



*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 Ogwen  
Ffordd Coetmor  
Bethesda  
Gwynedd  
LL57 3NN**

**Date of inspection: November 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 01/02/13**

## Context

Ysgol Dyffryn Ogwen is a naturally bilingual community comprehensive school for pupils and students aged from 11-18 years. There are 360 pupils, including 50 students in the sixth form. The school is maintained by Gwynedd local authority.

The school serves the small town of Bethesda, one of the main centres for the slate industry in Gwynedd, and the surrounding rural area. The majority of pupils come from an area that is economically or socially disadvantaged, and two of the most populous wards that serve the school are in the 40% of the most underprivileged wards in Wales. Seventeen point seven per cent (17.7%) of pupils are entitled to free school meals. This figure is close to the national percentage of 17.4%. Nearly all pupils belong to the white ethnic group. No pupils receive support to learn English as an additional language.

The school admits pupils from the full ability range, including those who have been excluded from other schools. Five per cent of pupils have a statement of special educational needs. This is higher than the national percentage. In addition, 19% of pupils are on 'school action' and 'school action plus' measures, which is close to the national percentage.

Eighty five per cent of pupils come from homes where Welsh is spoken by one or both parents and 15% from homes where English is the main language. All pupils follow Welsh as a first language. All subjects in key stage 3 are taught mainly through the medium of Welsh, and units of work are taught through the medium of English. The school operates a bilingual policy and both languages are used for teaching and learning across the curriculum.

The headteacher was appointed in 2004.

The individual school budget per pupil for Ysgol Dyffryn Ogwen in 2012-2013 means that the budget is £5,180 per pupil. The maximum per pupil in secondary schools in Gwynedd is £5,185 and the minimum is £3,988. Ysgol Dyffryn Ogwen is in second position of the 14 secondary schools in Gwynedd in terms of school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

Ysgol Dyffryn Ogwen is an excellent school because:

- pupils make excellent progress and achieve very high standards;
- a special inclusive ethos ensures equal opportunities and success for all pupils;
- the quality of teaching is excellent and assessment is effective;
- there is a consistent emphasis on developing pupils' skills; and
- management and guidance are very effective.

### Prospects for improvement

Prospects for improvement are excellent because of:

- the management of the senior management team and governors, which emphasises pupils' progress as the school's main activity;
- effective co-operation between staff, managers and governors;
- effective whole-school self-evaluation procedures; and
- innovative use of information technology to promote learning and teaching outside school hours.

## Recommendations

R1 Raise standards of boys' writing across the school and increase the percentage of pupils who attain higher levels in key stage 3.

R2 Increase attendance levels.

R3 Share the best practices in monitoring and quality assurance across the school.

R4 Disseminate excellent teaching practices across the school.

### What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

In key stage 3, the proportion of pupils who achieve level 5 or higher in English or Welsh, mathematics and science in combination has increased significantly over the last four years. During this period, pupils' performance has placed the school among the top 25% of similar schools in terms of levels of entitlement to free school meals. In all individual core subjects, the performance of pupils that attain the expected level over the last three years has improved and performance in English and science has placed the school among the top 25% of its family of schools.

In key stage 4 in 2012, pupils' performance has been excellent and in the top quartile in all main indicators since 2010-2011. Since 2010-2011, results for the level 1 threshold, level 2 threshold and level 2 threshold including Welsh or English and mathematics, the core subject indicator and capped points score have improved and are higher than the family's average. This places the school among the top 25% in comparison with similar schools in all indicators. Pupils' progress is significantly better than expected from key stage 2 to key stage 4, and is excellent.

Since 2009-2010, no pupils have failed to gain a recognised qualification, and nearly all pupils stay in education, employment or full-time training after Year 11. This is better than the county average and the national average. In 2012, all pupils gained the Welsh Baccalaureate Qualification in key stage 4, and most gained the intermediate qualification.

In the sixth form, the school's performance at the level 3 threshold has been generally higher than the county average and the average for Wales since 2009-2010. In 2012, nearly all pupils gained the Welsh Baccalaureate Qualification at a higher level.

The performance of boys and girls in key stages 3 and 4 has varied over the years and there is no consistent pattern. Over a period of six years from 2007 to 2012, the difference between the performance of pupils who receive free school meals and the remainder, in the main indicators, is less than the average for comparable schools in the family and for Wales as a whole. Pupils with special educational needs and able and talented pupils make very good progress.

