activity is very positive and nearly all are aware of the benefits of healthy eating and regular exercise. A high number participate in the wide range of activities offered by the school, which include successful boys' and girls' hockey teams and the 5x60 initiative.

Over the last four years, attendance has improved and now places the school in the top half of similar schools in terms of free-school-meal benchmarks. The school council has contributed to improvements to the school environment and changes to the school uniform. However, pupils do not play a full enough role in influencing school policies.

Behaviour is good. Pupils arrive punctually to lessons, ready to work. Many pupils are actively involved in community projects such as helping to improve the environment of the local train station. They take part in a wide range of charitable activities, acquiring valuable skills that prepare them for life and work.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

The school curriculum provides a wide range of stimulating experiences and meets statutory requirements. The key stage 3 curriculum builds suitably on work completed in key stage 2. There are good opportunities in key stage 3 for pupils to follow subjects through the medium of Welsh.

In key stage 4, the school offers a wide range of academic and vocational courses in collaboration with other schools and a local further education college. The expansion of vocational courses has contributed to improvements in outcomes in the level 2 threshold. In key stage 4, the school provides a good range of subjects and vocational courses through the medium of Welsh. Despite this, very few pupils choose to sit their external examinations through the medium of Welsh.

Provision for skills across the curriculum is generally appropriate. Teachers plan suitably to develop pupils' skills, especially literacy, within their subjects. A week of

stimulating practical activities for Year 7 pupils successfully develops their communication and thinking skills. The introduction of the Welsh Bacalaureate in key stage 4 is having a positive impact on the development of pupils' communication and number skills. The school effectively supports pupils who have a low reading age on entry to the school.

Provision for Welsh in the curriculum is good and a majority of pupils achieve a first language qualification at key stage 4. The school provides satisfactory opportunities for pupils to learn about Welsh culture and traditions.

There are many opportunities for pupils to take part in a wide range of extra-curricular activities.

The school provides valuable opportunities for pupils to develop their understanding of the need for sustainable development. There is appropriate provision to enable pupils to learn about global citizenship.

Teaching: Adequate

In nearly all lessons, teachers have a good working relationship with pupils.

In many lessons, teachers plan well and ensure a lively pace. Often, they begin with stimulating starter activities and provide a wide range of interesting tasks. They use open ended questions skilfully, to encourage pupils to give extended answers. There is a good balance between teacher-led work and activities where pupils work alone or in pairs. Teachers ensure that pupils understand the criteria for good work and provide sound opportunities to consolidate key concepts. In a minority of lessons teachers plan the work of support assistants well.

In a minority of lessons there are good examples of teaching that develops pupils' skills in both Welsh and English. However, in classes conducted through the medium of Welsh, a minority of teachers do not encourage pupils to provide answers in spoken and written Welsh. A minority of lessons do not cater for the whole ability range. They lack challenge, and proceed at a slow pace. In a few lessons, teachers do not explain and practise concepts sufficiently and do not check pupils' understanding frequently enough.

The quality of marking varies too much between different subjects. Many teachers mark work regularly and a majority provide useful comments to help pupils improve. However, only a few check that pupils have acted upon their advice. In a few instances, marking is superficial and incomplete, and does not offer pupils useful advice. In a minority of subjects, teachers provide suitable opportunities for pupils to assess their own work and that of their peers. However, good practice in areas such as English and science has not been adopted consistently enough in other subjects.

The school has an appropriate system to track pupils' progress. This identifies differences in the performance of particular groups of pupils and individuals. Parents and carers receive useful information about their children's progress in parents' meetings and twice-yearly reports.

Care, support and guidance: Good

The school provides a caring environment and promotes pupils' cultural development, health and wellbeing effectively. A wide range of specialist services work successfully to meet pupils' emotional and behavioural needs. Learning coaches provide valuable emotional and educational support for pupils across all age ranges. They also give helpful advice on career and option choices.

The personal and social education programme provides valuable opportunities for all pupils to explore moral and social issues. Assemblies and tutor sessions effectively promote pupils' spiritual development. There are appropriate systems to promote and reward good behaviour. The school has introduced a range of strategies that are impacting positively on attendance rates.

Pupils with additional learning needs are included in all aspects of school life. The school identifies these pupils' needs quickly and provides appropriate intervention and support. Teachers receive useful information on pupils' reading ages along with appropriate individual education plans. Many teachers make good use of this information in their teaching and planning. Effective processes are in place to review the progress of pupils on the special educational needs register.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Adequate

All pupils are given an equal opportunity to access all curricular and extra-curricular activities. The school deals well with rare instances of oppressive behaviour. The school promotes an inclusive ethos and successfully challenges many stereotypical attitudes. However, it does not challenge many pupils' negative attitudes towards speaking Welsh well enough.

The school buildings and grounds are very well maintained and very clean. Pupils and adults with disabilities have good access around the site. The school is well resourced, particularly for music, information and communication technology and sport. There is ample accommodation for the numbers on roll.

