



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

**Llangatwg Community School
Main Road
Cadoxton
Neath
SA10 8DB**

Date of inspection: February 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

Llangatwg Community School is an 11 to 16 co-educational community school of 760 pupils, situated in the Cadoxton area of Neath. There are 48 teachers, of whom six are part-time, making a full-time equivalent of 45.8. The school also has 15 support staff.

The area served by the school is semi-rural and has a higher than average degree of social and economic disadvantage. The percentage of pupils entitled to free school meals is 23.3%, higher than both the local authority figure of 19.5% and the Welsh figure of 17.4% for secondary schools. Altogether 34.6% of pupils have special educational needs (Wales 20.2%), and 1.2% of all pupils have a statement of special educational needs (Wales 2.6%). Ten pupils speak Welsh fluently.

The individual school budget per pupil for Llangatwg Community School in 2011-2012 means that the budget is £4,051 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £6,054 and the minimum is £3,755. Llangatwg Community School is sixth out of the 11 secondary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

Llangatwg is an excellent school because:

- it has high expectations and a very purposeful working atmosphere that result in very high standards of achievement;
- the promotion of wellbeing is very good;
- the level of care, support and guidance is outstanding and ensures that pupils achieve very well;
- the curriculum and academic and pastoral support structures are very well organised to support achievement; and
- leadership at all levels is very strong.

Prospects for improvement

Prospects for improvement are excellent because:

- the school knows its strengths and weaknesses very well and has an exceptionally strong focus on addressing aspects that need improvement;
- leadership is very effective at all levels; and
- staff work very well together to secure improvements.

Recommendations

The staff and governors of Llangatwg Community School need to:

- R1 improve the performance of boys in key stage 4, particularly in English;
- R2 raise standards of achievement and the quality of teaching in those lessons in which they are only adequate;
- R3 increase the planned use of Welsh across the school; and
- R4 ensure that the best practice, for example in assessment and the promotion of literacy and numeracy, is effectively spread across all departments.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Performance in key stage 3 has been very good over the last four years. Performance in English, mathematics and science combined has been among the best compared with that of similar schools, and usually well above expectations.

Outcomes in key stage 4 are excellent. Performance in qualifications that include English and mathematics has been much better than in similar schools in the last four years, and is usually well above the Wales average. In 2011 it was lower than in previous years but still good, while the qualifications that include a wide range of subjects were the best in the family of schools. Performance has been consistently excellent over time.

In the last four years, performance has been outstanding in mathematics. Although performance in English and science declined slightly in the last few years, results in both subjects have compared well with those of similar schools.

In the last four years, very few pupils left full-time education without a qualification.

Boys' performance is slightly weaker than girls' in key stage 3. The gender gap is narrower than the average for Wales at level 5, but wider at level 6 and above. In key stage 4, boys have performed significantly worse than girls in English, particularly in 2011. In mathematics and science the gender gap, though much smaller than in English, was still wider than the Wales average in 2011. However in the previous two years, boys did better than girls in these two subjects. In non-core subjects, boys performed worse than girls in 2011 but did better than girls in the previous two years.

Pupils entitled to free school meals do relatively well compared to those in Wales as a whole.

Standards of achievement are good or better in many lessons. Standards are excellent in about one lesson in five, and adequate in a similar proportion.

Where standards are good or better, a significant feature is the very positive attitude of pupils. They enter the classroom ready to work and settle down quickly. They concentrate well throughout the lesson, participating and persisting well in tasks and showing real enthusiasm. They listen attentively and absorb information well. Pupils work well independently and also in pairs or small groups, respecting each other's opinions. They think carefully about answering questions and use subject-specific vocabulary effectively. Many, particularly older pupils, speak well at length. They ask good questions and read effectively to obtain information.

In several subjects pupils produce a wide range of writing. By the end of key stage 3, abler pupils write long, fluent pieces using a good range of structure and vocabulary

in a variety of styles. Although they make occasional spelling errors they are generally accurate. The quality of writing of a minority of pupils is particularly high. Middle-ability and less able pupils also write competently relative to their ability. In some subjects pupils demonstrate very good numeracy skills.

In a majority of lessons pupils understand the criteria for good quality or high marks, and pay attention to these in their work. They sometimes assess their own and others' work using these criteria and improve their own understanding by doing so.

