



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 Dyffryn Aman
Margaret Street
Ammanford
Carmarthenshire
SA18 2NW**

Date of inspection: October 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 Dyffryn Aman is a bilingual school maintained by Carmarthenshire local authority. There are 1,577 pupils on roll, with 303 students in the sixth form. There are significantly more boys than girls in key stage 3 and key stage 4.

The school is located in Ammanford at the foot of the Black Mountains. About half the pupils come from the town itself and the other half from the surrounding rural area and villages. The proportion of pupils entitled to receive free school meals is 17.6%; this figure is close to the national average of 17.4%.

Forty-one per cent of pupils come from homes where Welsh is the main language. Forty-nine per cent of pupils speak Welsh to first language standard. While the majority of pupils learn through the medium of English, there has, over recent years, been a significant increase in the amount of bilingual and Welsh-medium teaching.

Pupils at the school represent the full range of ability. Around four per cent of pupils have statements of special educational needs compared with 2.6% for Wales as a whole. Twenty-three per cent of pupils have a special educational need. This figure is higher than the national average of 18.6%. The school has recently opened a specialist teaching facility for 24 pupils with severe learning difficulties and profound and multiple learning difficulties. Pupils currently attend on a part-time basis as they transfer from another school.

The headteacher was appointed in 2007. The deputy headteacher and three assistant headteachers were in post at the time of the last inspection. The school has recently appointed three curriculum developers to join the leadership team.

The individual school budget per pupil for Ysgol Dyffryn Aman in 2011-2012 means that the budget is £4,187 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £7,322 and the minimum is £4,096. Ysgol Dyffryn Aman is 12th out of the 14 secondary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

Current performance includes many good features including:

- a trend of improvement in performance at key stage 3 and key stage 4 to a level that is close to similar schools;
- an outstanding range of learning experiences;
- good quality teaching in the majority of lessons;
- pupils' high levels of motivation and positive attitudes to work and school life;
- very good pupil behaviour in lessons and around the school;
- a high level of care and support for pupils, particularly those with special educational needs; and
- a strong community ethos in the school.

Prospects for improvement

The school's prospects for improvement are good because:

- there have been significant improvements in the quality of provision and performance at key stage 3 and key stage 4 in recent years;
- the headteacher and governing body provide clear strategic direction for the school and its pupils;
- the headteacher and the senior leadership team have a good understanding of the strengths of the school and the areas for further improvement;
- middle leaders show a strong commitment to the vision and strategic direction of the school;
- communication between staff at all levels is strong; and
- the school development plan identifies appropriate priorities, including raising standards, improving teaching and learning and the quality of monitoring and evaluation.

Recommendations

- R1 improve literacy skills, in particular reading and extended writing across the curriculum;
- R2 improve the quality of teaching, focussing particularly on challenging higher ability pupils;
- R3 strengthen self-evaluation processes to focus more clearly on pupils' learning and progress in lessons;
- R4 increase the level of challenge that line managers give to those they manage; and
- R5 improve the quality of written feedback to pupils and reduce departmental and in-school variation.

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

Overall, standards at both key stage 3 and key stage 4 have shown a significant improvement since 2008. However, provisional data indicates that in 2012, there was a small decline in the majority of indicators at key stage 4.

In key stage 3, the proportion of pupils gaining level 5 or above in English or Welsh, mathematics and science in combination has improved since 2010. Although performance places the school below the average for the family of schools, it is in the top 50% of schools with similar levels of free school meals. There is a similar pattern in the core subjects individually. However, performance in science and mathematics is more favourable than English and Welsh first language when compared to schools with similar levels of free school meals.

Over the last four years, attainment at key stage 4 has improved significantly. Performance in all indicators that include English or Welsh and mathematics has improved significantly. Although it is below the average for the family of schools, when compared with schools with similar levels of free school meals, performance in 2010 and 2011 was in the top 50% for all indicators. In 2012, provisional data indicates that performance in those indicators that includes English or Welsh first language and mathematics remained in the top 50% of schools with similar levels of free school meals.

Overall, pupils make very good progress from key stage 2 to key stage 4.