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

Leadership: Good

The acting headteacher, well supported by the senior team, provides clear direction for the school's work. She has led the school successfully through a very difficult period, during which sensitive decisions have had to be made as a result of a severe reduction in the budget. She has also instituted firm action to address shortcomings in one area of the school.

Communication between senior managers and the rest of the staff is good, through regular contact and a thorough programme of meetings that focus suitably on aspects of school improvement and management. Most staff understand and carry out their roles well and most middle managers provide good leadership.

Managers use data well to identify strengths and weaknesses in the school's performance and also to track pupils' progress. Senior managers know the school well. Performance management processes are appropriate. However, a minority of resulting targets are not focussed sufficiently or suitably measurable.

The school governing body is very well informed about the school's performance and the challenges that it faces. They have appropriate responsibilities and good links with departments that include visiting lessons. They offer a suitable level of challenge to the school and have an active role in advising on policies.

The school addresses many national priorities well, for example by working collaboratively to broaden the range of options in key stage 4, promoting sustainability and focusing on improving pupils' literacy.

Improving quality: Adequate

The school has effective systems for self-evaluation. The whole school self-evaluation report is a very thorough document, which honestly identifies strengths and areas for improvement. There is a detailed analysis of data to compare the school's performance appropriately with that of other schools.

Lesson observations and scrutiny of pupils' work have ensured good knowledge of what goes on in classrooms. Senior managers have refined their evaluation skills through undertaking joint lesson observations with local authority advisers. Questionnaires for parents and pupils have contributed to self-evaluation but are not yet a regular and systematic feature.

Department self-evaluations vary in quality but the majority are good and contain a sound analysis of performance data. They follow selected aspects of the Estyn framework appropriately, although there is no reference to Welsh language development or coverage of the Welsh dimension. This is a shortcoming, especially considering that the school self-evaluation report identifies this as an area for further development. Many identify appropriate areas for improvement.

While self-evaluation is generally good, consequent improvement planning is less well developed and is not always clearly linked to self-evaluation. The whole school development plan contains useful features but does not emphasise the school's most important priorities sufficiently. It does not always have enough detail, is not sharply enough focused, lacks measurable targets for pupils' performance and does not provide enough success criteria to measure outcomes.

Department development plans vary in quality. Many set out clear actions that are well planned and measurable, but generally lack suitable examination targets. A minority do not provide enough detail and do not adequately address issues identified in the department's self-evaluation.

There is good involvement in networks of professional practice. All staff take part in evening training sessions, while an influential group with members from several different departments looks at a range of issues concerned with classroom practice. Small departments work together well to share ideas to improve learning. Good

practice in promoting literacy has been disseminated across departments. A successful skills week for Year 7 was produced by a group of teachers.

The school has effectively addressed the majority of the recommendations from the last inspection. However, it has not had enough success with the two recommendations about standards in Welsh and the use of the Welsh language in all aspects of school life.

Partnership working: Good

The school works effectively in partnership with local secondary schools and Coleg Meirion Dwyfor. These links have a positive effect on pupils' experiences in key stage 4, where the range of subjects and vocational courses has increased substantially. There are good arrangements in place to ensure consistency in the quality of these partnership courses. The school has worked hard to ensure that these developments are in place, in spite of a diminishing teaching staff due to a decline in pupil numbers.

The school works well with its feeder primary schools to ensure the smooth transition of pupils from key stage 2 to key stage 3. There are satisfactory links with parents, mainly through an active parent teacher association and a newsletter. Parents' evenings to discuss their child's progress are well attended. Partnerships with agencies and specialist services such as the police, fire service, and school psychological service are good overall. These links ensure that the school has access to a wide range of effective support.

There are positive links with local businesses and these often lead to worthwhile work experience placements for pupils. The school also has an active and successful partnership with the local teacher training provider.

Resource management: Adequate

The school has an appropriate complement of staff to teach the curriculum, though only approximately half the staff can speak Welsh. Most staff teach their main or subsidiary subject. Appropriate training and support are given to those who teach a subject other than their specialism.

There has been a substantial decline in pupil numbers in recent years, with a reduction in the school budget leading to staff redundancies since 2009. Despite these challenges, the school has successfully maintained a broad and balanced curriculum.

Performance management is used appropriately to identify staff training needs and staff are given good opportunities to attend relevant courses.

Financial management is effective and the governing body identifies appropriate priorities for expenditure. They take good account of audit recommendations. However, because pupil outcomes are adequate, value for money is adequate overall.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has been below the family average for the last two years and in the bottom quarter or lower half of that for similar schools based on free-school-meal benchmarks for the last four years.

Performance in Welsh first language and mathematics places the school in the bottom quarter when compared with similar schools based on the proportion of pupils entitled to free school meals in the last four years. Performance in English and science has been variable over the last four years. In 2011, science and English performance placed the school in the top half of similar schools in terms of free-school-meal benchmarks.

