



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 Dinas Brân
Dinbren Road
Llangollen
Denbighshire
LL20 8TG**

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 Dinas Brân is an 11-18 bilingual mixed comprehensive school within Denbighshire local authority. Situated in Llangollen, it serves the town and surrounding areas, including Corwen and Chirk. Around 65% of the pupils come from regions within Wrexham local authority. There are 984 pupils on roll, including 210 in the sixth form. Around a tenth of pupils are educated in the Welsh-medium stream. This means that they study nearly all of their subjects through the medium of Welsh in key stage 3 and the majority of subjects through the medium of Welsh in other year groups. The school has established a pupil support centre. This facility offers support for pupils with additional learning needs.

Thirteen per cent of pupils are entitled to free school meals, which is lower than the national average of 17.4%. Four point five per cent of pupils live in areas that are amongst the 20% most deprived areas of Wales. Seven pupils are 'looked after' by a local authority.

The school's intake represents the full range of ability. Two per cent of pupils have statements of special educational need, which is lower than the national average of 2.6%. A further 25% of pupils are recognised as having a range of special educational needs. This figure is higher than the national average. Thirteen pupils are disapplied from the National Curriculum.

Eleven per cent of pupils speak Welsh as a first language or to an equivalent standard.

Since the last inspection, membership of the senior leadership team has changed considerably. The headteacher took up her post in 2005 and all three assistant headteachers were appointed following the last inspection, with a fourth due to take up his post in September.

The individual school budget per pupil for Ysgol Dinas Brân in 2011-2012 means that the budget is £4,425 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £4,659 and the minimum is £3,831. Ysgol Dinas Brân is second out of the eight secondary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Ysgol Dinas Brân is good because:

- many pupils make good progress in lessons, building well on their prior learning;
- performance at key stage 4 is improving and is close to that of similar schools;
- the school provides an outstanding range of learning experiences;
- there is good quality teaching in many lessons;
- there is a very high level of care and support for pupils, particularly for the most vulnerable; and
- there are a number of effective forums where pupils can have their say about various aspects of school life.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong and effective leadership, and is supported well by the senior leadership team;
- there have been significant improvements in the quality of provision, behaviour and performance at key stage 4 in recent years;
- the school has taken effective action to ensure more efficient use of its budget; and
- the headteacher and the senior leadership team have a good understanding of the strengths of the school and the areas for further development.

Recommendations

In order to improve, the staff and governors of Ysgol Dinas Brân need to:

- R1 raise standards at key stage 3 and in Welsh first language and Welsh second language at key stage 3 and key stage 4;
- R2 increase the role of middle leaders in evaluating the quality of teaching and the performance of their departments;
- R3 improve line management processes so that they have a sharper focus on challenging all departments; and
- R4 ensure that the school complies with the statutory requirements for collective worship.

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 3, the proportion of pupils gaining level 5 or above in English or Welsh, mathematics and science in combination is below the average for the family of schools and places the school in the bottom 25% of schools with similar levels of free school meals. There is a similar pattern in the core subjects individually and in the majority of the non-core subjects. In English, mathematics and science the proportion of pupils who achieve level 6 and above is also below the average for the family of schools.

Over the last four years, although performance at key stage 4 has fluctuated, it shows a significant improvement. Performance in all key indicators is now above the average for the family of schools. Performance in those indicators that include English or Welsh and mathematics has varied, but in 2011 it was above the average for the family of schools and placed the school in the top 25% of schools with similar levels of free school meals.

With the exception of Welsh first language at key stage 3, there are no significant differences in the performance of boys and girls. In 2009 and 2011, pupils entitled to free school meals performed very well across a range of indicators. Their performance was not as strong in 2010.

Over the last three years, the performance of sixth form students has been satisfactory.

The majority of Year 11 pupils attain level 2 Essential Skills Wales qualifications in communication, information and communication technology and application of number.

Over the last five years, no pupil has failed to achieve a recognised qualification and, after Year 11, nearly all pupils remain in full-time education or training.

In many lessons, pupils make good progress and show positive attitudes towards their learning. Many pupils have good recall of learning from previous lessons and are able to build well on their knowledge, skills and understanding.