Where standards are excellent, outstanding features include pupils' progress in skills, their highly effective use of assessment criteria, and their response to a high level of challenge.

In the few lessons in which standards are only adequate, pupils are sometimes slow to start, do not concentrate enough and do not work well independently. They do not complete enough work, while a very few are reluctant to work at all. Sometimes they cannot keep up with tasks because the teacher rushes through them.

Even when standards are good pupils often pay little attention to correcting work that their teacher has marked.

Pupils' good skills are reflected in their success in gaining Essential Skills Wales qualifications. An outstanding feature last year was the achievement in application of number, in which half the year group gained level 3 and a further third gained level 2.

Many pupils are enthusiastic about learning Welsh, and standards are good. In key stage 3, the school's performance is well above the family and Wales averages and compares well with that of similar schools. Outcomes in key stage 4 are very good. In 2011, more than half of Year 11 achieved a level 2 in the full course, a further 10% gained level 2 in the short course, and most of the rest achieved level 1. However, pupils do not develop their use of Welsh enough outside Welsh lessons.

Wellbeing: Excellent

Pupils show an excellent commitment to their school and their community.

Nearly all pupils surveyed said that they feel safe in school. This is better than the national picture. Pupils feel that the school deals very well with the few incidents of bullying.

Nearly all pupils have an excellent understanding of how to keep healthy. Many take part regularly in the sports and other activities put on by the school and its partners. A few older pupils use the opportunity well to gain extra qualifications. The school nutrition action group has contributed knowledgeably to the design of healthy menus.

Nearly all pupils have a very strong work ethic. They are confident to seek help from their teachers, and help each other learn through peer assessment and peer mentoring. Peer mentors develop good leadership skills.

Nearly all pupils develop good life and social skills. They contribute thoughtfully to surveys about school policies and school work. The school and year councils discuss issues and promote changes responsibly. They are often successful in bringing about change, for example the refurbishment of boys' toilets. Senior prefects, as associate governors, gain a very good understanding of school issues by attending and reporting to governors' meetings. A few senior pupils contribute effectively to staff appointments. Around 80 pupils develop financial awareness through belonging to a local credit union, which is organised in school by pupils and staff.

Behaviour and attendance are good. In 2010-2011, attendance compared well to Wales' national average and was above the rate for similar schools.

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

The school provides a broad and balanced curriculum, which fully meets statutory requirements and the needs and aspirations of all pupils. The key stage 3 curriculum builds well on pupils' experiences in key stage 2. In key stage 4 there is a good range of general and vocational courses, some of which are delivered in partnership with a local college.

The school provides good support to develop pupils' skills and is very effective in identifying pupils whose literacy and numeracy skills are weak. It successfully helps these pupils through personalised programmes such as the 'Rapid Reading' scheme, paired reading and the Numeracy Club. Faculty support assistants provide effective in-class support for these pupils within mainstream lessons. Many subjects provide good opportunities for all pupils to practise and improve their literacy and numeracy skills, but a few do not do so as much as they might.

Extra-curricular provision has had a very positive impact on pupils' achievement, wellbeing and attitudes to learning. There is a wide range of well-attended sporting activities, managed by the 5x60 officer. In addition the school provides a thorough range of well-planned revision activities to support key stage 4 pupils, particularly in English, mathematics and science. Timetabled learner support meetings allow form tutors to systematically mentor pupils in their tutorial groups.

Provision for Welsh is good and enables pupils to make very good progress. In key stage 4 nearly all pupils are entered for a level 2 qualification in Welsh second language. Pupils' understanding of Welsh culture and traditions is developed through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The school contributes well to pupils' awareness of sustainability and global citizenship through work in several subjects and the personal and social education programme.

Teaching: Good

Teaching is good or better in many lessons, which are characterised by high expectations and challenge, good pace and a wide variety of stimulating activities.

Teachers explain tasks clearly, and clarify criteria for success. They pay suitable attention to developing pupils' language skills, giving opportunities to speak and read, and praising pupils' efforts. They extend pupils' vocabulary and provide useful guidance and support for writing tasks. They generate a calm and productive classroom atmosphere and have a good rapport with pupils. A minority use incidental Welsh well. In around 20% of lessons with outstanding features, teachers have very high expectations and plan effectively to realise them. They skilfully ask very challenging questions and make pupils think hard. In the best cases, they provide tasks that are appropriately adapted for pupils of different abilities.