Many pupils make good progress in lessons. In a minority of lessons, pupils make excellent progress. In these lessons, pupils work together very effectively and respond enthusiastically to challenging tasks. They use information technology very effectively and compare their work with that of their peers. They discuss jointly and analyse the standard of their work effectively and promote each other's progress well. Through this, they develop a thorough understanding of new topics. The development of their higher skills is excellent in these lessons, and the development of pupils' skills across the subjects is very good.

Most pupils' listening skills are very good and they respond very well to teachers' instructions. They also listen well to their peers in discussion groups or when they present information in front of the class. Many work enthusiastically and show obvious motivation. In a number of lessons, pupils' bilingual skills are an excellent feature. The majority of pupils speak clearly and use appropriate vocabulary when communicating confidently with their peers in Welsh and English as needed.

The majority of pupils read confidently in Welsh and English and use scanning, detailed reading and data collection skills very well. They are able to select new information and quotations to support an opinion effectively. Many pupils who receive additional support through Welsh and English reading schemes make very good progress. In a number of lessons, pupils use good strategies in order to improve their spelling.

The majority of pupils' writing skills are good. They write for a range of various purposes and audiences, and write at length in many subjects across the curriculum. They write effective notes to summarise a story or scientific investigation. They also compose poems and articles and compare different sources and materials effectively. A majority of pupils develop a vocabulary of relevant subject terms, which facilitates their understanding of concepts.

Many pupils write at length well in Welsh and English across the curriculum, and there are good examples of work being redrafted or corrected effectively. However, there are grammatical and spelling errors in a minority of pupils' written work and boys' writing skills are more limited on the whole. A majority of pupils present their work neatly.

All pupils develop their number skills in a range of subjects in line with the requirements of the relevant syllabus. A majority of pupils develop thinking skills well across the curriculum and the majority of pupils' information technology skills are very good.

### **Wellbeing: Good**

All pupils feel safe at school and believe that the school deals well with any bullying. Many pupils take part in a varied programme of activities to promote fitness, for example climbing, football, hockey and gymnasium activities. They have a very good understanding of how to keep healthy. The majority believe that the school teaches them effectively about life and eating healthily.

Attendance percentages have improved over the last three years in line with the national rate of increase. However, they continue to place the school in the third quartile in comparison with other schools in the family. Nearly all pupils arrive punctually at school and when attending their lessons. Most pupils' behaviour is very good and they show obvious motivation in lessons.

The school council is very active and has had an important influence on school organisation and also on the quality of lessons. Two members of the council attend governing body meetings regularly and take a full part in discussions. Older pupils at the school make enthusiastic contributions to the school community by supporting younger pupils, and to the wider community through the Welsh Baccalaureate Qualification programme.

Most pupils possess the skills to prepare them for life beyond the school, the next stage of their education or the world of work.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school curriculum offers a wide range of subjects that ensures that it meets pupils' and students' various needs and interests, and statutory requirements. The key stage 3 curriculum builds effectively on key stage 2 experiences, and there are examples of interesting transition work in core subjects. The school succeeds well in offering a rich range of courses and has responded very well to the requirements of Learning Pathways 14-19 by purposeful joint planning with other institutions. The school offers comprehensive provision, which allows all pupils to succeed and to gain a range of appropriate qualifications. The school places effective emphasis on developing and accrediting pupils' skills throughout their period at school and the Welsh Baccalaureate contributes to this.

Recently, a number of new strategies were introduced in order to improve key stage 3 pupils' literacy and numeracy skills. Additional support is offered to meet the specific needs of groups of pupils. Appropriate strategies have been implemented in order to respond to boys' difficulty in writing at length.

The school has a natural Welsh ethos and most courses are offered through the medium of Welsh. Bilingualism is given prominence and the school's policy has had a positive effect on standards, and contributes to pupils' ability to communicate confidently and naturally in Welsh and English. The Cwricwlwm Cymreig is a prominent and strong feature of provision.

Education for sustainable development and global citizenship is a good feature of the school's curriculum. A number of activities are arranged in the local area to enrich pupils' understanding of sustainability in Snowdonia. There is a good link with a school in Indonesia and this has led to further co-operation with a local primary school and taking part in the opening ceremony in the Olympic Games in London.

