



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 David's College

Date of inspection: October 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

St David's College is an independent day and boarding school that educates boys and girls from age 10 to 18 years. The main school building is Gloddaeth Hall, a sixteenth century mansion set in 34 acres of grounds just south of Llandudno in North Wales.

The school opened in 1965, as an educational charity established by Trust Deed, in order to provide secondary education within a Christian framework. The school's mission is to 'develop the whole person through a broad education founded on Christian principles, a wide choice of interest and activity, and an achievable personal programme for each pupil.' The school is administered by a board of governors.

There are currently 237 pupils on roll. In 2009, the school opened a Year 6 class that currently has eight pupils. There are 155 pupils aged from 11 to 16 years in the senior school, and a further 74 in the sixth form. Of these, 123 pupils are boarders. Overall, there are more boys than girls although the balance varies in year groups across the school.

Around half of pupils, including some boarders, come from the local areas of Gwynedd, Conwy and the Isle of Anglesey. Others come from across the United Kingdom including the Isle of Man, and from Ireland. Just fewer than 10% come from overseas, the majority of whom are the children of service personnel. Fewer than 3% of pupils are from minority ethnic backgrounds. Almost all pupils speak English as their first language at home and a very few speak Welsh or another language.

St David's College educates pupils with a broad range of different abilities, including those who are more able academically. Around 40% of pupils have a diagnosis of dyslexia or another specific learning difficulty. Nineteen per cent of pupils have a statement of special educational needs and their placements are funded by their home local authorities. The school offers a high level of additional specialist support for pupils within its literacy and numeracy units. The level of support is tailored to meet pupils' individual learning needs. About 70% of sixth-form leavers continue into further or higher education.

Pupils may join the school at any stage depending on the availability of places. The school is not academically selective and there is no admission test. The school considers an applicant's previous school records and invites the child and their parents to attend for an interview with the headteacher.

Estyn inspects the special educational provision at the school annually as part of its monitoring programme. The last full inspection was in January 2006. There have been two changes of headteacher since the last inspection. The present headteacher was appointed in January 2009.

Summary

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

Current performance

The overall judgement for the current performance of the school is good because:

- pupils make good progress in relation to their abilities;
- the ethos encourages pupils' confidence and sense of wellbeing and enables them to enjoy learning;
- the curriculum is designed to suit pupils' requirements and allows them to achieve success across a very broad range of activity;
- teaching is planned well and additional support is tailored appropriately to meet the needs of individuals; and
- it is very well resourced.

Prospects for improvement

The overall judgement for the prospects for improvement are excellent because:

- the school is led and managed well by senior staff and governors who give clear strategic direction, and have high expectations of staff and pupils;
- there is a meticulous and very effective process of self-evaluation that draws appropriately on first-hand knowledge and links directly to improvement planning;
- there is rigorous challenge to improve performance; and
- leaders and managers identify clear priorities for school development, plan in detail and can show the impact of their work in making improvements to the school over time.

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

- R1 Monitor the provision for literacy across all subjects to ensure that, in particular, more able pupils have enough opportunities to develop extended writing skills.
- R2 Ensure that all lessons have enough pace and challenge.
- R3 Ensure more active support for pupils from specialist learning support staff, when in subject lessons.
- R4 Evaluate the current system of individual education plans and their impact to ensure that they are useful to both specialist and subject staff.
- R5 Continue to strengthen staff appraisal and further develop opportunities for staff to share good practice.

What happens next?

Estyn advises the proprietor to amend its current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

St David's College educates pupils with a wide range of abilities. A majority receive specialist teaching predominantly for specific learning difficulties. Pupils' abilities and the nature of their special educational needs differ from year to year.

As a result of these differences and the small pupil numbers, overall levels of attainment in GCSE examinations vary from year to year and it is not appropriate to analyse trends in performance over time. It is not possible to make comparisons with local or national averages, since there are no similar schools in Wales.

Across the school pupils achieve good standards in relation to their learning needs and abilities. They achieve good results in GCSE and A level examinations and the overall performance of pupils across the school is higher than might be expected. The school's data shows that it adds significant value to pupils' baseline abilities. In the last three years, all pupils have left the school with a recognised qualification.

