



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

**St John Lloyd Catholic Comprehensive School
Havard Road
Llanelli
Carmarthenshire
SA14 8SD**

Date of inspection: February 2013

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

St John Lloyd Catholic Comprehensive School is an English-medium 11 to 16 mixed voluntary-aided school located in the town of Llanelli, Carmarthenshire. It serves a wide geographical area, which include the towns of Llanelli, Carmarthen, Ammanford and Kidwelly, and the surrounding villages. The number of learners has increased from 460 at the time of the last inspection to the current 522.

Catholic pupils account for 34% of the school population. A further 17% of pupils come from the Church in Wales. Around 17.9% of pupils are eligible for free school meals, which is slightly higher than the national average of 17.4%, and 22% of pupils live in 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability and around 26% have a special educational need. This figure is higher than the national average of 18.6%. Around 5% of pupils have statements of special educational needs. This compares with 2.6% for Wales as a whole.

A few pupils receive support to learn English as an additional language and a very few pupils come from ethnic minority backgrounds. Around 5% of the learners speak Welsh as a first language or to an equivalent standard.

The headteacher has been in post since September 2005 and the school appointed a new deputy headteacher in January 2012.

The individual school budget per pupil for St John Lloyd Catholic Comprehensive School in 2012-2013 means that the budget is £4,372 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £7,965 and the minimum is £4,204. St John Lloyd Catholic Comprehensive School is tenth 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

St John Lloyd Catholic Comprehensive School is judged to be a good school because:

- performance at key stage 4 in many indicators compares well with similar schools;
- many pupils develop secure knowledge and understanding of new topics, and develop a good range of skills;
- the majority of teachers plan an effective range of activities and use resources well to engage and motivate pupils successfully;
- a high number of pupils are involved regularly in extracurricular activities,
- the school has highly effective partnerships to support pupils for whom English is an additional language; and
- the school has a very caring and inclusive ethos.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior leadership team provide purposeful and enthusiastic leadership;
- governors have a clear understanding of the school's strengths and areas for improvement;
- there is a clear link between self-evaluation and improvement planning, and plans focus appropriately on areas in need of further improvement;
- very strong partnership working has enabled the school to widen its curricular choices for pupils and use its resources effectively; and
- the school manages its resources efficiently, planning carefully for future development through prudent strategic budgeting.

Recommendations

- R1 Raise standards at key stage 4 in the core subject indicator and science
- R2 Improve attendance
- R3 Improve the quality of teaching and learning to ensure that lessons have sufficient pace and challenge for all learners
- R4 Ensure greater consistency in the development of pupils' skills across the curriculum
- R5 Improve the quality and consistency of self-evaluation activities and sharpen the focus on pupils' progress and development of skills

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

At key stage 4, performance in many indicators over the last four years has generally been good. Performance in the indicator that includes English and mathematics compares well with similar schools and has been above expectations for the last two years. Performance in English is strong but performance in mathematics and science does not compare as well with similar schools. Boys generally perform less well than girls and the gender difference is greater than the family and national differences in the majority of indicators. This is most noticeable in English. Pupils make good progress from previous key stages in the majority of indicators.

At key stage 3, performance in English, science and the core subject indicator has improved. Performance in English has been above the average for similar schools for the last two years. However, for the last three years, performance in the core subject indicator, mathematics and science has placed the school in the lower half of similar schools based on free school meal entitlement. Girls generally perform better than boys, although the gender gap is most noticeable in English at the higher levels. Pupils' progress from key stage 2 has been good in the core subject indicator and English, but pupils have made less progress in mathematics and science.

Pupils entitled to free school meals generally perform well when compared to family and national figures. These pupils perform particularly well in the level 1 and capped points score indicators. Pupils with special education needs often make very good progress in English.

No pupils have left the school without a qualification during the last three years. Furthermore, for the last three years, no pupils left school at 16 and were reported as being not in education, employment and training. These figures compare well with local and national figures.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to successfully access the curriculum. Most of these pupils make good progress by the end of Year 9.

