



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 Bryn Alyn
Gwersyllt
Wrexham
LL11 4HB**

Date of inspection: May 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

Ysgol Bryn Alyn is an English-medium 11 to 16 mixed comprehensive school and is maintained by Wrexham local authority. There are currently 762 learners on roll which is approximately the same number at the time of the last inspection.

The school serves several village communities in the north west of Wrexham and is situated in the village of Gwersyllt. Around 21% of pupils are eligible for free school meals which is higher than the national average of 17.4%. Pupils are drawn from the full range of socio-economic backgrounds, although there are distinct areas of disadvantage within the school's catchment area. About 21% of pupils live in the 20% most deprived areas of Wales.

The full range of ability is represented in the school population. Very few pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background. The school has resourced provision for pupils who have moderate learning difficulties. Currently the school has about 2% of pupils with statements of special educational needs, compared with the national average of 2.6%. Only about 2% of pupils can speak Welsh, but not fluently.

The headteacher took up his post in September 2011, but has worked at the school since 2003.

The individual budget per pupil for Ysgol Bryn Alyn in 2011-2012 means that the budget is £4,100 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,671 and the minimum is £4,019. Ysgol Bryn Alyn is seventh out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

There are good features to the school's work, including:

- pupils' good progress from key stage 2 to key stage 3;
- many pupils working well as individuals, in pairs, and in small groups;
- nearly all pupils feeling safe at school and receiving good personal support;
- effective teaching in the majority of lessons; and
- the relationships between teachers and pupils being strong and purposeful.

However, current performance is judged as adequate because:

- performance in English and mathematics at key stage 4 has fluctuated over the last four years, with performance in 2011 being well below that of similar schools;
- pupils' progress from key stage 3 to key stage 4 is significantly below most indicators;
- boys' performance at key stage 3 is significantly below that of the girls;
- a minority of pupils do not produce extended pieces of writing in many subjects; and
- a minority of pupils do not make enough progress in lessons.

Prospects for improvement

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

- the headteacher, supported by the senior leadership team, provides a clear vision and sense of direction for the school;
- the work of senior and middle leaders has started to focus more robustly on self-evaluation and addressing the priority of improving standards; and
- the process of sharing best teaching practice, through lesson observations, is helping to improve the quality of teaching across departments.

However:

- many of the changes that have been made to ensure improvement are still at an early stage of development; and
- the targets that relate to raising pupil standards are not precise enough and do not always give clear timescales and measurable outcomes.

Recommendations

In order to ensure improvement, the staff and governors of Ysgol Bryn Alyn need to:

- R1 raise standards in key stage 4, especially in English and mathematics;
- R2 ensure that all pupils make relevant progress in extending their literacy skills;
- R3 enhance the provision for developing pupils' literacy skills across the curriculum;
- R4 raise the quality of teaching and assessment;
- R5 improve the work of the governing body, including their role as critical friends of the school; and
- R6 increase the quality and consistency of departmental self-evaluation reports.

What happens next?

The school will draw up an action plan showing how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 3, over the last four years, the school has performed better than the average for similar schools for most of the key indicators. Performance in mathematics and science is above the similar schools' average. For English, the school is one of the best performing of similar schools. The percentage of pupils achieving level 6 and above is also better than the average for similar schools. Pupils' progress from the previous key stage for 2011 is well above expectations for English and above for mathematics and science.

At key stage 4, performance in most indicators has fluctuated over the last four years. However, in 2011 the performance was well below the average for similar schools based on free school meal benchmarks. Performance in English at level 2 was poor and significantly below what it was in 2009. Mathematics has also seen a significant dip in performance in 2011, placing the school now in the third quarter when compared with similar schools. Pupils' progress to key stage 4, from both key stage 2 and key stage 3, is below what is expected in most indicators, apart from the Level 1 threshold, which shows a significant added value.

The percentage of pupils who left school in 2011 and are not in education and training is below local and national averages.

Over the last three years, at key stage 3 and key stage 4, girls have performed better than boys. In 2011 at key stage 3, this difference became more significant, especially for English, mathematics and science. In key stage 4, although the girls also performed significantly better than the boys in English, the boys did better than the girls in mathematics and science. At key stage 3, those pupils who are on free school meals are performing in line with family and Wales averages. At key stage 4, for most indicators, pupils on free school meals are not performing on average as well as those in the family of schools. Pupils with special educational needs at both key stages are performing in line with expectations.

