



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

**Flint High School
Maes Hyfryd
Flintshire
CH6 5LL**

Date of inspection: January 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.

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Context

Flint High School is an 11 to 18 mixed comprehensive school and is maintained by Flintshire local authority. The number of learners has decreased slightly from 699 at the time of the last inspection to the current 669, including 80 in the sixth form.

The school serves the local community of Flint and draws pupils from two primary schools in Flint, and from primary schools in the surrounding rural areas. Seventeen point one per cent of pupils are eligible for free school meals, which is in line with the national average of 17.4%. Nineteen per cent of pupils live in the 20% most deprived areas in Wales.

The school receives pupils from the full range of ability. Very few pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background. Twenty three per cent of pupils have special educational needs, including 3% who have statements of special educational needs, which compares with the national average of 2.6%. The school has additional designated teaching resource for 15 learners with moderate learning difficulties. Ysgol Maes Hyfryd special school is located on the same campus as Flint High School and many facilities and resources are shared across both schools.

Three per cent of the learners speak Welsh as a first language or to an equivalent standard and 68% can speak Welsh, but not fluently.

The headteacher has been in post since September 2008.

The individual school budget per pupil for Flint High School in 2011-2012 means that the budget is £3,915 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,560 and the minimum is £3,514. Flint High School is seventh out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

Flint High School is a good school because:

- performance at key stage 4 in most indicators, particularly those that include English and mathematics, has significantly improved over the last four years;
- pupils' progress from key stage 2 to key stage 4 is better than expected;
- pupils progress well in many lessons;
- pupils who enter the school in Year 7 as poor readers make very good progress in improving their reading skills;
- teachers plan lessons well and there are productive relationships between teachers and pupils;
- there are appropriate strategies to improve all pupils' skills; and
- pupils feel safe in the school, are well supported and exhibit good behaviour both in lessons and around the school.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides very strong and effective leadership and is very well supported by the senior leadership team, middle leaders and all staff;
- there is a positive track record of taking robust action to deal with underperformance;
- there has been considerable improvement in key performance indicators over the last few years, and whole school strategies to improve the quality of teaching are a strong feature;
- self-evaluation and planning for improvement are very rigorous and have a significant impact on pupil standards and wellbeing;
- the school's priorities for development are specific and very well understood by all staff, and appropriate resources are allocated to these priorities; and
- all departments use performance data very effectively to set relevant and challenging targets for pupils and to improve standards.

Recommendations

In order to improve, the staff and governors of Flint High School need to:

- R1 raise the standards of pupils' writing skills, particularly at key stage 3;
- R2 make sure that all pupils achieve the highest examination grades of which they are capable;
- R3 improve the quality of teaching so that pupils of all abilities are extended during all lessons through relevant and appropriate learning activities; and
- R4 ensure that all teachers provide pupils with constructive oral and written comments when assessing and marking pupil work.

What happens next?

The school will draw up an action plan which shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last four years, there has been a strong trend of improvement at key stage 3. In many of the key indicators, performance is now above that of similar schools. Performance and progress in English has been particularly strong. Pupils' progress from the previous key stage is as expected and it is particularly good in the core subject indicator and in English.

Performance at key stage 4 in most indicators, particularly those that include English and mathematics, has significantly improved over the last four years. In 2011, performance in English, mathematics and science placed the school well above the family average and in the upper 50% of similar schools. However, the school is performing below the family average in relation to the percentage of pupils who achieve the highest examination grades. Overall, pupils' progress from key stage 2 to key stage 4 is better than expected, particularly their progress from Year 9 to Year 11.

No pupil has left the school without a qualification over the last two years and many stay in full-time education or training after Year 11. This indicator has placed the school above the average family and Wales percentages for the last two years. None of the pupils who left school at age 16 are reported as not being in education, employment and training.

Performance in the level 3 threshold in the sixth form is higher than the national average. However, without the Welsh Baccalaureate, the percentage of pupils who achieve grade A at A level is significantly lower than the national average.

In 2011, girls performed significantly better than boys at key stage 3 but the gender gap was much reduced at key stage 4. At key stage 3 the performance of pupils entitled to free school meals is slightly higher than the family average and at key stage 4 it is significantly higher. Pupils with special educational needs achieve as expected.