In the majority of lessons, pupils develop secure knowledge and understanding of new topics, and develop a good range of skills. They progress through their tasks, work purposefully and produce work of a good standard. Most pupils in these lessons display a very good recall of previously taught work and apply their understanding well to new and unfamiliar situations.

In the majority of lessons, pupils respond very well to challenging activities and are able to work independently. However, in a minority of lessons, pupils do not make enough progress as activities lack pace and challenge.

Most pupils listen attentively and respond effectively to teachers and peers, building on others' comments in classroom discussions. Many pupils speak clearly and confidently in class. However, a few pupils lack fluency and confidence in their speaking, and do not always contribute successfully to class discussions. Most pupils understand what they read and can work effectively with a range of source materials to reach valid conclusions. The majority of pupils evaluate and analyse information well, and are able to explain and give reasons for their answers.

Many pupils use a wide range of subject-specific vocabulary well to describe key aspects of work within subjects. The majority of pupils write good quality extended pieces for different purposes and audiences. However, a minority of pupils do not write well enough at length and the written work they produce is variable in quality. A minority of pupils do not consistently spell words correctly and make basic punctuation and grammatical errors. The majority of pupils maintain their work books in good condition.

In Welsh second language at key stage 3, performance has improved since 2009. In 2012, outcomes at level five and above were in line with family average, but placed the school in the lower half of similar schools based on free school meal entitlement. At key stage 4, nearly all pupils study full course Welsh and the majority of pupils achieve a level 2 qualification.

Wellbeing: Adequate

All pupils feel safe and well supported in school. Most pupils consider that the school deals well with bullying. All pupils understand the importance of a healthy lifestyle and regular exercise and over a half regularly participate in 5x60 sporting activities. The high number of participants in the Duke of Edinburgh's award scheme and the school's 'Ownzone' club, which includes the 'Can Cook, Will Cook!' group, is a particular strength of the school.

Many pupils are actively involved in decision-making. The school council has been effective in contributing towards a few school policies. The eco and fair trade groups have made useful contributions to the work and life of the school. Many pupils take on additional responsibilities in school and participate in worthwhile schemes such as peer mentoring and the buddy scheme.

Attendance does not compare well with similar schools. During the last three years it has been in the bottom quarter of similar schools based on free school meal entitlement.

Pupils behave well, are ready to learn and participate enthusiastically in lessons. They are courteous and relate well to one another, to their teachers and to other adults. The number of days lost as a result of fixed term exclusion is low.

Most pupils are actively involved in community projects and give very good support to local charities and charities further afield. They develop good social and life skills.

Key Question 2: How good is provision?

Good

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. At key stage 4 there is a good range of general and vocational courses, a few of which are delivered in partnership with other schools and a local college. Pupils have equal access to options that meet their interests and abilities. Extra-curricular provision has had a positive impact on pupils' achievement, wellbeing and attitudes to learning.

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 support programmes. Teaching support assistants provide effective in-class support for pupils within mainstream lessons. The majority of subjects provide suitable opportunities for pupils to develop their literacy skills, but this practice is still inconsistent in a few departments.

Provision for Welsh language development is strong and enables pupils to make good progress. At key stage 4, nearly all pupils follow a full GCSE course in Welsh second language. The school promotes the Welsh culture and traditions well through a range of subjects, extra-curricular activities, good links with the Urdd and an annual eisteddfod.

The school develops well pupils' awareness of sustainability issues and global citizenship projects through work in several subjects, including the personal and social education programme. The school's Catholic ethos effectively supports the development of pupils' responsibility as global citizens as well as their understanding of the wider world, their neighbours and themselves. The eco committee and fair trade groups have both been effective in raising awareness through supporting local, national and international charities.

Teaching: Good

In all lessons, relationships between teachers and pupils are very good and these contribute well to a positive learning environment.

In the majority of lessons, teachers plan an effective range of activities and use resources well to engage and motivate pupils successfully. In these lessons, teachers set high expectations and tasks effectively challenge pupils of all abilities. Lessons are well planned and build effectively on pupils' previous knowledge and understanding. Teachers manage pupils and activities well to maintain appropriate pace and challenge in lessons. Where teaching is good, teachers develop pupils' literacy and subject specific skills effectively. Furthermore, they use good questioning techniques to test and develop pupils' thinking skills. In these lessons, teachers use suitable activities to improve pupils' evaluative skills and promote high levels of independence.