Most pupils work well in groups and pairs, listen well to each other and make productive use of their time. However, a very few pupils do not listen well enough when teachers are providing instructions. Many pupils are enthusiastic and keen to contribute to class discussions, although only a minority provide more extended responses to questions.

Many pupils read fluently and with expression, and are able to select relevant information from a range of texts. However, a very few pupils, particularly boys, are reluctant to read aloud in front of their peers.

Most pupils' writing is accurate and reflects their age and ability well. Many make good use of subject-specific terminology and also have a wide vocabulary. Many pupils write clearly for a wide range of purposes and audiences. For example, they write reports, newspaper-style articles and diary entries in several subjects. However, a few pupils do not use paragraphs well enough to organise their written work. Pupils in the Welsh stream make more mistakes with their Welsh spelling and sometimes use English words within Welsh texts because they do not know the correct Welsh words. The majority of pupils take appropriate care with the presentation of their written work. However, a few pupils have missing or incomplete work and, although this is identified by the teacher, it is not followed-up.

In a very few subjects, pupils develop their numeracy skills appropriately, although this is underdeveloped across the curriculum.

In Welsh second language and Welsh first language at key stage 3, performance has placed the school among the bottom quarter of schools in terms of free school meals.

At key stage 4, all pupils in the Welsh stream are entered for a level 2 qualification in Welsh first language, but performance is below that of similar schools. In 2011, very few pupils achieved a level 2 qualification in Welsh second language. However, since September 2011 all Year 10 pupils are now working towards a level 2 qualification in Welsh.

Wellbeing: Good

Nearly all pupils feel safe in school and most consider that the school deals well with bullying. Many pupils understand the importance of a healthy lifestyle and around half of pupils participate regularly in the school's '5 x 60' programme. All Year 7 pupils also participate enthusiastically in fifteen-minute exercise sessions, held every other day, by sixth form students.

Most pupils behave well in lessons and around the school, and are generally courteous and respectful to their peers, other adults and visitors. In lessons, most pupils are well motivated and show enthusiastic attitudes towards their learning. Most pupils are punctual to lessons, although a very few arrive late to registration periods. Over the last four years, attendance has remained fairly steady, although for the first time in three years it is now in the bottom 50% compared with that of similar schools. Unverified data collected since September 2011 shows a significant improvement in attendance compared with the year before.

Pupils are represented well on a wide range of decision-making forums. The international committee is a particularly effective group, and pupils participate regularly in a range of activities to develop their understanding of and empathy with other cultures. Pupils participate regularly in a number of surveys about their wellbeing and other aspects of school life, including learning, the Welsh language and food in the school restaurant. The school council influences school policy and senior pupils regularly attend governing body meetings.

Pupils play a significant role in their local community. For example, as part of the 'community action week', Year 9 pupils work enthusiastically to improve Chirk railway

station, clear local towpaths and cultivate a community garden. Pupils' social and life skills are very good.

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

Curricular provision is one of the school's outstanding features. In addition to providing a broad and balanced curriculum which meets statutory requirements, the school is innovative and imaginative in the way it caters comprehensively for the different needs and aspirations of pupils, whatever their ability or special interests. Examples include the 'fast track' programme for more able pupils, which commences in Year 8, and the 'music for all' programme in key stage 3.

The key stage 3 curriculum builds appropriately on pupils' experiences at key stage 2. At key stage 4, in addition to offering the Welsh Baccalaureate Qualification, the school offers a very wide range of general and vocational courses. This has had a significant impact on performance across a range of indicators.

The school offers a very wide variety of extra-curricular activities, which are well attended. These opportunities enrich pupils' personal experiences and contribute well towards their wellbeing.

Education for sustainable development and global citizenship is a particular strength of the school. Imaginative and very good quality provision exists for pupils to learn about sustainability. There is a whole-school approach to recycling and energy saving. In addition, numerous projects, both on the school grounds, and in the community, improve the local environment.

The school is particularly effective in ensuring the active awareness of pupils of the role they play in society and the world. All key stage 3 pupils participate in an 'International and Community Education' week at the end of the summer term. This enriches the curriculum, and encourages students to develop an awareness of other cultures and people less fortunate than themselves. The numerous interesting and valuable international projects and visits, supplemented by activities connected with Llangollen International Eisteddfod, have contributed significantly to pupils' social, cultural and careers development.