Pupils progress well in many lessons and, in a few lessons, they make outstanding progress. Most pupils develop the relevant subject knowledge, understanding and skills, including thinking skills, and can demonstrate a good recall of information. A majority of pupils have good independent learning skills and they also work well in small groups, making effective use of their time. As they progress through the key stages, pupils demonstrate increasing skills in analysing a wide range of information and are confident in sharing their findings with their peers.

Most pupils listen well to each other and to their teachers and have the confidence to speak to visitors to the school. Most make suitable use of subject terminology, particularly during oral tasks in lessons, with a majority of pupils often making extended oral contributions.

Many of the pupils who enter school in Year 7 have a reading age that is well below their chronological age. These pupils make very good progress in developing their reading skills through intervention programmes, such as Fresh Start, and the opportunities within lessons to read relevant texts. By the end of key stage 3, most pupils' reading ages match their chronological age and they demonstrate confidence when reading relevant texts during lessons. The majority of pupils are confident in researching new information from a range of sources, particularly the internet, although a few pupils do not interpret this information accurately and do not always understand what they have read.

More able pupils do not achieve as well as they could in writing at key stage 3. However, most pupils' writing skills improve as they move through key stage 4 and they reach a good standard at the end of the key stage. A majority of pupils produce appropriate extended pieces of writing or re-draft their work following comments from teachers. A few pupils have incomplete or missing work in their books.

Many pupils' numeracy skills are well developed, particularly in mathematics, science, and design and technology. However, a few pupils make basic errors in calculations.

In Welsh second language at key stage 3, results have improved greatly over the last three years. The school is now performing significantly above the family average and its results place the school in the top 25% of similar schools. At key stage 4, although nearly all pupils follow the GCSE short course, a minority are not entered for a formal qualification that matches their ability. In 2011, 40% of pupils achieved the qualification. Most pupils are able to understand the instructions given by their teachers in Welsh.

Wellbeing: Good

Nearly all pupils feel safe and well supported in school. Most pupils understand the link between what they eat and keeping healthy. Many take part in regular exercise through the extra curricular and 5x60 programmes, which take place during breaks, lunchtimes and after school. Pupils appreciate the role this has to play in keeping them healthy.

Pupil attendance has improved over the last three years and compares well with similar schools, both nationally and within the family. The number of fixed term exclusions has decreased over three years and there have been no permanent exclusions in that period. Nearly all pupils are punctual for lessons and exhibit good behaviour. Pupils have a pride in belonging to the school. They participate well in learning and feel that they are well prepared to move on to the next stage of learning.

Pupils are involved in a range of decision-making activities in the school, for example through the School Council, Eco Council and Pupil Mentoring groups. These pupil groups also have links to other bodies in the school, such as the governing body and the 'wellbeing professional learning community'. All of these groups are very effective in expressing pupils' opinions to the school leaders. The pupils feel that their opinions are valued and that any issues of bullying are responded to quickly.

Most pupils show courtesy, care and respect for others, including those who attend Maes Hyfryd.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum, which meets statutory requirements and the needs of all pupils. The key stage 3 curriculum builds on pupils' prior learning and includes drama as an additional subject. At key stage 4, and in the sixth form, the school collaborates with five other schools and the local college to offer a broad range of academic and vocational courses. All pupils at these levels also study the Welsh Baccalaureate Qualification. A substantial range of extra-curricular activities is available to pupils, including an extensive '5x60' fitness programme.

The school has introduced a number of strategies aimed at developing pupils' skills, and these are beginning to have a positive impact. All pupils in Year 7 and Year 8 are involved in an Essential Skills programme that focuses particularly on developing literacy skills across all subjects. As part of this programme, each pupil receives one-to-one support from a mentor and maintains a 'learning log' containing records of homework assignments. Skill development forms an important part of the programmes of work in all subjects, and pupils from Year 10 upwards receive additional provision as part of the Welsh Baccalaureate.