There are areas for improvement in a few lessons, where activities lack depth, challenge and rigour, and there is too slow a pace. Slavish adherence to lesson plans, involving rushing on before pupils have understood the task in hand, sometimes results in poor exploitation of good materials. A very few teachers talk too much, not explaining or following up issues that arise.

Most teachers mark books regularly, providing detailed feedback and clear targets for improvement. In a few departments there is too much variation in the quality of teachers' feedback, and a minority of teachers do not ensure that pupils take account of their marking. In the majority of departments, teachers provide effective opportunities for peer and self-assessment.

Teachers plan a very good range of assessment tasks. Pupils' progress is very effectively tracked and rigorously analysed. The data is used very well to reward pupils and identify those who need additional support.

Reports to parents are clear and informative and nearly all parents feel that they are well informed about their child's progress.

Care, support and guidance: Excellent

Pupils and parents are overwhelmingly positive about the school's care, support and guidance, which have a significant impact on pupils' progress. Provision for health and wellbeing is an outstanding feature. Very effective pastoral arrangements enable key staff to provide high-quality personal support and successfully promote wellbeing. Specific groups within the school provide timely and effective support for vulnerable pupils. Some of these groups work closely with a wide range of agencies, a few of which are based on the school site. Others, for example the young carers and the anger management groups, are led by pupils themselves. The pupil School Nutrition Action Group (SNAG) and the canteen staff work together effectively to promote healthy eating. A particular strength is the involvement of the school council in the decision-making processes of the school, including a meaningful role for a few pupils as associate governors.

The school provides a stable, caring and ordered environment in which values such as respect, honesty and fairness are promoted very well. Provision for spiritual, moral, social and cultural development is comprehensive. The personal and social education programme is considered very relevant by pupils. It is very well planned and resourced so that form teachers deliver it to a consistently high standard. Through this and other subjects, pupils are encouraged to be reflective, tolerant and understanding of other cultures.

Effective processes exist to track performance, behaviour and attendance, and to intervene when issues arise. All staff in the faculty teams support pupils' progress very thoroughly. A particularly strong feature is the timetabled 'learner support hour', which allows form tutors to systematically mentor pupils in their tutorial groups. This ensures that all pupils know how they are doing and how to progress towards their targets. The very thorough and well-attended programme of evening revision classes has a significant effect on achievement in key stage 4.

Staff know the pupils in their care extremely well. Trained learning coaches are accessible, approachable and valued by pupils.

The school has well-organised, systematic and flexible processes to identify and support pupils with additional learning needs. Interventions for pupils with learning, emotional and behavioural needs are targeted and monitored, and contribute to the excellent results achieved by the school.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school has an inclusive ethos. It provides all pupils with equal access to the curriculum, which it often adapts to meet individual needs. It challenges stereotypes in pupils' aspirations and promotes tolerant attitudes. Most pupils are highly appreciative of its efforts to prevent oppressive behaviour. The school is not well adapted for people with permanent disabilities. However, the accessibility plan contains acceptable measures to meet the needs of those with temporary disabilities.

Although the exterior of some buildings is in poor decorative order, the inside of the school is generally welcoming and meets the needs of pupils well. Classrooms have good displays to promote learning, though some rooms are rather small for large classes. The playing field has poor drainage, but the school benefits from an all-weather area as well as a swimming pool and a fitness suite. Overall, the condition of the toilets and changing rooms is adequate. There are enough good-quality learning resources. The specialist teaching areas for catering, health and fitness and hair and beauty are a good feature, while provision for information and communication technology is particularly good.

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

The headteacher and senior managers provide extremely effective leadership. Together they have achieved a strong ethos based on high expectations. The school's work is very well promoted by the support and faculty teams. Team-working is highly effective at all levels and all staff readily take on leadership roles within a culture of trust and accountability. The impact is evident in the excellent outcomes.

Strategic priorities are well focused on high expectations and on improving outcomes and wellbeing. Aims and priorities are clear and well understood by all. They are based on a thorough and detailed analysis of a wide range of evidence about performance, and a robust self-evaluation and quality assurance system.

The staff, governors, partners, pupils and parents are highly supportive of the aims of the school. As a result, pupils have extremely positive attitudes to learning, parents speak highly of the progress their children have made and the school is a very purposeful working environment.