In key stage 3, across a majority of indicators, the performance of boys does not compare as favourably with that of boys in similar schools. However, by key stage 4, the performance of boys in most indicators has improved and is no longer significantly below that of girls. Pupils with additional learning needs achieve in line with their ability and they make very good progress in lessons. Up until 2010, the performance of pupils entitled to free school meals had declined. However, in 2011, there was a significant improvement in their performance.

The performance of sixth form students, and in particular boys in the sixth form, is below the family, Wales and local authority averages.

After Year 11, nearly all pupils remain in education, employment, or training. This figure is better than the local authority and Wales averages. Over the last three years, no pupil has left school without achieving a recognised qualification.

In lessons, many pupils make good progress, building effectively on prior learning and developing a range of skills, as well as their knowledge and understanding of new topics. However, in a minority of lessons, the most able pupils within the group do not make enough progress. This is often because the work they are given is not challenging enough to extend their learning.

Most pupils listen carefully; they respond quickly to instructions, and make productive use of their time. However, a very few pupils do not listen well enough to their peers. Many offer clear explanations when questioned by teachers and they are very willing to contribute to class discussions. Around half of pupils give detailed oral responses and many make appropriate and thoughtful use of subject specific terminology. Most pupils work well with their peers, in pairs and small groups.

Many pupils are confident and accurate readers. In a minority of subjects, they are able to locate and summarise complex information, and refer well to texts to support their arguments. They are able to synthesise information and reach valid and detailed conclusions. However, pupils do not practice higher-order reading skills well enough across a wide range of curriculum subjects.

Many pupils understand and accurately use basic grammar rules. Their spelling and punctuation is age appropriate. In a minority of subjects, pupils regularly write high-quality pieces of extended writing. They are able to write for different purposes, for example persuasive writing, diary entries, reports and newspaper articles. In a few subjects, they have a thorough understanding of text types and the most appropriate writing style for the audience in question. Although writing is of good quality, pupils do not practice these skills across a wide enough range of subjects. Pupils produce fewer pieces of extended writing in Welsh first language than they do in English.

Many 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 Welsh first language at key stage 3, performance over the last three years has improved significantly. However, in 2012, it still places the school among the bottom 25% of schools in terms of free school meals. Performance in Welsh second language has also improved but has been in the bottom 50% of schools with similar levels of free school meals over the last three years.

At key stage 4, nearly all pupils are entered for a formal qualification in either Welsh first language or Welsh second language. Performance in Welsh first language is below that of similar schools but performance in Welsh second language is close to that of similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and most understand the importance of a healthy lifestyle and regular exercise. Participation rates across a range of sporting activities are very good. Many pupils feel that the school deals well with bullying.

Most pupils behave well in lessons and around the school and are courteous and respectful to their peers, other adults and visitors. In lessons, most pupils demonstrate high levels of motivation and are keen to learn. Most pupils are punctual to lessons and registration periods.

Over the last five years, attendance has shown little improvement. However, in 2011 it was close to expectations, but in the bottom 50% compared to schools with similar

levels of free school meals. Fixed term exclusions are low and there have been no permanent exclusions during the last five years.

The school council is developing well as an effective decision-making forum. This forum has developed considerably over the last two years. The school council is beginning to impact positively on learning and plays a full role in making environmental decisions. It has influenced school policy, notably through being consulted on the new building development. There are associate pupil governors and they regularly attend governing body meetings.

A strong feature of the school is that nearly all pupils play a significant part in their local community. They have raised a significant amount of money for local charities. Most pupils demonstrate a good range of social and life skills and older pupils are keen to take on extra responsibilities, for example acting as buddies to support younger pupils.

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

The school provides a very broad and balanced curriculum which meets all statutory requirements. There is highly effective collaboration with partners at key stage 4 and post-16 to provide an extensive range of general and vocational pathways. These meet the needs and aspirations of pupils well. The curriculum takes full account of the special interests and learning styles of individuals. This has led to improved outcomes at key stage 4 and also improvements in behaviour.

The Welsh Baccalaureate Qualification is offered at intermediate, foundation and advanced levels. Pupils work towards essential skills (Wales) qualifications in key stage 3 to provide a solid foundation for their work in key stage 4 and the sixth form.