In 2011 and 2012, all Year 11 pupils continued with their education either at the school or in further education colleges. Nearly all pupils in Year 13 moved on to further or higher education, or gained employment.

There is no significant difference in the relative performance of any specific groups of pupils such as boys and girls, boarders and non-boarders.

Pupils in Year 6 develop their speaking and listening skills well. They make appropriate progress with their reading, spelling and writing skills in line with their ability and level of literacy difficulties.

Throughout the senior school pupils make good progress in developing their literacy skills over time. However, the presentation of their work and writing skills are inconsistent across the curriculum. The quality and extent of a minority of more able pupils' extended writing are underdeveloped.

Pupils of all ages make very good progress in developing their social and communication skills. They develop their thinking well and have the confidence and ability to discuss issues and express opinions in lessons.

The majority of pupils have very good listening skills and develop their concentration appropriately over time. Pupils learn to solve problems, for example, in practical lessons and take responsibility, for example, during outdoor activities. Nearly all pupils learn to manage their behaviour in lessons effectively.

All pupils access information and communication technology (ICT) at a level appropriate to their needs. They use ICT to research and present information across the curriculum, to support literacy skills and to develop higher level ICT skills, for example in design and technology and music lessons.

Wellbeing: Excellent

Almost all pupils develop self-worth and confidence that enables them to learn effectively despite many having recognised difficulties. There is a strong sense of enjoyment in learning that is unusual in pupils with special educational needs. This contributes to improved academic progress and better learning outcomes.

Most pupils have a very positive and well informed attitude towards healthy living. They all participate regularly in outdoor education and many access and enjoy extra-curricular sporting activities. As a result, almost all pupils experience high levels of success in activities of their choice.

All pupils feel safe in the school and nearly all show a good sense of belonging to the school and its community. Many pupils consider that the school deals effectively with any instances of bullying. They have confidence in accessing robust but sensitive adult support or, if preferred, support from trained peer mediators. Overall, school attendance is very good and most pupils arrive on time for lessons. Pupils are well prepared, enthusiastic and ready to learn.

Pupils' opinions are valued by the staff, frequently sought and acted upon. The school council works effectively to promote positive change. This term, for example, they have improved lunchtime menus and reorganised the queuing system. The two associate pupil governors provide a valuable direct link to inform the work of the education committee of the governing body.

Nearly all pupils behave very well and acquire excellent social and life skills over time. They show respect for one another and the staff. Pupils are proud of their school and very welcoming and polite to visitors.

In tutor group sessions and lessons, most pupils show respect and tolerance for the views and actions of others. Many pupils are able to identify and act on what is needed to improve their work and take on responsibility for their learning.

Overall, pupils' positive sense of wellbeing has a significant impact on their learning.

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

The school provides a very broad and balanced curriculum that meets the requirements of the Independent School Standards (Wales) Regulations 2003.

The curriculum is carefully developed to enable pupils to have the best opportunities to achieve success and takes full account of the range of their abilities and special educational needs. For example, the high quality courses in subjects such as art, design technology and ICT enable pupils to maximise their potential and achieve accreditation. The exceptional quality of provision offered through the computer-aided design course has enabled many pupils to gain opportunities to move onwards into industry or higher education.

The outstanding range of extra-curricular and offsite activities further enrich the curriculum and provide pupils with opportunities to achieve success. These are a strength of the school. Activities include, for example, a visit to Thailand to engage in a range of environmental work, for example tree planting and tsunami defence work, and also to kayak.

The school places emphasis on designing individual programmes that are tailored to meet the needs of individual pupils, for example through appropriate subject choice and effective learning support. Schemes of work include activities planned to improve pupils' self-confidence and levels of participation. Planning to develop skills such as decision-making, problem-solving and communicating with others ensures that pupils have access to all areas of the curriculum.

The school develops pupils' knowledge of Welsh culture, for example in history and geography lessons. This term, it has introduced Welsh as a second language as a subject choice in key stages 2 and 3.