The provision for skills, especially intervention programmes, is carefully planned. The literacy co-ordinator is now working enthusiastically and effectively with departments, focussing on the development and progression of skills in lessons. Departments identify skills in their schemes of work and, in a few departments, there is a clear focus on developing higher order literacy skills.

Provision for the Welsh language is developing well in a few aspects although not enough progress has been made to improve standards in Welsh. The school is effective in developing pupils' knowledge and understanding of Wales and its place in the wider world. Three bilingual champions take the lead on the promotion of the Welsh ethos across the school including staff language development and school displays. This is beginning to have a positive impact on the school's Welsh ethos.

Teaching: Good

Most teachers have a positive working relationship with pupils. They have up-to-date subject knowledge and show enthusiasm for their subject. Many teachers also have high expectations about standards and pupil behaviour. They employ a wide range of appropriate teaching and learning approaches which engage pupils' interests and meet their needs well. The pace of many lessons is good. However, in a few lessons teachers do not make sure that pupils understand new ideas or concepts before moving on. Teachers effectively deploy learning support assistants to support pupils who have a wide range of additional learning needs. In a few lessons, sophisticated planning and challenging questioning ensure that pupils make outstanding progress.

Most teachers mark work regularly. Many teachers provide pupils with written comments and oral feedback that help them to understand what they need to do to improve the quality of their work. In a minority of subjects, there are very good opportunities for pupils to provide very thoughtful responses, evaluating their own work and that of their peers well.

Pupil performance is tracked effectively and monitored regularly across the curriculum to ensure that any problem areas are identified and action is taken. Heads of department, learning managers (heads of year) and senior members of staff use assessment data appropriately to support and improve learning.

Annual reports to parents provide detailed information about their child's attainment and progress. However, there is too much variability in the quality of targets for improvement.

Care, support and guidance: Good

The school promotes pupils' health, wellbeing and learning effectively. It has a comprehensive personal and social education programme that provides worthwhile opportunities for pupils to develop their knowledge and understanding of a wide range of contemporary issues. Aspects of the 'thought of the day' programme develop pupils' moral, social and cultural development well. However, the majority of form tutor periods and assemblies do not meet the statutory requirement for the daily act of collective worship.

The pupil support centre offers a wide range of support groups, for example 'forest schools' and 'seasons for growth', which impact positively on vulnerable pupils' achievement and ensure that all pupils leave with a recognised qualification. Pupils at risk of not achieving their potential also receive beneficial support from the school's mentoring scheme, which supports pupils who are underachieving.

An innovative system of lesson-by-lesson grading ensures that pupils are constantly being made aware of their behaviour and effort. This has led to improved behaviour in lessons.

The school has close links with external agencies to ensure pupils are able to access a wide range of support when necessary.

Provision for learners with additional learning needs is very effective. There is a clear and structured support programme and individual education plans are specific and reviewed annually or more often if required, for example in response to option evenings or parents' evenings. Pupils are often taught in the 'Dragon's Den' (part of the pupil support centre) and subsequently integrated into main stream.

Withdrawal sessions, which focus on reading and numeracy in particular, provide effective support for pupils' specific needs.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school is a highly inclusive community, which values equal opportunities. Staff and pupils promote a welcoming and caring ethos. This ethos is based on the school's vision that 'Everyone Matters and Achieves'. The school promotes diversity very well and a high priority is given to developing pupils' understanding of their place in the world.

The accommodation is sufficient to deliver all aspects of the curriculum and has significantly improved since the last inspection. The school is a bright, well-equipped and well-presented environment that encourages pupils to achieve their potential. In most classrooms, corridors and exterior spaces there are high-quality displays of pupils' work. They provide a colourful, stimulating and positive environment for learning. The school buildings and grounds are well maintained and safe. Sporting facilities are of good quality, and toilet and changing facilities are in appropriate condition.

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

The headteacher provides strong leadership and has been the driving force behind a many changes that have had a positive impact in the school, particularly on pupil outcomes at key stage 4. The three assistant headteachers provide good support for the headteacher. They have clearly-defined roles, which they carry out effectively and they work well, both individually and as a team.