Provision for extra-curricular and sporting activities is very good. The school provides a wide range of after school clubs such as engineering and astronomy. These are popular and regularly well-attended. There is also a wide variety of educational trips and foreign visits. These activities enrich pupils' personal experiences, develop a strong sense of community and contribute effectively towards their wellbeing.

The school has taken an innovative and strategic approach towards developing its bilingual provision. Strong links with partner primary schools, and other agencies, have led to a transformation in the provision and a significant increase in the number of pupils opting to receive their education through the medium of Welsh. Over the last three years, there has been a significant increase in the number of pupils learning Welsh as a first language as well as studying a wide range of subjects through the medium of Welsh. Outcomes in these groups and in Welsh first language at key stage 3 have shown a significant improvement.

Sustainable development and global citizenship issues are explored extensively across a wide range of curriculum areas. The eco-committee takes a very active role in whole school initiatives to save energy, improve recycling and raise awareness of global issues.

The school has worked well over the last six months to improve the coordination and provision for skills across the curriculum. However, aspects of this work, such as consistency across subject areas, are at an early stage of development. In a few subject areas there is highly effective provision to develop pupils' skills, particularly writing and higher-order reading skills, although, there are not enough opportunities across the curriculum.

Teaching: Adequate

A strong feature of the school is the very positive relationships between pupils and staff. This impacts well on pupils' motivation and willingness to learn. Nearly all teachers manage behaviour effectively and have high expectations regarding pupils' behaviour.

Nearly all teachers have up-to-date subject knowledge and show obvious enthusiasm for their subjects. Most provide a good language model for pupils.

In a very few lessons, questioning is probing and highly effective. This continuous and challenging questioning engages all pupils, and probes their understanding fully. As a result, pupils in these lessons make exceptional progress. In the majority of lessons, teachers plan appropriately to meet the needs of pupils across the ability range, particularly pupils with additional learning needs. Activities are engaging and interesting and the pace of these lessons is appropriate. However, in a minority of lessons, expectations of the most able are not high enough and they do not achieve their full potential.

Teachers mark pupils' work regularly and in many cases they provide detailed feedback. However, only in a minority of instances does this feedback show clearly what pupils need to do to improve their work. The quality and quantity of written feedback varies too much within departments and across the school. In a few subjects, there are well-established and effective arrangements for pupils to assess their own performance and that of their peers. This is not fully developed across departments.

The school provides parents with detailed reports twice a year. These reports contain useful subject commentaries with grades for effort, attainment and current performance. However, many subject reports do not have specific targets to help pupils to improve their work.

The school has a sound tracking system to record pupils' progress. This is used regularly by form teachers to monitor progress. In a few subject areas, teachers use this information well to support their teaching and planning.

Care, support and guidance: Good

The school has comprehensive and effective care, support and guidance arrangements. These support pupils effectively and contribute well to pupils' health, wellbeing and learning.

The school has a detailed personal and social education programme that meets requirements. Provision for pupils' spiritual, moral, cultural and social development is

effective and well-established. Pupils are given appropriate opportunity to reflect, discuss and debate social and moral issues, particularly through the religious education lessons, school assemblies and during thought for the day sessions.

The school has a positive relationship with outside agencies. This ensures worthwhile and timely support for pupils, particularly the most vulnerable. A school counsellor is available to all pupils either through self-referral or through dialogue with the head of year and parents.

There is a highly effective approach to supporting pupils with additional learning needs. Targets are clearly defined and these are monitored regularly. Pupils and parents are actively involved in planning for further action. Learning support assistants provide effective support throughout the school. As a result, pupils make very good progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a highly inclusive community that values diversity in all aspects of school life. There is a welcoming and caring ethos where individuality is valued and celebrated. There is a clear mutual respect between staff and pupils. Within the school community, there is a strong Welsh ethos that permeates all aspects of school life.

Despite the large school population and extensive rebuilding since 2011, the site provides pupils with a stimulating environment. Classrooms are bright and in good decorative order. There are interesting and stimulating classroom displays. Access for disabled pupils and visitors is good. There are high-quality facilities in a number of areas, for example design and technology and the new Amanwy centre for pupils with additional learning needs.

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

The headteacher and governing body provide clear strategic direction for the school and its pupils. The school's overarching aims are to enhance opportunities for its pupils and to raise standards of achievement. Leaders have a shared understanding of how the school should move forward, for example, in relation to the range of learning experiences provided and the further development of provision through the medium of Welsh.