The school successfully promotes sustainable development and global citizenship. The school's overseas visits provide outstanding opportunities for pupils to experience different cultures and lifestyles. Consequently, many pupils gain valuable experiences of life in a totally different environment, for example in developing their Maternity Clinic Project in Uganda.

Teaching: Good

The school provides a supportive learning environment. Staff have high expectations for all pupils and there are clear strategies to support pupils' learning. Teachers share clear learning objectives in lessons so that pupils understand what they need to do and how they can improve. They ensure that pupils remain focused on their tasks and engage well in activities.

Teachers have good subject knowledge that they apply effectively across a range of activities. They are successful in encouraging pupils to work well both independently and with others.

Where teaching is good or better, teachers plan and use a range of approaches that address pupils' needs effectively. They provide lessons that have good pace, challenge pupils to achieve high standards and make very good use of resources. In a few lessons where teaching is judged as adequate, activities are not planned well enough to make best use of the time.

The school carries out careful assessment of pupils when they first arrive. Staff maintain clear and useful records on each pupil that are used effectively to plan suitable provision and support. There is further regular assessment to track pupils' progress and set specific targets for improvement. Pupils know how well they are doing and what they must do to improve through teachers' marking and discussion. These assessment processes contribute well towards raising standards across all areas of the school.

Reports to parents are clear and provide comprehensive information about pupils' progress.

Care, support and guidance: Good

The school provides a very good range of support to foster pupils' healthy living and wellbeing. The well planned Personal and Social Education and Global Social Education programmes provide comprehensive guidance and information on a range of important topics such as healthy eating, relationship-making, sexual health, and the dangers of substance abuse. Pupils are empowered to make informed life choices.

The effective House and pastoral systems allow pupils to develop emotional, social and spiritual awareness. The small safe tutor group sessions and themed assemblies are very purposeful experiences. Tutor led activities, such as Year 8 pupils' 'Desert Island Discs', are an innovative and fun way to encourage mutual respect and tolerance for the choices and preferences of others.

The nurturing practice from the medical staff, counsellors and others contributes positively to the wellbeing of the whole school community.

Pupil information, for example regarding behaviour, medical and social needs, is speedily disseminated at daily staff briefings, helped by very rigorous electronic monitoring systems. Positive behaviour, as well as negative behaviour, results in appropriate consequences.

The overall system for assessing, monitoring and supporting pupils with additional learning needs is well embedded. All teachers know their pupils' needs very well. The team of 15 specialist support teachers, based in the Cadogan and Solar Centres and led effectively by the SEN co-ordinator, is a very valuable resource for addressing the more complex needs of a significant number of pupils. In addition, external services, such as speech and language therapists, Careers Wales, the police and social services, work well with the school

Well-constructed information booklets for Option Choices at key stage 3 and key stage 4 are valued by both parents and pupils and aid important decision-making.

The process for the annual review of statements of special educational needs fulfils statutory requirements. Since the last inspection, the school has strengthened the contribution from subject teachers to improve target-setting in Individual Education Plans (IEPs). However, the effect of this work is not analysed well enough, for example, consideration of reading test data. There is not enough emphasis on evaluating the impact on pupils' progress to inform future planning.

Specialist support staff deliver good quality individualised withdrawal sessions and also monitor the progress of pupils within subject lessons. They keep well informed about curriculum developments, in order to support identified pupils. However, they are not used to provide direct pupil support within subject classes. Additionally, in a few cases, pupils may be extracted from the same subject lessons for their individual sessions and so miss too much of the subject.

The school's arrangements for safeguarding meet the necessary statutory requirements and give no cause for concern.

Learning environment: Good

The school is a very welcoming, interesting, safe and orderly environment which supports pupils' learning very well. It is inclusive of everyone and promotes its Christian ethos to reinforce moral principles. This contributes to the high levels of respect evident between all members of the community and the tolerance shown by all reflects the way in which the school celebrates diversity.

All pupils have many opportunities to take part in the wide-ranging enrichment programmes and all have open access to appropriate curriculum choices. Much work has been carried out to ensure equal opportunities for boys and girls. The pastoral support that is offered is a strength of the school. Pupils are confident about receiving staff support. Thoughtful and well-planned assemblies, both in year groups and for the whole school, emphasise the ethos of the safe community.