In a minority of lessons, teaching is less effective. Planning is more limited and activities do not cater sufficiently for the range of pupils in the class. Furthermore, teachers do not set high enough expectations or challenge pupils sufficiently. These lessons lack appropriate pace and pupils do not always make the progress that they should. Activities to support pupils' literacy skills are often underdeveloped.

Most teachers mark work regularly, and in many cases comments are informative and offer helpful suggestions to improve. In most subjects, marking pays good attention to the quality of pupils' written work, such as correcting errors in spelling, punctuation and grammar. However, pupils do not always follow up on these comments. In many lessons, teachers use valuable techniques to help pupils assess their progress.

School leaders maintain good pupil records. They use these well to track progress and identify pupils for support. Most pupils are familiar with their predicted and current grades.

Interim and annual reports to parents are informative and generally provide useful comments on pupils' progress. However, teachers' written comments vary in quality and a minority of teachers do not sufficiently highlight areas for improvement.

Care, support and guidance: Good

The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' wellbeing and personal development. Unverified attendance data for this year indicates that strategies to improve pupils' attendance are beginning to have a positive effect. A range of learning experiences promotes pupils' moral, social and cultural development well. Assemblies and tutorial sessions provide suitable opportunities for reflection and help promote pupils' spiritual development effectively. The school actively helps pupils to adopt healthy lifestyles.

The wide range of extra-curricular activities, with high levels of participation, makes a significant contribution to pupils' sporting, cultural and social development. The school works very well with a wide range of external agencies and specialist services to meet the specific needs of individual pupils and to provide effective support. Learning coach and mentoring programmes support pupils' academic progress appropriately. The school provides a useful range of information for pupils and parents regarding options and career paths.

The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans identify appropriate learning targets. Specialist teachers and support assistants offer good, targeted support for individuals and groups of pupils. There are appropriate systems in place to ensure that parents of pupils with additional learning needs are well informed about their child's education. The school provides very good support for those pupils entering the school with low levels of literacy.

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

Learning environment: Good

The school has a very caring and inclusive ethos which recognises the dignity and the values of the individual. Embedding fairness and equality is at the heart of the school community. These principles promote respect for diversity and celebrate achievement positively. The school communicates these values effectively to pupils and they are proud to be ambassadors for the school.

The school provides a welcoming environment. Accommodation is of a suitable standard. Sporting facilities are of good quality, and toilet and changing facilities are in an appropriate condition. Displays in classrooms and around the school are attractive, well-presented and informative. They celebrate a wide range of pupils' achievements and stimulate pupils' learning and interest. Learning resources are good and meet pupils' needs. The school buildings and grounds are safe and well maintained.

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

The headteacher, assisted by two deputy headteachers, provides purposeful and enthusiastic leadership. Senior leaders have a clear vision for the school and place a strong emphasis on improving standards and strengthening the quality of provision. They communicate their aims and values effectively to pupils, parents and governors in strategic plans, school policies, newsletters and briefings.

The senior leadership team work well together and they meet regularly to review aspects of provision and monitor progress against school priorities. Most senior and middle leaders have a clear understanding of their roles and responsibilities. There is a comprehensive programme of meetings for the extended leadership team and departments. Leaders keep useful minutes about these meetings and these include agreed actions. Line managers meet regularly with those they manage and these meetings focus appropriately on improving standards and provision. Leaders make good use of data to set challenging targets and monitor performance. This is a strength of the school. Over the last 18 months, senior leaders have worked well to improve the way in which middle leaders use data to set targets and review outcomes. Many middle leaders lead their departments capably, although a minority are too reliant on support from senior colleagues to improve aspects of teaching and assessment.

The school has appropriate performance management arrangements. Most targets are suitably challenging and link appropriately with aspects of school and departmental improvement plans.

Governors have a clear understanding of the school's strengths and areas for improvement. They carry out their role as a critical friend well. They receive regular updates about performance from the headteacher. Middle leaders are frequently invited to curriculum and standards committee meetings to present information about their departments. Link governors work with many departments and they provide useful support. Middle leaders value this helpful link between the wider governing body and members of their department. However, the frequency and focus for these link activities is variable.