All pupils study Welsh in key stage 3 and key stage 4. Teachers and pupils also use some Welsh in most lessons. Pupils' understanding of Welsh culture and traditions is developed across a range of subjects and through extra-curricular activities, including an annual eisteddfod. The school promotes sustainable development effectively through the curriculum and in additional activities such as those organised by the Eco-Council. It acts sustainably in its treatment of waste and by using its own wind turbine to generate electricity. The promotion of global citizenship takes place within learning activities in some subjects, but this aspect is less well developed than sustainable development.

Teaching: Good

Relationships between teachers and pupils are good. Many lessons are well planned and contain a suitable range and of learning activities. Teachers use resources effectively to ensure that pupils work productively in lessons. Many teachers use questioning well to check pupils' understanding and to involve pupils in their own learning. In a few lessons, the teacher's enthusiastic approach and very high expectations lead to particularly high standards of achievement.

Teachers demonstrate sound subject knowledge and most have a good understanding of the needs of their pupils. Learning support assistants are deployed effectively to support pupils who have additional learning needs. The school has developed a range of appropriate assessment for learning strategies, but these are not yet implemented consistently by all teachers. In a few lessons, teaching is less effective when expectations are too low and tasks do not present a suitable level of challenge for all pupils.

Teachers mark pupils' work regularly, using a common grading system to indicate the standard achieved, and to identify areas for improvement. However, there is too much variation in the quality of comments, particularly in the extent to which they provide clear and constructive guidance for improvement.

The school has a well-planned system for tracking pupils' progress and this contributes to improving standards, particularly in key stage 4. Subject teachers, middle leaders and the school's Achievement Board monitor pupils' progress carefully and implement suitable strategies to address any underperformance that they identify.

The school keeps parents well informed about their child's progress. Parents can obtain relevant assessment records at any time through the 'Parent Portal' on the school's website. Formal reports provide appropriate information about standards achieved and targets for improvement, and also allow pupils and parents to add comments.

Care, support and guidance: Good

Pupils receive effective support and guidance in a caring atmosphere from school staff, a range of external agencies and by pupils themselves through links with older pupils.

An extensive extra-curricular programme provides many opportunities for pupils to benefit from exercise. The school canteen offers a variety of healthier foods and is working with the School Council and the parents' action group to increase the range of choices available. Subject areas and the personal and social education programme further reinforce the school's work on healthy lifestyles.

The school promotes pupils' spiritual, moral, social and cultural development well through subject lessons, the personal and social education programme, the 'thought for the week' and topical assemblies. This provision helps pupils to gain a better understanding of diversity and culture, and also provides them with an opportunity to reflect on their own beliefs.

The provision for pupils with additional learning needs is effective. Pupils with additional learning needs work in a secure and supportive environment and receive a broad and balanced curriculum. Effective tracking monitors progress of these pupils and leads to well-targetted additional support. The Plas Seren area is a specially designed area for learning support. It provides a secure, welcoming and well resourced environment in which pupils who have additional learning needs can flourish.

The school's Social and Emotional Aspects of Learning programme, for pupils with emotional needs, is successful in raising their confidence in progressing with their learning.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school is an inclusive community, which promotes equality and diversity effectively. Pupils have equal access to all aspects of the school's provision. Pupils from the adjoining special school, Ysgol Maes Hyfryd, also access appropriate courses at Flint High School and this co-operation is a strength of the school. Policies and procedures for recognising equality are well established.

Pupils show considerable pride in their school, their uniform and their relationship with Ysgol Maes Hyfryd pupils.

Careful refurbishment and improvements to the old school buildings has provided high quality accommodation, with the school buildings and grounds being well maintained. Some of the refurbishment, for example the Plas Seren area, is to a very high standard.

Learning resources are sufficient and are well matched to the curriculum and pupil needs.

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

The headteacher provides very strong and effective leadership, supported well by the senior leadership team. There is a positive track record of taking robust action to deal with underperformance, and intervention plans are in place to address issues in subject departments in need of improvement. There is clear evidence of considerable improvement in key performance indicators, especially in key stage 4 and in aspects of pupils' wellbeing. Whole-school strategies to improve the quality of teaching are a strong feature.

Senior leaders have a very clear understanding of how well the school is performing. This includes the relative performance of subject departments and that of individual teachers. The school has rigorous procedures for the performance management of staff. Priorities for improvement focus very clearly on raising standards and improving quality, including the performance of vulnerable groups of learners. All staff fully support the vision for the school.