### **Teaching: Excellent**

The quality and consistency of teaching is one of the school's strengths, and half of teaching is excellent. In excellent lessons, teachers question successfully. They develop pupils' understanding of subjects and their thinking and literacy skills in a very creative and effective manner. Teachers' expectations and the level of challenge of tasks are high and extend all pupils successfully. Activities are often exciting and stimulating. Tasks are timed particularly well and this ensures that the pace of lessons is excellent.

Teachers have particularly good subject knowledge. Lessons are planned thoroughly and they include suitable activities and interesting and stimulating experiences for pupils. Teachers gain the interest of all pupils and promote high standards. Teachers use a wide range of teaching skills and colourful and appropriate resources in order to respond to every pupil's requirements. An extremely good working relationship can be seen between teachers and pupils and their classroom management is very effective.

There is innovative and creative use of a virtual learning platform in a few lessons. In these lessons, pupils use technology imaginatively. They complete homework tasks and share their opinion about each other's work with their peers, using interactive technology. This is a successful and valuable method of consolidating and extending class work and raising standards. Very good use is made of this technology, and this is an example of good practice that is sector-leading.

A majority of teachers mark pupils' work regularly. Teachers assess pupils' work regularly, give constructive feedback and set effective targets that help pupils to make particularly good progress. Very good use is made of strategies that support pupils when they assess each other's work, and their peers, using criteria appropriately. Assessment is a strength in the school and has a positive effect on standards.

Heads of department, heads of year and members of the senior management team use assessment data well in order to support and improve learning. Pupils' performance is tracked effectively and monitored regularly across the curriculum. This ensures that any weaknesses are identified and appropriate steps are taken to correct any underperformance.

Arrangements for reporting back to parents comply with statutory requirements. Content of reports is good on the whole, although targets and comments are not always subject-specific and comprehensive enough.

### **Care, support and guidance: Good**

The school promotes its pupils' health and wellbeing very effectively. It has a comprehensive personal and social education programme that provides a wide range of activities that complement pupils' learning experiences well. Good use is made of external agencies to support the programme.

Pupils' social, moral, spiritual and cultural development is promoted effectively across the school. Pupils have enough opportunities to discuss moral and cultural issues across the school.

Beneficial links with the primary schools that feed the school ensure that pupils settle in quickly in Year 7. The school also has close links with external agencies to ensure that pupils are able to take advantage of a wide range of support when needed.

Pupils receive very good advice and guidance when they choose courses for key stages 4 and 5.

Whole-school strategies to promote good behaviour are very successful and strategies to improve attendance rates show consistent improvement.

The school council has a very active and effective part in the school's life. The council has a positive influence on the quality of teaching.

Pupils who have special educational needs are included in all aspects of school life and provision for them is good. The school enables them to access a suitable and appropriate curriculum that also responds to their personal needs.

Annual reviews are conducted in line with statutory requirements, and individual education plans, that are reviewed regularly, are provided. The quality of support and care that are offered to pupils who have additional learning needs across the school is a strength. As a result of this, pupils make very good progress and they achieve success at the end of key stages. All pupils leave with a recognised qualification.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

### **Learning environment: Good**

Ysgol Dyffryn Ogwen's homely and inclusive atmosphere is a very prominent and successful feature. Emphasis is placed upon supporting all pupils and ensuring that they have equal access and opportunities in every activity in which they are interested. The school has worked successfully to close the gap between the performance of boys and girls.

The school provides appropriate resources for general lessons and activities. There is a very good ratio of computers to pupils and there is a regular and effective programme for renewing equipment. Effective use of computers in lessons has a very positive influence on pupils' standards and skills.

The learning environment is stimulating with attractive displays of pupils' work within the school. Pupils move around the site carefully and safely. Resources are of a very good standard in the physical education department, including a multi-purpose hall and Astroturf pitches. The school's buildings and grounds are maintained well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The headteacher has a clear vision for the school. Over the last four years, his continuous and firm emphasis on improving standards has permeated through all aspects of school life. The senior management team support the headteacher's work very well. As a team, they work together closely and share an agreed vision. During recent years, an appropriate emphasis has been seen by the school's staff on providing education of the highest quality, improving standards and ensuring that all pupils possess the important skills for life and work.

The headteacher and senior team challenge any underperformance effectively. Where standards and teaching have caused concern to leaders, they have responded sensitively, promptly but very firmly. Sensible and detailed plans for challenging staff and responding to the situation have been established. These steps have ensured good improvements and progress in the areas in question.