The headteacher's strong leadership has been a key factor in the improvements in provision and standards that have taken place over the last five years. The deputy headteacher and other members of the senior leadership team provide good support and carry out their roles effectively.

Roles and responsibilities at all levels are clearly defined and well understood. The allocation of responsibilities to individual leaders is generally appropriate; however,

the level of teaching commitment of some leaders restricts the time they have to perform their leadership duties. Communication between staff at all levels is a particular strength of the school.

Middle leaders show a strong commitment to the vision and strategic direction of the school. Generally, they manage their departments effectively. An appropriate line management system is in place and is understood by all staff. Senior leaders give good support to the middle leaders that they manage; however, their role in challenging those leaders is less well developed.

Regular meetings at all levels focus on relevant issues relating to the standards achieved by pupils and particular whole-school and departmental priorities. However, there is a lack of consistency with regard to the formal recording of minutes and action points from meetings. At times, this hinders the effective monitoring of subsequent progress.

Performance management is in place for all staff and is implemented consistently. All staff have individual targets and have access to the training needed to enable them to meet those targets.

The governing body includes an appropriate balance of experienced and newer governors. They have a good understanding of their role and give strong support to the headteacher and the school. Governors are kept well informed through reports and presentations by the headteacher and other staff. They are aware of the school's main strengths and areas for improvement and challenge the school on issues about which they have concerns. Governors have an appropriate role in planning the strategic direction of the school.

The school gives appropriate consideration to national priorities.

Improving quality: Adequate

The school has an appropriate range of quality assurance procedures in place. It has identified areas for improvement and steps taken have resulted in improvements in important areas since the last inspection. However, managers have not had enough of an impact on the quality of teaching and the progress pupils make in lessons. There has not been enough progress in developing the role of middle managers in self-evaluation.

Senior leaders carry out a suitable programme of subject reviews within a three-year cycle. These consist of extensive lesson observations and book scrutiny and usefully involve subject leaders. Review reports are informative, with more recent examples having an increased focus on progress and standards in classes. Subject leaders also carry out extensive lesson observations and scrutiny of pupils' books. However, there is a lack of rigour in these evaluations of pupil's progress and teaching.

The school's self-evaluation report is an evaluative document. It includes a detailed analysis of performance data, and useful summaries of areas in need of improvement. However, the report does not provide an accurate enough picture of the quality of teaching across the school and the effectiveness of self-evaluation at middle-management level.

Middle managers make increasing use of data to inform the school's 'Planning for Success' document. However, these analyses do not make enough use of comparisons with similar schools and identifying trends in performance. There are no subject self-evaluation reports to draw together evidence from different sources and inform development planning.

The school development plan is a succinct document that identifies appropriate priorities, including raising standards, improving teaching and learning and the quality of monitoring and evaluation. However actions to be taken are not always specific and detailed enough. Departmental development plans identify a suitable number of priorities that link appropriately to the school development plan. However, the findings from lesson observations and scrutiny of pupils' books do not inform school or subject development planning clearly enough.

All teachers are involved in a range of working groups that meet regularly to discuss issues, share good practice or to develop initiatives. The newly established teaching and learning group has presented its findings on the use of questioning in classroom observations. This has not yet had enough of an impact on improving the quality of learning in classes. Opportunities to benefit from involvement with other schools are more limited.

Partnership working: Good

The school has a wide range of effective and established partnerships. The partnership with the Dinefwr 14-19 cluster is very strong. This has enabled the school to extend the range of academic and vocational options available to pupils at key stage 4 and post 16. These developments have contributed to improved outcomes at key stage 4 and led to a decrease in the number of pupils leaving school without a recognised qualification. There are strong arrangements to quality assure this cluster provision.

The school has strong partnerships with its partner primary schools. There is a wide range of effective projects that help pupils with the transition to secondary school. As a result, nearly all pupils settle quickly in Year 7.

The school has developed effective partnerships with the local community. These partnerships strengthen pupils' understanding of their community and improve their knowledge of social issues.

The school has worthwhile partnerships with local employers. Pupils benefit from work placements and project work with employers that develop their vocational skills and understanding of their responsibilities in the workplace.