The school has responded enthusiastically to local priorities, taking a lead role in many aspects of this work, for example securing additional funding to strengthen 14-19 provision and implementing a professional development programme for middle leaders. The school has responded appropriately to many national priorities including literacy and reducing the gap between the performance of different groups of pupils. This work is impacting on pupils' progress and achievement in a few important areas.

Improving quality: Adequate

Leaders have a secure understanding of the strengths and areas for improvement in the school.

Leaders draw information from a satisfactory range of sources to inform self-evaluation and improvement planning. Pupils, parents and governors have worthwhile opportunities to present their opinions about the work and life of the school. Senior leaders have completed a thorough and generally accurate review of teaching. However, they do not draw on enough evidence from the scrutiny of pupils' work or the evaluation of whole-school initiatives to inform aspects of improvement planning fully.

The school's self-evaluation report is a useful and detailed document that provides an overview and evaluation of many aspects of school life. However, the evaluation of pupils' skills development and aspects of teaching is more limited.

There is a clear link between self-evaluation and improvement planning. The school development plan focuses sufficiently on areas in need of further improvement. Targets are challenging, there are clear milestones, responsibilities are delegated well and activities are fully costed. However, a few of the actions are too superficial and do not address in sufficient detail exactly what needs to be done to ensure further progress.

Over the last few years, middle leaders have produced detailed performance reviews, comparing performance at key stage 3 and key stage 4 with that of similar schools, as well as making beneficial use of internal comparative data. This year, middle leaders have produced self-evaluation reports reviewing their areas of responsibility. These reports are helpful documents that identify strengths and areas for improvement but the commentary is sometimes too generous. Department development plans include useful actions for improvement and in the majority of instances contain quantifiable targets to measure progress. However, a minority of the targets and actions are too vague.

The school has a suitable programme to support the professional development of teachers and support staff. Middle leaders willingly lead cross-curricular working parties. These groups focus well on school priorities, including Welsh language development, numeracy, literacy and the use of a virtual learning platform. These groups meet regularly and are making sound progress. The Welsh language development group in particular has had a strong impact on improving provision for the Welsh language as well as strengthening opportunities for pupils to develop their understanding of Welsh history and culture. A few teachers are involved in peer observations but this aspect is underdeveloped.

Partnership working: Excellent

The headteacher and senior leaders have high aspirations and a very clear vision for joint planning and strategic partnership working with other providers. This has impacted positively on improved outcomes in pupils' standards and aspects of wellbeing. The school has played a leading role with other providers in the development of 14-16 provision for its pupils and pupils in other schools. Very strong partnership working has enabled the school to widen its curricular choices for pupils and use its resources efficiently. Quality assurance and evaluation procedures are highly effective and leaders respond promptly to any concerns regarding course delivery or outcomes.

The school has highly effective partnerships to support pupils for whom English is an additional language. Arrangements to support pupils, for whom English is an additional language are innovative and have influenced practice in other local schools. As a result, these pupils make excellent progress and achieve outstanding results.

The school encourages parents to play an active role in both the wellbeing of their children and the life of the school community.

A recently appointed teacher of literacy and numeracy works well with the family of partner primary schools to develop pupils' literacy skills from key stage 2 to key stage 3. Collaborative 14-16 arrangements for more able and talented pupils ensure that these pupils are further engaged and well-motivated.

The school plays a significant role in the community and strong business partnerships exist.

Resource management: Good

The school manages its resources efficiently, planning carefully for future developments. The governing body scrutinises the school's use of resources rigorously through its finance and staffing committee. The headteacher and senior managers ensure that the allocation of expenditure is appropriate and links well to the school's strategic priorities. As a result, the school has maintained a secure financial position and retained a suitable contingency fund to meet projected capital expenditure.

Teachers are well qualified and deployed efficiently to make best use of subject expertise. Teaching assistants provide good support, particularly for those pupils with additional learning needs.