Many middle leaders implement their role appropriately and focus consistently on pupils' achievement and inclusion. They show obvious pride in their work. There are appropriate arrangements for performance management and many staff set very challenging targets.

Link managers meet regularly with the staff that they lead. During meetings, clear emphasis is seen on raising standards and tracking performance.

The governing body are undertaking their role as critical friends fully. As a body, they have a variety of experience and expertise that intertwine well and enable them to challenge and support the school. There is an appropriate structure of committees. They receive regular and useful information about the school's standards and provision and take a robust role in setting the school's strategic direction. They have a comprehensive and thorough awareness of the school's performance in comparison with similar schools and they share the same vision as the senior management team, namely to offer the best education to pupils in the local area. There are beneficial links with departmental leaders. As a result, they are also aware of departments' contribution to meeting the school's priorities.

The school has responded enthusiastically to local and national priorities. During the last three years, the curriculum for the school's older pupils has been transformed, with more opportunities for them to follow interesting vocational courses. These changes have already had a significant effect on pupils' performance. In addition, there is an agreed focus on developing pupils' literacy and numeracy skills. This work is developing well across the school and is a key and effective part of the work of half of the departments.

### **Improving quality: Good**

The school has appropriate arrangements for self-evaluation and planning for improvement. The whole-school self-evaluation report is a thorough document, which includes a fair evaluation of school life.

There is a comprehensive programme of detailed lesson observations, in addition to appropriate arrangements for scrutinising pupils' work. This ensures that direct evidence has an appropriate influence on the report's content and comments. Lesson observations focus clearly on pupils' standards, skills and achievement. As a result, senior managers have an accurate and detailed picture of strengths and areas to be improved within teaching. The quality of departmental self-evaluation reports is generally good, with a few excellent examples. However, a few departments do not refer enough to direct evidence, for example scrutinising work and observing lessons.

There is an appropriate link between whole-school self-evaluation and planning for improvement. The whole-school development plan refers appropriately to improving standards of boys' literacy and raising the attainment of more able pupils. The majority of targets are quantitative enough to evaluate progress and activities have been costed appropriately. This year, all departments have produced full self-evaluation reports for the first time. Departmental targets now include an appropriate balance between the school's priorities and specific issues within individual department that need improvement. In the majority of departments, there are detailed and comprehensive plans, with challenging and quantitative targets. However, there is some inconsistency in the quality of departmental development plans and, in a minority of cases, there are too many targets to be met.

The school has made strong progress towards fulfilling many recommendations from the previous inspection.

A number of school working parties that focus appropriately on the school's priorities, such as literacy, numeracy and thinking skills, have been established. These working parties have ensured better awareness across the school of excellent practice in a minority of departments. Although the school has not evaluated the effect of the working parties formally, this evidence can be seen in pupils' achievement and progress.

There is a comprehensive professional development programme that meets the requirements of individual staff, in addition to focussing effectively on the school's priorities. The school networks appropriately with other schools in the local area. However, the school has not yet developed formal links with other schools in the family.

### **Partnership working: Good**

The school co-operates well with parents. Joint planning with Learning Pathways 14-19 partners is very effective and ensures a wide range of choices that respond to pupils' aspirations and interests. Pupils' achievement and experiences have improved, partly because of this wider provision. The Learning Pathways 14-19 consortium's quality assurance procedures are thorough.

The school makes beneficial use of Careers Wales services to help pupils to choose subjects and to ensure comprehensive provision. Teachers have taken a prominent and successful part in the local authority's education services projects.

The school makes an important contribution to its local area by supporting and conducting a variety of community activities. There is happy and close co-operation with the primary schools that facilitates the transfer process in Year 7. Pupils from Year 5 and Year 6 have regular opportunities to visit the school. Working together on transition units in core subjects and sports activities jointly ensures effective progression from one key stage to the next. Valuable work by the counsellor can be seen and a welfare officer works closely with the school to raise attendance levels.

### **Resource management: Excellent**

The school has enthusiastic, experienced and qualified staff to teach the curriculum effectively. A strong team of support staff supports teachers' work successfully. The headteacher, the administrative officer and the governors monitor the school's budget regularly. Expenditure is allocated effectively to respond to the priorities of the school development plan.