There is a very good range of high quality resources available that match pupils' needs and interests. Specialist equipment, such as the art and computer-aided design facilities, the climbing wall and equipment for outdoor activities, enhances the curriculum and the activities on offer. Interesting and interactive displays in corridors and classrooms reflect good work and the range of opportunities available to pupils. These often provide a very good visual record and celebration of events and recent trips abroad.

The buildings and grounds are well maintained and provide very good facilities in which pupils can learn and thrive.

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

The school has a strong caring ethos that is evident across all aspects of its work and enables pupils to feel confident and learn within a supportive environment. The headteacher has a clear vision for the school and has made significant improvements since his appointment. He has high expectations of staff and pupils. He has restructured the senior management team and allocated responsibilities carefully so as to make the best use of managers' personal skills and experience. The new team works effectively to ensure that the school runs smoothly and meets the needs of all pupils well. The team meets regularly and is managed efficiently.

Staff have clear job descriptions and their roles and responsibilities are well understood. They share information about day-to-day matters and specific issues concerning individual pupils, at a daily briefing meeting. These meetings enable staff to develop a common understanding of pupils' particular difficulties and needs. They know the pupils very well.

In the last two years, systems to monitor pupils' performance have been improved. Managers collect and analyse a range of data effectively to identify areas for development and ensure that each department knows the findings and sets appropriate targets.

The school has a formal process of staff appraisal that includes lesson observations. Staff evaluate their own performance and discuss this with managers. Through the process, they identify areas for personal development and further training. However, managers recognise that formal appraisal every two years is too infrequent.

Governors understand their roles very well and provide strong support for the school. Managers provide detailed reports for regular governors' meetings that include, for example analyses of pupils' examination outcomes, child protection issues and formal complaints received. Governors are expected to have detailed knowledge of their legal and educational responsibilities. They are very knowledgeable about pupils' performance and offer appropriate challenge to the school.

The school has a range of suitable policies of good quality that are regularly reviewed. The school meets the requirements of the Independent School Standards (Wales) Regulations 2003.

Improving quality: Excellent

The school has appointed an experienced teacher as Director of Policies to oversee its work in driving school improvement. This role is unusual but his focus enables the school to have very clear knowledge of its strengths and areas for development.

The school has an extremely thorough process of self-evaluation that is well embedded in its day-to-day work. Each department evaluates its own performance, taking account of data, for example from pupils' external examinations and value-added tests. The school collects the views of pupils, parents and staff through regular surveys and acts upon the findings, for example by introducing Welsh to the curriculum. Governors complete a detailed self-evaluation designed to ensure that they are familiar with aspects of their legal and educational responsibilities. This deepens their knowledge and understanding of the school and is an important feature.

Through the self-evaluation process, the school identifies priorities for the school development plan. This document is very extensive. It is well organised and shows how the school has acted appropriately on previous reports from Estyn and CSSIW. It identifies many areas for improvement with appropriate timescales and who is responsible. As a working document, it shows how the school uses self-evaluation to promote school improvement and provides strong evidence of progress.

The school development plan highlights immediate priorities for the term that are discussed formally at weekly meetings by the senior management team. Through this process, there is clear evidence of the school having a track record of meeting its targets to make improvements.

The rigorous and continuous review of the school's performance is of very high quality and its consequent impact on improvement is significant.

Partnership working: Excellent

The school has developed an exceptional range of useful partnerships that impact on the opportunities and outcomes for pupils, as well as on their wellbeing and understanding of the wider world. There is a strong community ethos that is reinforced by effective communication with parents and families.

Through a range of projects the school has links with the local community, for example with the Rotary Club and Youth for Christ. There are useful partnerships with local industries and companies and these often provide very good opportunities for work experience placements. For example, the school arranges visits to British Aerospace and the Institute of Physics.

The school also invites pupils from local primary schools to visit and take part in Challenge Days and science workshops.

The effective anti-bullying policy and practice has been strengthened by the introduction of peer mediation. This effective approach, led by the school chaplain, helps the mediators to develop and use active listening skills, and to resolve differences and discord. Trained mediators from across the school are currently involved in sharing their work and taking this training out to partner schools. This work is considered to be a notable feature.