There are simple and clear operational procedures that outline the expectations for faculty teams. In addition to their subject areas, each team has responsibility for the standards and wellbeing of a year group. Within this framework, staff at all levels are given opportunities to take on new or expand existing leadership roles, whether in leading teams or in developing projects. The staff work very hard to support learners to ensure they achieve their potential.

The senior team and governors trust staff to carry out their responsibilities, but hold them fully accountable for the outcomes. Their work is judged by its impact. Middle managers are very effective. They make very good use of data to track progress and provide appropriate intervention and support. Leadership of the faculty teams is a strength of the school, and these teams have a very powerful effect on standards, wellbeing and provision.

Professional development needs are effectively identified through the self-evaluation process, and training and development activities have had a positive impact on standards and teaching. Performance management is linked to the school's strategic priorities.

Governors are very supportive of their school and are suitably informed about performance. A good feature of their work is that they have a designated governor with responsibility for performance data. Governors have an active role in setting the school's strategic direction and provide a degree of challenge where necessary.

The school takes full account of national priorities and in particular has made very good progress in improving skills and sustaining high levels of achievement.

Improving quality: Good

The school has coherent, rigorous and effective self-evaluation procedures that include suitable arrangements to gather the views of pupils and parents. External consultants play a valuable role in the school's self-evaluation systems. Subject specialists have evaluated lessons in all departments and worked extensively with senior and middle leaders to develop their ability to accurately assess the quality of teaching.

Leaders at all levels analyse data thoroughly and use a wide range of first-hand evidence from monitoring lessons and scrutinising pupils' work. As a result, the school has a clear and accurate understanding of its strengths and areas requiring improvement. The school's self-evaluation report is honest and self-critical.

Middle managers have a high degree of responsibility for monitoring and evaluating work in their areas. Most faculty and subject leaders produce comprehensive self-evaluation reports that successfully identify key areas for improvement. Department development plans include useful actions for improvement and have clear links to whole school priorities.

The school plans well for continuous professional development. The school has a few well-established working parties which work together effectively to drive specific initiatives, for example to improve the quality of teaching. However, good practice developed by these groups is not always formally shared with all departments across the school.

The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school works very well with parents, the community, other partners and agencies to make sure that pupils are supported to achieve their best. The school's partnership with a broad range of agencies to support vulnerable pupils is a strong feature.

The school works productively with a wide range of partners and takes a strategic lead where necessary. This work, based on trust and good communication, includes joint planning and resourcing and is closely aligned to the school's strategic priorities.

Arrangements with partner primary schools, including the introduction of programmes to support effective transition and improved reading and writing, contribute effectively to the continuity and progression in pupils' learning. There are well-developed transition arrangements for pupils moving into post-16 education, training or employment.

The school operates very successfully as a community-focused school and plays a significant role in the local area. The on-site facilities, such as the health and fitness suite, swimming pool and nursery, are a valuable community resource. The school's work with many community organisations and groups contributes to improving pupils' learning experiences, wellbeing and progress.

Parents feel that the school is very approachable and quick to address their concerns. The partnership between parents and the faculties responsible for their children's progress and wellbeing is very good. Parents' responses to the Estyn questionnaire, and their comments at the parents' meeting, were very positive.

Resource management: Excellent

The school manages its finances very well and has robust procedures to monitor spending. It is successfully managing a budget that is reducing due to falling rolls. There is an appropriate balance between the responsibilities undertaken by governors and those delegated to the headteacher. The school is staffed well to teach the curriculum and there are suitable arrangements to identify and meet the training needs of all staff. A maintenance manager ensures good standards of classroom accommodation within the constraints of the budget.

In view of the outstanding results pupils achieve, the school provides excellent value for money.

Appendix 1

Commentary on performance data

Over the last four years, performance in key stage 3 has been very good. Performance in the core subject indicator has been on or above the average for Wales and above the average for the family of similar schools. It has been in the first benchmark quarter of levels for similar schools based on the proportion of pupils entitled to free school meals, and usually well above expectations based on key stage 2 attainment. Performance in English has been above the family and Wales averages at level 5 and above. At level 6 and above, it has been above the family and close to the Wales average. Science performance has been close to the family and Wales averages at both level 5 and above and level 6 and above, though sometimes slightly below. Mathematics performance has been better than the family and Wales averages at level 5, level 6 and level 7. Performance in most non-core subjects has been predominantly in the first quarter. English and mathematics have been in the first quarter for four years, and science for three out of four.