The school makes effective use of its resources to achieve good standards as well as promoting many aspects of wellbeing and partnerships. It provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has risen over the last three years. In 2012, it was above the average for its family of schools but placed the school in the lower half of similar schools based on free school meal entitlement.

Performance in the core subjects has generally improved over the last four years. The results in mathematics and science placed the school in the lower half of similar schools based on free school meal entitlement, while the results in English placed it in the top half of similar schools. In 2012 at level 6 and above, English and mathematics results placed the school in the top half of similar schools based on free school meal entitlement, while science results placed it in the bottom quarter. The proportion of pupils achieving level 7 or above in mathematics, science and English is good compared to levels in similar schools based on free school meal entitlement.

In key stage 3, standards of reading and writing have improved over the last three years and compare favourably with those of its family of schools. Standards in oracy have also improved over the last four years and have been consistently higher than family averages.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Most of these pupils make good progress by the end of Year 9.

At key stage 4, performance in the level 2 threshold including English and mathematics has been fairly consistent over the last four years. During this period, performance in this measure has been above the family average and has placed the school in the top half of similar schools based on free school meal entitlement. Performance in the core subject indicator has declined over the last three years, and for the last two years the school has been in the bottom half of similar schools based on free school meal entitlement.

Performance in the capped wider points score has improved steadily over the last three years and last year was well above the family average. In 2012, the school was in the top quarter when compared to similar schools based on free school meal entitlement. The level 2 threshold has improved over the last five years, although not as fast as on average in other schools. This measure has placed the school in the lower half of similar schools based on free school meal entitlement for the last two years. Performance in English at level 2 has been strong over the last five years and has placed the school in the top half of similar schools, based on free school meal entitlement, during this period. Performance in mathematics at level 2 has declined over the last four years and has placed the school in the lower half of similar schools based on free school meal entitlement for the last two years. Performance in science at level 2 has declined over the last four years and has been consistently weak over this period compared to performance levels in similar schools. In 2011 and 2012, the school was in the bottom quarter when compared to similar schools based on free school meal entitlement.

Performance in the level 1 threshold has improved well over the last three years. Performance in this indicator in 2012 places the school in the top quarter when compared to similar schools based on free school meal entitlement. Pupils' progress from key stage 2 and from key stage 3 is good in around half of indicators. Less progress is made with in the level 2 threshold and core subject indicator.

No learners left school without a qualification during the last two academic years. This is better than family and Wales averages. In key stage 3 and key stage 4, in the majority of indicators, boys usually perform less well than girls.

In Welsh second language at key stage 3, performance has improved since 2009. In 2012, outcomes at level five and above were in line with family averages, but were below the median when compared to similar schools based on free school meal entitlement. At key stage 4, nearly all pupils study full course Welsh and the majority of pupils achieve a level 2 qualification.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 134 learners, selected at random from across the age range. Learners gave positive or very positive responses to many questions, and many of their responses were more positive than those from learners in other secondary schools.

Most learners state that they feel safe in school and indicate that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying, although this is a lower proportion than that found in other secondary schools.

Most learners consider that they are doing well and that staff help them to learn and make progress and encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that homework helps them to understand and improve their work, which is a higher proportion than that found in other secondary schools. Most pupils in key stage 4 say that they received good advice when choosing their courses, which is a higher proportion than that found in other secondary schools. Most feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Many learners confirm that members of the staff treat them fairly and with respect. Most learners say that the school helps them to understand and respect people from other backgrounds.

Most learners feel that the school takes account of their views, which is a higher proportion than that found in other secondary schools. A majority of learners state that pupils behave well and that they can get on with their work. This proportion is slightly lower than that from pupils in other secondary schools.

Responses to parent questionnaires

Estyn received 47 responses to the parent questionnaire.

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

Most parents believe that their children are making good progress. Most believe that teaching is good and all believe that staff have high expectations of their children. Most parents feel that their children receive appropriate additional support where necessary and that staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and prepares them well for moving on to the next school or college and work.

Most parents say they are well informed about their children's progress and say that homework reinforces learning. Most parents believe that pupils behave well in school.

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Catherine Evans	Team Inspector
Dr Glenda Jones	Lay Inspector
Mark Sexton	Peer Inspector
Ashley Howells	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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.