The 14-19 partnerships have ensured a wider curriculum in key stage 4 and the sixth form with more cost-effective arrangements. However, about half of classes in the sixth form are small and have fewer than seven pupils. Recently, the school has received a positive audit report from the local authority. The school has acted successfully to respond to the audit's recommendations. There is an appropriate supply of learning and teaching resources within departments.

The school's standards and the quality of teaching mean that the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, over the last four years, pupils' performance in attaining the core subject indicator has improved significantly. Over the last four years, it has placed the school among the top 25% of similar schools nationally in terms of levels of entitlement to free school meals.

Over the last three years, the performance of pupils who reach the expected level (L5+) has increased significantly. In 2012, for the first time, performance in English and science placed the school among the top 25% of schools with similar proportions of pupils entitled to free school meals, and was higher than the average for the family. Performance in mathematics has placed the school consistently in the top 50% of similar schools since 2008. In 2012, pupils' performance in Welsh at this level improved.

In 2011, pupils' progress from the previous key stage was very good and significantly better than expected, and this confirms a trend towards consistent progress during previous years.

In key stage 4, in 2012, pupils' performance was excellent and has been in the top quartile in every important indicator since 2010-2011. Since 2010-2011, the results for the level 2 threshold and the level 2 threshold including Welsh or English and mathematics, the core subject indicator and capped points score have improved and are higher than the average for the family of schools. This places the school among the top 25% in comparison with similar schools in every one of these indicators and the trend of significant progress over this period is very characteristic.

Since 2010-2011, results in English and science have improved and place the school in the top 25% of similar schools. There is also a pattern of progress in Welsh and mathematics since 2009-2010 but there is variance from year to year, and the school was placed among the lower 50% of similar schools in 2012. Over a period of six years from 2007 to 2012, the difference between the performance of pupils who receive free school meals and the remainder in the main indicators has been less than the averages for comparable schools in the family and for Wales as a whole. In 2012, all pupils gained the Welsh Baccalaureate Qualification in key stage 4, and most gained the intermediate qualification.

In the sixth form, the school's performance in the level 3 threshold since 2009-2010 has varied but it has been generally higher than the average for the county and the average for Wales. In 2012, nearly all pupils gained the Welsh Baccalaureate Qualification at the higher level.

The difference between boys' and girls' performance has varied over the years in key stage 3 and 4 and, although there was a difference in the relative performance levels of boys and girls in mathematics and science in 2012, there is no consistent pattern.

## Appendix 2

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

One hundred and two pupils, chosen randomly across the school, responded to the questionnaire. This sample represents a quarter of all the school's pupils. In general, pupils' response is far more positive than the response of pupils in other secondary schools.

All pupils feel safe at school and the majority believe that the school deals well with any bullying. The majority indicate that they have someone to talk to if they are anxious. Most feel that the school teaches them to keep healthy and that there are enough opportunities to take regular physical exercise. Nearly all pupils say that there are enough books, computers and equipment. Most feel that they are doing well and that teachers help them to learn and make progress. The majority believe that the homework that is set builds well on what they are learning. The majority feel that others behave well.

The majority feel that staff treat all pupils fairly and show respect for them and that the school listens to their opinion. Nearly all pupils note that the school encourages them to take responsibility. Many state that the school helps them to be ready for the next school, college or working life. Many pupils in key stage 4 and the sixth form feel that they received good advice when choosing courses.

#### **Responses to parent questionnaires**

Estyn received 103 questionnaires from parents and most of them are satisfied or very satisfied with the school in general.

Most parents say that their children like school and feel safe in it and that pupils' behaviour is good. Nearly all pupils feel that their children are developing to become more mature and to shoulder responsibilities. Most indicate that their children are respected and treated fairly and that their children have appropriate additional support in relation to any individual specific needs. Nearly all believe that teaching is good and that their children are making good progress at school and are being prepared well for moving on to the next school or college or work. Most believe that there is a good variety of activities, including trips or visits. Most pupils feel that the school is well run.

## Appendix 3

### The inspection team

Gareth Wyn Jones	Reporting Inspector
Meinir Rees	Team Inspector
Catherine Evans	Team Inspector
Rhian Wyn Griffiths	Team Inspector
Dylan Jones	Lay Inspector
Iona Davies	Peer Inspector
Alun Llwyd	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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. If it is available, the data report can be seen on our website, alongside this report.

### Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.