The recently revised management structure has resulted in the establishment of strong lines of accountability. Considerable attention has been given to developing the role of middle leaders, which has included training on using data and lesson observation. As a result, middle leaders use performance data very effectively and understand clearly the specific areas in need of improvement. Link senior leaders, through the fortnightly meeting with curriculum co-ordinators, ensure that curriculum co-ordinators are fully accountable for all aspects of their work.

The governing body receives regular reports on progress in implementing school development plan objectives. Governors have been assigned link responsibilities and many have visited the school to meet staff with lead responsibilities. As a result, they have a clear understanding of how well the school is performing and which areas need improvement. They are effective in challenging the school to do better.

The rigorous focus on improving standards in literacy, improving teaching and the drive to tackle underperformance demonstrates the high level of commitment to addressing national priorities.

Improving quality: Excellent

In recent years, there have been substantial improvements in quality and standards. The senior leadership team thoroughly evaluates the quality of the school's provision and the standards that pupils achieve. Their evaluations are firmly based both on detailed analyses of data on pupils' attainment and on assessments of the quality of classroom teaching. The appointment of a business manager has enabled members of the senior leadership team to focus more rigorously on quality and standards. The extensive range of self-evaluation procedures ensures that all leaders and classroom teachers have an important role to play in improving the quality of the school.

An action group of parents regularly report their views to the headteacher, and relate their experiences of initiatives they have been asked to pilot. The headteacher also holds fortnightly Friday meetings with groups of pupils to hear about their experiences and to inspect their work. Senior leaders regularly meet learning managers and curriculum co-ordinators to discuss quality within their area of responsibility. As a result of these extensive evaluation procedures, all members of staff share a common understanding of the school's strengths and areas for development. Professional development activities focus on these improvement priorities and non-teaching staff also undertake professional development.

The school's priorities for development are specific and very well understood by all staff, and appropriate resources are allocated to these priorities. Every member of staff is involved in one of several groups that research and develop activities that are linked to the school's improvement priorities. Of particular note is the group developing strategies to improve the literacy skills of pupils both in the school and in its feeder primary schools.

School and departmental development planning effectively prioritises pupils' attainment levels and their acquisition of skills. A rigorous assessment of the progress made in each aspect of development provides a starting point for the next development plan.

The school has thoroughly addressed all the recommendations in the previous inspection report.

Partnership working: Good

The school has well-developed partnerships with a range of stakeholders and engages extensively with the local community.

Parents are very supportive of the school. Initiatives like the 'learning log' make a significant contribution to the partnership between parents and the school. The parents' working group provides parents with valuable opportunities to share their views and have a direct involvement in contributing to the strategic direction of the school.

The school works closely with Ysgol Maes Hyfryd. A significant number of Maes Hyfryd pupils follow courses and gain qualifications at the school.

There is well-established collaborative provision with other schools in the North Flintshire consortium. This has had a significant impact in broadening the choices for learners at key stage 4 and the sixth form. There are effective arrangements for quality assurance for the collaborative courses, including the sharing of information and lesson observations by teachers from the home school.

There is a firm focus on literacy in the extensive work with partner primary schools. Issues relating to pupils' reading ages on entry to Year 7 have been discussed in cluster meetings. Year 8 pupils have participated in a reading project delivered in the feeder primary schools and a group of boys with weak reading skills have benefited from an initiative linking them with role models in the high school.

There are productive links with a range of outside agencies, including Careers Wales and Business in the Community enterprise, Toyota, and the local Menter Iaitth.

Resource management: Good

The school uses resources effectively in pursuit of the improvements set out in the school's development plan. With helpful guidance from the business manager and close scrutiny by governors, leaders ensure that resources are used well. The curriculum is appropriately staffed and teaching and non-teaching time is used efficiently and effectively.

Sixth form provision is cost-effective.

The school provides good value for money because standards are judged to be good.