In Welsh first language and mathematics, performance at level 6 is lower than family averages and in the bottom quarter of performance levels of similar schools in terms of free-school-meal benchmarks. In 2011, performance at level 6 in English and science was better than the family average and in the top quarter of performance levels of similar schools in terms of free-school-meal benchmarks. However, in the three years prior to this, performance at level 6 in English was in the bottom quarter or lower half of levels in similar schools. A high proportion of pupils achieve level 7 in English and science, but in mathematics and Welsh first language this proportion is lower than family averages.

In key stage 3, standards of oracy, reading and writing in English have fluctuated in the last four years but were better than family averages in 2011. In Welsh first language, standards of oracy, reading and writing are significantly lower than family averages over the same period.

When compared to their performance in key stage 2, pupils in key stage 3 make good progress in science, satisfactory progress in English, but do not make enough progress in mathematics or Welsh first language.

In key stage 4, performance in the core subject indicator and the level 2 threshold including English or Welsh first language and mathematics has been consistently in the bottom quarter or bottom half when compared to the results of similar schools for the last four years. In 2011, performance in these indicators was lower than averages for Wales and the local authority, and considerably lower than family averages and modelled expectations.

Since 2008, performance in the level 2 threshold has improved consistently. In 2011 this performance was better than the family and local authority averages, and placed the school in the top half in terms of free-school-meal benchmarks. In the last two years, the capped wider points score has improved well and has been consistently higher than the family and Wales averages.

Performance in English level 2 has fluctuated since 2008 and is generally higher than the family average. However, in 2011 performance declined sharply and placed the school in the bottom quarter in terms of free-school-meal benchmarks.

In Welsh first language, performance at level 2 has declined substantially in the last three years and is consistently below the family average. In 2011, performance was in the bottom quarter when compared to that of similar schools. However, performance in Welsh second language is generally good.

Performance in mathematics at level 2 is unsatisfactory. It has fluctuated since 2008 but is generally lower than the family average and has placed the school in the bottom quarter in terms of free-school-meal benchmarks for the last four years.

Science at level 2 improved in 2011 and was above the family average for the first time in the last four years. However, in terms of free-school-meal benchmarks, performance over the same period has placed the school in the lower half for three and in the bottom quarter for one of these years.

Performance in the level 1 threshold has fluctuated during the last three years. In 2011, it was similar to the family average and placed the school in the top half of similar schools in terms of free-school-meal benchmarks.

In key stage 3, boys perform worse than girls in nearly all indicators and these differences are greater than family, local authority and Wales averages. However, in key stage 4, girls have underperformed in the level 2 threshold including English or Welsh first language and mathematics, the core subject indicator and mathematics. In both English and Welsh first language at level 2, boys perform substantially worse than girls and the difference is greater than family, local authority and Wales averages.

Pupils do not make enough progress in the level 2 threshold including English or Welsh first language and mathematics or the core subject indicator when compared with their performance in previous key stages. However, they make good progress in the level 2 threshold.

No pupil has left the school without a qualification in the last two years. This performance is better than averages for Wales, the local authority and the family. There is little difference in performance between pupils receiving free school meals and other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 87 learners, selected at random from across the age range.

Nearly all learners state that they feel safe in school and most indicate that they have someone to turn to if they have any concerns and believe that the school deals well with bullying. Most pupils report that the school deals well with bullying and that the school helps them to understand and respect people from other backgrounds. Many pupils felt that staff treat them fairly and with respect and most say that staff help them to learn and make progress, and encourage them to take responsibility. Most learners consider that they are doing well. Nearly all pupils believe that they have enough books and equipment and a majority feel that their homework helps them to understand and improve their work. Many pupils in key stage 4 say that they received good advice when choosing their courses and feel well prepared for further education or employment. Many pupils state that the school teaches them to be healthy and nearly all indicate that there are plenty of opportunities to get regular exercise. Many learners feel the school takes account of their views. Many state that pupils behave well and that they can get on with their work.

Most of these responses compare favourably with the views of pupils in other secondary schools.

Responses to parent questionnaires

Estyn received 47 responses to the parent questionnaire. Overall, responses were less positive than responses from other schools.

Many parents are satisfied with the school and state that it is well run. Most state that their children are safe and many that their children like the school. Most parents indicate that their children were helped to settle in well when they started school. Many consider that there is a good range of extra-curricular activities and most that their children are encouraged to be healthy. Many parents 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. They consider staff expectations to be good and many consider that homework reinforces learning. Many parents indicate that teaching is good and that staff support their children well. Many feel that their children are well prepared for moving on to the next school or college. A majority of parents feel well informed about their children's progress and believe that staff treat all children fairly and with respect. A majority also believe that pupils behave well in the school.

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Steffan James	Team Inspector
Dylan Jones	Lay Inspector
Geoffrey Howell	Peer Inspector
John Schofield	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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.