Pupils make good progress in many lessons and build well on their knowledge, skills and understanding within the relevant subject. Many pupils can offer extended oral responses in subjects across the curriculum. They also work well as individuals, in pairs, and in small groups to carry out the relevant learning activities. The majority of pupils listen well to each other, although a minority of pupils lack confidence when presenting their views to their peers and to the teacher. In a very few lessons, pupils make outstanding progress, demonstrating a detailed understanding of the subject related concepts.

Many pupils are confident readers. When given opportunities, pupils read fluently and with understanding. They analyse and interpret information well to arrive at supported conclusions in most subjects. The very few targeted pupils on relevant reading programmes make very good progress with their reading.

The majority of pupils write accurately and use appropriate subject-specific vocabulary. A few re-draft their work appropriately following the feedback from teachers. A minority of pupils, including the more able pupils, write well for a range of purposes and audiences. Although the majority of pupils take care with the presentation of their work, a few pupils have incomplete or missing work in their books. Only a minority of pupils produce extended pieces of writing, or re-draft their work in response to teacher feedback. The majority of pupils spell and punctuate accurately, but other pupils make frequent errors.

In Welsh second language at key stage 3, results have been above the average for similar schools for the last three years. However, the percentage of pupils attaining the higher levels is significantly below the average for similar schools. At key stage 4 most pupils follow the GCSE short course with around half the pupils gaining grades A* to C. The very few pupils entered for the full course GCSE in Welsh second language performed much lower than the similar schools and Wales averages. The attitude of a majority of pupils towards learning Welsh is positive.

Wellbeing: Good

Nearly all pupils feel safe in the school and know how to get the support they need. Nearly all say that they have someone to talk to if they need help. Many feel that the school deals well with bullying. Many pupils demonstrate a good understanding of healthy living and are well informed about exercise and wellbeing. Many pupils take part in a wide range of physical activities organised by the school. Most pupils' social and life skills are developing well.

Overall, the attendance rate is above the average for similar schools and has been for the last three years. Most pupils behave well in lessons and around the school, and arrive on time for lessons. Nearly all pupils show care, respect and concern for others and are developing appropriate social and life skills. There have been no permanent exclusions during the past three years, although fixed-term exclusions are relatively high when compared to the local authority school averages.

Pupils' have valuable opportunities to give their comments and views through involvement in regular surveys and questionnaires on school issues. The school council considers a range of issues and participates in decisions about aspects of school life. Pupil representatives on the school council verbally communicate their opinions clearly and confidently. Council members have contributed to improvements in the school environment and the selection of new teaching staff. However, they do not play a full enough role in contributing to the development of school policies, plans and initiatives.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

At both key stage 3 and key stage 4, the curriculum meets pupils' interests and needs. There is a broad range of options at key stage 4 and a suitable uptake of vocational courses. However, the expansion of courses has yet to contribute fully to improvements in outcomes at key stage 4. The school provides a wide range of clubs and extra-curricular activities.

The school's provision for literacy skills has started to focus on extended writing, including some good practice in history, geography, science and religious education. However the strategies are too new to have had an impact on providing consistency and progression for learners across the curriculum. There is appropriate support for pupils with weak basic literacy and numeracy skills through a range of suitable withdrawal programmes.

At key stage 3, English, mathematics and ICT offer the opportunity for pupils to take Essential Skills Wales qualifications. All departments highlight opportunities in their schemes of work and the majority of teachers use a variety of strategies well to develop these skills into lessons. Since September 2011, the provision for Essential Skills Wales qualifications at key stage 4 has improved with the introduction of the Welsh Baccalaureate Qualification.

All pupils study Welsh second language at key stage 3 and key stage 4. An increasing number of pupils opt for full course Welsh GCSE. The Welsh dimension features well in the majority of subjects and through the school's international links. There are appropriate opportunities for pupils to develop their knowledge and understanding of Welsh culture.