Over the last four years, performance in key stage 4 has been excellent. In 2011 the proportion of pupils achieving the level 2 threshold (equivalent to five GCSEs at grades A* to C) including English and mathematics was lower than in previous years but still in the first benchmark quarter. It was very slightly below the Wales average but above the family average. In the previous three years it was well above both of these, always in the first quarter, and generally higher than expectations. Performance in the core subject indicator has followed a similar pattern. The level 2 threshold and the level 1 threshold (equivalent to five GCSEs at grades D to G), as well as the capped points score, have always been above the family and Wales averages, in the first benchmark quarter, and usually above expectations based on previous key stages. In 2011, the level 2 threshold and the capped points score were the best in the family of schools, while the level 1 threshold was second best.

In English, performance at level 2 has declined slightly in the last two years, but was still equal to the family average in 2011 and above it in the three years before. Science at level 2 has been above the family and Wales averages for the last four years. Both English and science were in the second benchmark quarter in 2011, and in the first quarter for the three previous years. Performance in mathematics has been extremely good. It has been significantly above the family and Wales averages and always in the first benchmark quarter.

In 2009 and 2011, no pupils left full-time education without a qualification. Very few did so in 2008 and 2010.

Boys generally do less well than girls. In key stage 3, performance at level 5 and above is slightly closer to that of the girls than the average for Wales as a whole, but at level 6 and above the gap is wider. The gender gap in key stage 4 has been smaller than the Wales average in some years, especially in the level 1 threshold and the level 2 threshold, but was particularly wide in 2011 in the level 2 threshold including English and mathematics.

The difference in performance between pupils entitled to free school meals and those who do not is slightly narrower than the average difference in Wales.

Appendix 2

Learner questionnaire

Pupils' responses in the learner questionnaire showed strong appreciation for the school. In each single question the percentage of positive responses was higher than the national benchmarks for secondary schools.

Most pupils say that the school deals well with bullying, while nearly all say that they feel safe at school and they have someone to talk to if they are worried.

Nearly all say that the school teaches them how to be healthy, in a significantly stronger response than the national benchmark, and that they have plenty of opportunities for regular exercise.

Nearly all say that teachers help them to learn and make progress, that they are doing well at school, that they have enough books and equipment, and that the school helps them prepare for the future. Many say that homework helps them to understand and improve their work. The percentage saying this is significantly higher than the national benchmark.

Most pupils in key stage 4 say they were given good advice in choosing key stage 4 courses; this response is much higher than the national benchmark.

Nearly all say that the school listens to their views and makes changes that they suggest. The response here is over 30 percentage points higher than the national benchmark. Nearly all say that they are encouraged to do things for themselves and to take on responsibility, and that the school helps them to understand and respect people from other backgrounds.

Many say that staff treat all pupils fairly and with respect, while nearly all say that staff respect them personally and their background

Many say that pupils behave well. Although about a quarter of responses disagree, the response is still more positive than the national benchmark.

Parent questionnaire

All replies in the parent questionnaire were more positive than the national benchmarks.

Nearly all parents report that they are satisfied with the school and that their children like school and are safe there. They believe that the school is well run. They also say that their children were helped to settle in well when starting, are making good progress and are expected to work hard. Nearly all also say that their children are encouraged to be healthy and to take regular exercise. They state that the school helps to make its pupils more mature and to take on responsibility, and that the school prepares them well for moving on to the next stage in their education or work. Nearly all say that there is a good range of activities, and the response to this is

significantly higher than the national benchmark. Most say that homework builds on what is learnt at school. All say that teaching is good.

Most say that staff treat children with respect and that their children receive appropriate additional support where needed. Nearly all say that they are comfortable approaching the school with questions, suggestions or a problem, and that they are well informed about their children's progress. Most understand how to make a complaint.

Parents' views as expressed in the questionnaire responses were strongly endorsed by those parents who attended the parents' meeting at the start of the inspection.

Appendix 3

The inspection team

Steffan James	Reporting Inspector
Penny Lewis	Team Inspector
Sue Halliwell	Team Inspector
Huw Collins	Team Inspector
Ceri Jones	Team Inspector
Edward Tipper	Lay Inspector
Catherine Bradshaw	Peer Inspector
Gareth Williams	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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

Glossary of terms

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