The vision of a school in which 'Everyone Matters and Achieves' is shared by all staff and governors, and is communicated effectively to pupils and parents through documentation and meetings. Communication within the school is effective and has been enhanced by the introduction of the school's virtual learning environment.

The school has an appropriate management structure. In recent years, there has been a focus on improving the quality and consistency of middle management. In order to achieve this, senior leaders and governors have taken robust measures to deal with underperforming staff. Many middle leaders organise the work of their departments efficiently, and ensure that teachers work together effectively and that provision is of good quality. However, a minority of middle leaders are not fully effective in their roles.

Each member of the leadership team acts as line manager to a number of middle leaders. Through formal and informal discussions and attendance at departmental meetings, this arrangement has led to improvements in important areas, for example performance at key stage 4. However, insufficient rigour, challenge and consistency limit the overall impact of this aspect of leaders' work on a few areas of provision and outcomes at key stage 3.

Performance management arrangements are in place for all staff. Targets are appropriately related to whole-school priorities and the professional development needs of individual members of staff. Suitable arrangements are in place to ensure that staff can undertake training that meets their targets.

Governors have a good understanding of the school and its performance, gained mainly through presentations by the headteacher and other staff. They provide enthusiastic support for the school and apply an appropriate level of challenge in their role as critical friends. Each member of the governing body is linked to one department or takes responsibility for a particular aspect of the school's work. Governors, along with senior leaders, have recently successfully addressed difficult issues of staffing and finance.

The school gives suitable attention to national priorities, such as 14-19 Learning Pathways, literacy and tackling the link between deprivation and underachievement. Leaders and governors have taken appropriate action to improve provision for Welsh.

Improving quality: Adequate

The school has suitable systems for senior managers to evaluate teaching and learning. The senior team conducts a review of each department every two years, which includes scrutiny of pupils' work and lesson observations. Subject specialists from outside the school occasionally observe lessons to provide another perspective, but heads of department and classroom teachers do not play a prominent enough role in these reviews.

The senior team also evaluates provision and behaviour through 'learning walks' around the school and by undertaking a useful analysis of tracking data four times a year. The school takes account of pupils' views through surveys, which have sometimes influenced provision or policies. Parents' views are not systematically sought, though they can write comments on reports and in pupil planners.

As a result of these activities, senior managers know the school and its teachers well.

The whole-school self-evaluation report is a very detailed document that provides an informative picture of the school and describes its strengths well. It identifies some areas for improvement, but does not provide enough detail about them.

The whole-school improvement plan has appropriate areas for improvement and provides information on how these will be addressed. In a few important areas there are quantifiable success criteria, but this is not consistent across the plan. Actions are not prioritised enough, and the plan does not refer explicitly or in enough detail to some current important areas for improvement. The headteacher and senior

managers have taken effective action to address shortcomings in many areas. They have successfully addressed nearly all the recommendations from the previous inspection.

Self-evaluation and development planning at departmental level are not detailed or effective enough. There is little use of first-hand evidence of the quality of teaching and learning. Department self-evaluation reports are highly variable in quality. Department development plans are generally better than the self-evaluations, but their quality still varies too much.

All teachers belong to one of the school's six working groups. At least one member of each group has visited another school to look at good practice. Staff value the work of these groups, which have begun to have a positive impact on practice in the school.

Partnership working: Good

The school collaborates effectively with a range of partners to enhance the provision for its pupils.

Progress meetings and other organised events provide worthwhile opportunities for teachers and senior leaders to meet parents. The school's virtual learning environment, to which parents have recently been given access, helps the sharing of information by the school and also allows parents to communicate more easily with teachers and leaders.

There are well-established links with the school's 14 feeder primary schools. Processes such as the transfer of relevant information and visits to the school by Year 6 pupils help to ensure that pupils settle quickly when they move into Year 7. Arrangements for achieving curricular continuity are less well developed.

The school collaborates appropriately with two further education colleges to offer a wide range of courses to meet the needs of all pupils in key stage 4 and the sixth form. Suitable processes are in place to evaluate the quality of these arrangements.

Community links are a major strength of the school. Working with a range of partners in the local area, the school makes provision for pupils to contribute to activities such as concerts, charity work and the annual International Eisteddfod. An impressive range of partnerships has been established with schools and other organisations across the world. These have had a significant impact on developing pupils' awareness and understanding of other cultures and on their personal development.