The school has sound provision for education for sustainable development and global citizenship. A group of pupils meet regularly about international issues, and, on occasion, raise awareness of issues during school assemblies. The school has established valuable links with schools in India and USA, which impacts positively on pupils' knowledge and understanding of other cultures and countries. The eco group and fair trade group promote sustainable development effectively.

Teaching: Adequate

Relationships between teachers and pupils are strong and purposeful. Teachers plan suitable objectives and lessons are well-structured. In many lessons, teachers communicate these objectives well and review them during the lesson. In a few lessons, teachers ask very challenging questions to check pupils' understanding and extend their reasoning. Teaching in these lessons focuses strongly on developing pupils' literacy skills, particularly in developing accuracy in spelling, structure and depth of detail in writing tasks.

In the majority of lessons, teachers have high expectations of what pupils can do. They provide a suitable variety of activities that engage and motivate pupils' interest. Teachers give clear criteria to help pupils to assess and they provide opportunities for pupils to review and improve their work. Teachers deploy support staff well to develop pupils' understanding, providing good intervention and targeted support.

In a minority of lessons, teachers have too low expectations of what pupils can achieve. In these lessons, teachers do not use questions skilfully to clarify meaning or respond in detail. In a few lessons, pupils do not engage in discussion or activities well enough to make progress and lessons are too teacher-directed. In these lessons, the teacher does not engage the interest and challenge all pupils to remain on task. As a result, pupils make little progress.

Since September 2011, the school has introduced a clear system for tracking and monitoring pupil progress. Senior leaders use the data well to set challenging targets, particularly for Year 11. There are appropriate intervention strategies to support groups of pupils who are underachieving.

Most teachers mark work regularly and give appropriate oral feedback to pupils during lessons. Pupils have suitable opportunities to assess their own work and the work of their peers in a majority of subjects. In a minority of subjects, this does not help them to make progress because it is not followed up by detailed teacher marking. Many teachers provide positive written feedback on the standard of pupils' work. However, in a majority of books, teacher comments are not specific enough to help pupils to improve their work.

The annual reports to parents on pupil progress are informative and indicate pupils' strengths. However, many reports do not indicate clearly enough the progress pupils are making or offer specific advice on how to improve further. Many parents feel that they are well-informed about their child's progress, but, a few parents do not feel they receive enough information.

Care, support and guidance: Good

The school gives pupils a high level of care and support and makes effective provision for promoting pupils' health and wellbeing. The school has made good use of a survey into pupils' attitudes to themselves and school and effectively promotes the pupils' spiritual, moral, social and cultural development. It has an appropriate focus on promoting pupils' good behaviour and encouraging a positive attitude to school.

Teachers give valuable advice to pupils when making option choices at key stage 4 and at post-16. The school has established effective arrangements to support pupils as they move from one key stage to another.

The school provides appropriate guidance to pupils and works well in partnership with a range of support agencies and specialist services. These partnerships help to make sure that pupils receive support that is appropriate to their needs. In many cases it helps pupils to progress and improve their attitudes to learning.

There are suitable arrangements for identifying and addressing pupils' personal and learning support needs. The school uses a wide range of intervention strategies that are responsive to a wide range of pupils' needs. Strategies are particularly good for pupils with personal and emotional support needs. Overall, the support for pupils with additional learning needs is appropriate. Pupils' individual educational plans identify appropriate targets for pupils so that they improve and make progress.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school has a positive and inclusive ethos, based upon 'challenge and compassion', which contributes effectively to a supportive community. The school

offers equal access to all aspects of the school's provision, taking into account the values and diversity of pupils' backgrounds. Policies and procedures for recognising equality are in place.

The school's accommodation is sufficient for the needs of pupils and the curriculum. Good use is made of classroom and corridor walls to display stimulating examples of pupil work and to provide relevant school and community information.

The school building and grounds are well maintained and secure.

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

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

The school has made many significant changes over the last year that have resulted in a well-defined management structure, appropriate allocations of responsibilities for whole-school issues and the establishment of suitable systems and processes for improving provision and standards. There is clear communication of the school's key priorities which are well understood by staff at all levels. The priorities are focused on the important matters that need to be addressed and inform all aspects of the school's work, including improvement planning and performance management. The priorities have been identified through a rigorous and detailed analysis of the school's performance data and an assessment of the quality of teaching and learning.