The well-established and valuable collaboration between the school and the dyslexia department of Bangor University strengthens professional development for staff and is of mutual benefit to both organisations. The school is at an early stage in developing links with other independent schools to facilitate sharing of good professional practice.

The school has created its own charity through the Uganda Project and this allows pupils to develop their own vision and dreams for being effective global citizens. There are many opportunities for pupils to be involved in worthwhile visits both to Uganda and to other countries, thus further cultivating global links.

Resource management: Good

The school manages its resources very well. There are enough suitably qualified staff, many of whom have specialist teaching qualifications and experience in areas such as special needs or outdoor education. They are well deployed and, as a result, the school is able to offer a very rich and varied curriculum.

Staff identify their own training needs through the school's performance management and effective self-evaluation systems. There are good opportunities for them to attend a range of courses. In addition, all teachers are expected to gain a qualification for teaching dyslexic children in the classroom and undertake regular refresher training. Specialist teachers in the units must have completed a relevant diploma course as a minimum requirement. Overall, staff have a high level of specialist expertise to meet the specific learning needs of pupils and all pupils benefit regardless of their abilities.

There is a growing culture of staff sharing good practice within the school, through discussion at meetings and by visiting each other's lessons. The school is developing links with another local school to further these learning opportunities. Senior managers attend a range of events provided by their professional associations to ensure that they are up-to-date with changes in legislation and educational matters.

The governors' finance committee oversees the school budget and, together with senior managers, identifies spending priorities carefully. The bursar's department manages the extensive premises very well to ensure that the accommodation is well maintained and meets safety requirements. Pupils have an appropriate range of good quality resources to support their learning.

The school plans carefully to ensure that outcomes for pupils are good. It manages its funding carefully and makes good use of its resources. The school provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaire

Overall, parents express strong satisfaction with the school and they all feel that it is well run. All respondents agree that their child likes school, is safe and is encouraged to be healthy and nearly all feel that pupils behave well. They all feel that the teaching is good and that the school encourages their child to become more mature and responsible. All of them also agree that the school provides a good range of activities including trips and visits. Nearly all parents agree that the staff expect pupils to work hard and do their best, and treat children fairly and with respect. Almost all of them feel that their child is given appropriate additional support in relation to their learning needs and feel that the school prepares them well for the future. Nearly all respondents know the school's procedure for dealing with complaints and feel comfortable to approach the school with any concerns. Most parents agree that their child was helped to settle into school and is making good progress, that homework builds on their learning and that the school keeps them well informed. Almost all parents consider that the school makes good provision for boarders, although a few of those who responded said they did not know.

Responses to learner questionnaires

All pupils who responded say that they feel safe in school.

In the senior school, almost all pupils agree that they are doing well, consider that teachers help them to learn and make progress and feel that the school enables them to learn to take responsibility while understanding and respecting those from other backgrounds. Nearly all pupils say that there are plenty of opportunities to take regular exercise and many of them agree that the school teaches them how to be healthy. Most pupils have someone to talk to if they are worried and agree that staff show them respect. Most of them also think that the school prepares them well for the future and many pupils in key stage 4 and the sixth form confirm that they were given good advice about choosing their courses. Many pupils agree that the school deals well with any bullying, although a few in key stages 3 and 4 disagree. Many pupils consider that pupils behave well so that they can get their work done but a minority of those in the sixth form do not agree. Although many pupils feel they have enough books and resources, a few pupils in key stage 4 and the sixth form disagree. Many pupils agree that their homework helps them to understand their work although a minority, particularly from key stage 4, disagree.

Pupils in Year 6 give very positive responses about almost all aspects of the school.

Appendix 2

The inspection team

Rosemary Lait	Reporting Inspector
Pauline Preston	Team Inspector
Meinir Rees	Team Inspector
William Glyn Griffiths	Team Inspector
Carol Clint	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Hugh Lomas	School Nominee

Copies of the report

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
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 aged 16 or at aged 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at aged 16.
Proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing an independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.