Appendix 1

Commentary on performance data

At key stage 3 over the last four years, there has been a trend of improvement in attainment of the core subject indicator, which now places it slightly above the family average. However, when compared with similar schools based on the proportion of pupils entitled to free school meals, the school is now in the lower 50%. In the previous two years, the school was in the upper 50%. In English, performance over the last three years has been consistently good, placing the school in the top 25% for each year. Performance at level 6 and above has shown a trend of improvement and has been above the family average for the last two years. Performance in mathematics has been fairly consistent over the last four years. It is slightly below the family average and in the lower 50% of that for similar schools in terms of free school meal benchmarks. At level 6 or above, the school's performance has been consistently above the family average for mathematics. There has been a steady improvement in science over three years, although it is still slightly below the family average and in the lower 50% of that for similar schools in terms of free school meal benchmarks. At level 6 or above, performance in science made a significant improvement in 2011 but is still below the family average. Generally, pupils' progress from the previous key stage in 2011 was better than expected, with pupils' progress in the core subject indicator and in English being significantly good.

In key stage 4, attainment of the level 2 threshold including English and mathematics has improved significantly since 2008. Performance is now in the upper 50% of that for similar schools in terms of free-school-meal benchmarks and it is well above the family average. Performance in the core subject indicator has also improved by over twenty percentage points since 2008. This now places the school in the top 25% of similar schools in terms of free school meals benchmarks and it is well above the family average. The school's performance in the level 2 threshold has also improved significantly over the last four years with performance well above the family average and in the upper 50% of that for similar schools in terms of free-school-meals benchmarks. Although there has been an improvement in the capped points score over the last two years, the school's performance is below the family average and in the bottom 25% of that for similar schools in terms of free-school-meal benchmarks. Although performance in the level 1 threshold has improved over the last four years, it is below the family average and in the bottom 25% compared with performance of similar schools.

English results at level 2 improved by over ten percentage points in 2011, with the performance being above the family average and in the upper 50% of that for similar schools in terms of free school meal benchmarks. Since 2008, there has also been a significant improvement in mathematics performance at level 2. The 2011 results are significantly above the family average and these place the school in the top 25% of similar schools. Performance in science has improved significantly since 2008 and is well above the family average and in the top 25% of that for similar schools.

Pupils in key stage 4 make very good progress from key stage 2 in the core subject indicator and the level 2 threshold. Good progress is also made in the level 2

threshold including English and mathematics, but slightly less than expected progress has been made in relation to the capped points score and the level 1 threshold.

In the sixth form, students perform well with the level 3 threshold and wider points score. All students achieved the level 3 threshold in 2011 and nearly all gained the Welsh Baccalaureate Qualification at level 3.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Estyn received responses from 178 learners, selected at random from across the age range.

Nearly all learners state that they feel safe in school. Most indicate that they have someone to talk to if they have any concerns and also believe that the school deals well with bullying. The proportion believing that the school deals well with bullying is higher than the proportion saying this in other secondary schools.

Most learners consider that they are doing well and nearly all state that staff help them to learn and make progress, and encourage them to take responsibility. Most believe that they have enough books and equipment and many say that homework helps them to understand and improve their work. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Most 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.

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

Many learners feel that the school takes account of their views and this is significantly higher than the proportion saying this in other secondary schools. A majority of learners also states that pupils behave well and that they can get on with their work. This response is much the same as those from other secondary schools.

Responses to parent questionnaires

Estyn received 132 responses to the parent questionnaire. Most parents gave a positive or very positive response to the questions.

Nearly all parents are satisfied with the school and say that it is well run. Nearly all also state that their children are safe and like the school and that their children were helped to settle in well when they started school. Nearly all also consider that there is a good range of activities and that their children are encouraged to be healthy. All

parents feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Nearly all parents believe that their children are making good progress and all parents consider staff expectations to be good. Nearly all indicate that teaching is good. Many say that homework reinforces learning and most say that staff treat all children fairly and with respect. Most parents feel that their children receive appropriate additional support where necessary and most say that their children are well prepared for moving on to the next school or college.

Most parents feel well informed about their children's progress, and this is a higher proportion than that in other schools. Most also believe that pupils behave well in the school.

Appendix 3

The inspection team

Ray Owen	Reporting Inspector
Iolo Dafydd	Team Inspector
Kevin Adams	Team Inspector
Ian Higginbotham	Team Inspector
Peter Haworth	Lay Inspector
Elsbeth Crombie	Peer Inspector
Helen Crich	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. FPYear 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.