Resource management: Good

Since her appointment, the head, very well supported by the business manager and finance manager, has taken firm action to address a number of funding issues. The school was facing a significant deficit budget but is now operating within its means. They have been very successful in making important savings and attracting significant funds from a wide range of sources, while building up strong links with local companies.

The school effectively deploys an appropriate number of well-qualified teachers, who are well supported by non-teaching staff. Financial decisions are made carefully and wisely. The budget is monitored closely by governors.

The school manages its staff and resources very well and financial management has some outstanding features. Because standards are good, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, over the past four years, the proportion of pupils attaining the core subject indicator has remained fairly steady, but it is below the average when compared with comparative results in the family of schools. Since 2008, performance has also been in the lower 50% in comparison with that of similar schools in terms of the proportion of pupils entitled to free school meals.

Over the past four years, performance in English and science at key stage 3 has declined. In the last two years, it has been lower than the average for the family and in the lower 50% compared with that of similar schools in terms of free-school-meal benchmarks. Performance in mathematics has stayed static and for the last two years has been lower than the average for the family of schools and in the lower 50% of performance results for similar schools. Performance in Welsh first language has improved, but again is still below the similar schools average and in the bottom 25% compared with the results of similar schools in terms of free-school-meal benchmarks. Over the past four years, performance in the core subjects at level 6 or above has been significantly lower than the average for similar schools.

In key stage 4 since 2008, the results of the level 2 threshold including English and mathematics and the core subject indicator have improved and are now slightly above to the average for the family of schools. In 2011, performance was among the highest 25% compared with the results of similar schools. Since 2008, the proportion of pupils attaining the level 2 threshold has increased significantly and in 2011 was higher than the average for the family of schools. This performance also placed the school in the top 25% of similar schools. During the same period, the results for the level 1 threshold improved and the school is now in the top 25% of similar schools. Since 2010, the capped points score has been slightly higher than the average for the family of schools and places the school in the top 25% of similar schools. Overall, pupils make good progress from previous key stages.

Over the past five years, no pupil has left the school without having gained at least one recognised qualification. After Year 11 nearly all pupils continue in education, training or employment.

In the sixth form, the school's performance in the level 3 threshold is slightly higher than local and National averages. However the average wider points score is lower than the average figures for Wales and the local authority.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Estyn received responses from 226 pupils, selected at random from across the age range. All responses were more positive than those from other secondary schools.

Nearly all pupils say that they feel safe in school and most feel that they have someone to turn to if they have any concerns. Most pupils believe that the school deals well with bullying. Most pupils consider that they are doing well and 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 feel 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 pupils feel well prepared for further education or employment.

Many pupils state that the school teaches them to be healthy. Most indicate that there are plenty of opportunities to get regular exercise. Nearly all pupils confirm that the school helps them to understand and respect people from other backgrounds, and many believe that staff treat them fairly and with respect.

Many pupils feel the school takes account of their views. Many learners also state that pupils behave well and that they can get on with their work.

Parental questionnaires

One hundred and fifty-eight parent questionnaires were received and, overall, parents expressed positive views about the school.

Most parents are satisfied with the school and say that their child likes school. Most parents say that their child is making good progress and was helped to settle in when they started school. Nearly all consider that their child is safe in school. Most think that the school is well run and that teaching is good, and nearly all feel that staff expect their child to work hard and do his or her best.

Most feel that their child is encouraged to be healthy and take regular exercise, and to become more mature and take on responsibility. Most consider that there is a good range of activities. Most agree that the school's homework builds well on school work and many think that pupils behave well in school. Most feel that staff treat all children fairly and with respect. Most think that their child receives appropriate additional support in relation to any particular individual needs and many consider that their child is prepared well for the next stage of learning or employment. Many parents feel that the school keeps them well informed about their child's progress. Most are comfortable about approaching the school with questions, suggestions or a problem and they understand the school's procedure for dealing with complaints.

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Steffan James	Team Inspector
Kevin Adams	Team Inspector
Gareth Wyn Roberts	Team Inspector
Glenda Jones	Lay Inspector
Nerys Nicholas	Peer Inspector
Alison Duffy	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.