The headteacher, supported by an effective leadership team, provides strong leadership to the school. There is a well-understood vision and sense of direction for the school. The work of senior leaders has started to change the culture of the school to one that promotes accountability and gives equal value to improving the standards of pupils' achievement to that of ensuring the promotion of their wellbeing. However, these changes are still in the process of being established and are yet to be consistently applied at all levels or to have a significant impact on standards.

The quality of middle leadership varies too much. Middle leaders are clear about their role and are becoming more accountable for the standards and quality of work in their departments. A few middle leaders provide high-quality leadership and ensure that there is a consistent implementation of procedures. The remaining middle leaders are making good progress in developing their role, but many are at an early stage and yet have the desired impact.

Performance management arrangements are appropriate, lead to targets related to the school priorities and often result in targeted professional development. Targets related to improving pupil outcomes are not precise enough.

Governors are supportive of the school and contribute appropriately to setting its strategic direction. They are increasing their understanding of the performance of the school and provide suitable challenge about issues concerned with provision, such as its buildings and finances. However, their role in challenging the school about its

performance is underdeveloped. A number of procedural matters that the governors are responsible for are not carried out in a sufficiently business-like way. For example, some minutes do not record decisions or identify action points, important policies are not signed or dated, and governors do not always follow their agreed procedures.

The school takes appropriate account of national priorities, for example through the emphasis on strategic priorities and planning on literacy and numeracy and in expanding provision at key stage 4 through collaboration.

Improving quality: Adequate

The headteacher and senior leadership team have a secure understanding of the school's strengths and areas for improvement. A recently-revised programme of self-evaluation at senior level has identified a number of whole-school priorities for improvement. Appropriate account is taken of performance data, and the school draws on the views of pupils, parents and the school council. The school also obtains useful evidence from the local authority advisory service. The school self-evaluation report is comprehensive, and details clearly strengths and areas for development. The systematic evaluation of teaching through regular lesson observation, the scrutiny of pupils work, and the gathering of rigorous evaluation from middle leadership are not well established.

Middle leaders produce detailed self-evaluation reports and have a clear understanding of pupil performance in their subject areas. These reports are variable in quality and do not include enough evidence based on the monitoring and evaluation of teaching and learning. They do not always provide a sufficiently critical review of key areas.

The schools priorities for improvement are clearly set out in the school development plan. It describes, in detail, appropriate actions to be taken in the short term and medium term. All subject areas have improvement plans in line with these whole school priorities. Improvement plans and activities associated with the core subject action group are particularly effective. In other areas, middle leaders specify the steps to be taken to secure improvement, but do not identify clear timescales and measurable outcomes. The links between department self-evaluation and development planning are not always clear enough.

An increasing number of staff are involved in working groups within the school and this is starting to enhance teachers skills in, for example, assessment for learning and the development of extended writing.

Adequate progress has been made in addressing the recommendations from the previous inspection report.

Partnership working: Good

The school works very well with a wide range of external support organisations and services to plan and provide effective interventions for targeted pupils. These interventions have contributed significantly to improving pupils' wellbeing, and enabled them to remain in school and achieve qualifications.

Parents are supportive of the school and are consulted on their views. Effective arrangements with partner primary schools enable a smooth transition for pupils into Year 7. There is a suitable range of activities, including an annual transition project and a shared understanding of the levelling of pupils' work. However, curricular links with the primary schools are at an early stage of development.

The school engages well with the local college and work-based learning providers to extend the range of collaborative courses for pupils in key stage 4. These partnerships have a positive impact on pupils' learning experiences, especially for those vulnerable pupils who are able to continue their education through vocational and work-related training courses. The quality assurance of collaborative courses is under-developed.

Resource management: Adequate

The school has made very good progress in addressing a significant financial deficit over the last two years. With effective support from the business manager, it has achieved this through careful planning and control of spending, and by making more efficient use of available funding. Spending plans are matched to the school's priorities and progress throughout the year is closely monitored and reported. Staff are suitably qualified and are deployed appropriately within the management structure and for the subjects they teach. The school's staffing matches well the agreed curriculum model.