Partnerships with parents are good. The school communicates well with parents through regular meetings, options evenings and written communications.

Resource management: Good

The school has sufficient, suitably qualified teachers to meet the requirements of the statutory curriculum and to ensure a broad and balanced provision for pupils.

Teachers are deployed effectively and very few lessons are taught by non-specialists. The school employs a suitable range of non-teaching staff to provide good support for teachers. Appropriate arrangements are in place for the professional development of all staff and for the induction of newly-qualified teachers.

The headteacher and the governing body's finance sub-committee carry out effectively their responsibilities in relation to the school budget. Spending decisions clearly reflect school and departmental priorities. The administrative manager works closely with the headteacher to monitor day-to-day spending. The most recent auditors' report identifies excellent practice in many areas, with no issues to be addressed.

The school has an appropriate surplus budget, approved by the local authority, and has suitable plans for the use of this funding over the next few years.

Taking into account the standards currently achieved, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, the proportion of pupils attaining the core subject indicator has improved since 2010. However, performance still places the school below the average for the family of schools but in the top 50% of schools with similar levels of free school meals. There is a similar pattern in the core subjects individually. In 2012, science was the only core subject where performance at level 5 or above placed the school in the top 25% of schools with similar levels of free school meals. In 2012, performance in mathematics placed the school in the top 50% of schools with similar levels of free school meals. Performance in English placed the school in the bottom 50% of schools for the first time in two years.

Overall, performance in science and mathematics is more favourable when compared to schools with similar levels of free school meals. In English, Welsh, mathematics, and science the proportion of pupils who achieve at level 6 or above is also below the average for the family of schools. Performance at level 7 or above is similar, although again science and mathematics are both much stronger than English and Welsh first language.

Over the last four years, attainment at key stage 4 has improved significantly. However, it is still below the average for the family of schools. Performance in those indicators that include English or Welsh and mathematics has improved considerably. However, it is below the average for the family of schools. When compared to schools with similar levels of free school meals, performance in 2011 is in the top 50% for all indicators.

Since 2008, although the core subject indicator has improved, it remains below the average for the family of schools. However, during the last three years, performance has been in the top 50% of schools with similar levels of free school meals. During the same period, the proportion of pupils achieving the level 2 threshold has also increased. However, performance when compared to schools with similar levels of free school meals is more favourable than the comparison with the family of schools. During the same period, the results for the level 1 threshold have improved and the school is now amongst the top 50% of similar schools. However, performance is below the average for the family of schools and provisional data for 2012 shows that performance now places the school in the bottom 50% of schools with similar levels of free school meals. Although the capped points score is lower than the average for the family of schools, for the first time in 2011, it places the school in the top 25% of similar schools. However, provisional data for 2012 indicates that it is now in the top 50% of schools.

In key stage 3, across a range of indicators, the performance of boys does not compare as favourably with that of boys in similar schools. However, at key stage 4, the underperformance of boys is not a significant issue. Pupils with additional learning needs achieve in line with their ability and make very good progress.

In the sixth form, overall performance, and in particular the performance of boys, does not compare favourably with local authority and Wales averages.

After Year 11, nearly all pupils continue in education, training or employment.

Over the past three years, no pupil has left the school without having gained at least one recognised qualification. This figure is better than local authority and Wales averages.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Estyn received responses from 399 pupils, selected at random from across the age range. Nearly all responses were similar to 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. Many pupils believe that the school deals well with bullying. The percentage of pupils that feel that the school deals well with bullying is lower than in other secondary schools. 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 the majority of students 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. Many 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. The majority of pupils also state that pupils behave well and that they can get on with their work.

Parental questionnaires

Three hundred and twenty parent questionnaires were received and, overall, parents expressed positive views about the school.

Nearly all parents are satisfied with the school and say that their child likes school. Nearly all parents say that their child is making good progress and was helped to settle in when they started school. Most 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.

Most 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
Iolo Dafydd	Team Inspector
Geraldine Thomas	Team Inspector
Kevin Adams	Team Inspector
Huw Collins	Team Inspector
Dylan Jones	Lay Inspector
Nicola James	Peer Inspector
Sion Watkins	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.