Although the school manages and uses resources efficiently, value for money is judged as adequate because of the standards achieved by pupils.

Appendix 1

Commentary on performance data

Performance at key stage 3 in the core subject indicator has improved over the last three years. The school is close to the family average and, when compared with similar schools based on free school meals, has remained in the second quarter since 2009, having been in the top quarter in 2008. The value added performance data for English, mathematics and science is above expectations. Performance in English at level 5 and above and at level 6 and above has improved over the last three years. It has enabled the school to remain in the top quarter and has been well above the family average. Performance in mathematics at level 5 has also improved over the four years although there was a dip in 2010 that put the school in the fourth quarter. At level 6 and above, performance in mathematics has been well below the family and national averages. There has also been an improvement in science performance over the last three years, which is now on a par with the family average and places the school in the second quarter when compared with similar schools based on free-school-meals benchmarks. The percentage of pupils gaining level 6 and above has significantly reduced since 2009 and is now well below the family average. Pupils' progress from the previous key stage for 2011 is above expectations for the core subject indicator, mathematics and science, and significantly above for English.

At key stage 3, performance in reading has improved over the last three years and means that the school is now the best performing in the family. The school is also above average in relation to the family and all-Wales figures for writing and is on a par with average figures for mathematics.

At key stage 4, performance in the level 2 threshold including English and mathematics showed a significant dip in 2011, placing the school in the bottom quarter and significantly below modelled expectations. Up to 2011, the trend over the previous four years had shown a steady improvement in the level 2 threshold including English and mathematics with the school performing in the top quartile in 2010. The core subject indicator and the level 2 threshold also show a similar pattern of improvement from 2008 to 2010, but a significant dip in 2011. Performance in the capped points score is below the average for similar schools. Performance in the level 1 threshold has improved steadily over the last four years placing it above the family and Wales average and now in the top quarter of results for similar schools based on free school meals benchmarks. English performance at the level 1 threshold has remained fairly consistent over the last three years and has been above the family average. However, for the level 2 threshold there was a significant dip in 2011, placing the school in the bottom quartile and the lowest in the family of schools. A similar profile exists for mathematics with the level 1 threshold being similar to the family average and the significant dip in 2011 now placing the school in the third quarter, having been in the top quarter in 2010.

The percentage of pupils who left the school and education in 2011 and reported as being not in education, employment and training in 2011 is 1.4%. This is lower than the national and local authority averages.

Over the last three years, at key stage 3 and key stage 4, girls have performed better than the boys. However in 2011 at key stage 3, there was a significant difference for the core subject indicator, English, mathematics and science. At key stage 4 in 2011, girls performed significantly better than the boys at level 2 English, although the boys performed better than the girls for level 2 in mathematics and science. At key stage 3, those pupils who are on free school meals perform in line with family and all-Wales averages. At key stage 4, for most indicators, pupils on free school meals are not performing as well as on the average achieved in other schools in the family. Pupils with special educational needs at key stage 3 and key stage 4 are performing in line with expectations.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 198 learners, selected at random from across the age range.

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

Most learners consider that they are doing well. Most say that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that 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 most say that the school helps them to get ready 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. Only about half of the learners state that pupils behave well and that they can get on with their work. This proportion is lower than the average obtained from other secondary schools.

Responses to parent questionnaires

Estyn received 100 responses to the parent questionnaire. Most parents gave a positive response to the questions.

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

Most parents believe that their children are making good progress. Most consider staff expectations to be good. Many indicate that teaching is good, but this is a lower proportion than on average seen in other schools. Most parents feel that their children receive appropriate additional support where necessary and that staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and prepares their children well for moving on to the next school or college and work.

Many parents feel well informed about their children's progress, but this is a significantly lower proportion than on average seen in other schools. Many say that homework reinforces learning and that pupils behave well.

Appendix 3

The inspection team

Ray Owen	Reporting Inspector
Mark Evans	Team Inspector
Jackie Gapper	Team Inspector
Andrew Herdman	Team Inspector
Nigel Vaughan	Team Inspector
Peter Duncan-Haworth	Lay Inspector
Steve Patten	Peer Inspector
Rob Ransome	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.