



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

**St John's College
College Green
William Nicholls Drive
Newport Rd
Cardiff
CF3 5YX**

Date of inspection: March 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 John's College, Cardiff is a co-educational independent day school situated in the village of Old St Mellons on the eastern edge of Cardiff. The school, which has a grade II listed building at its heart, is set in landscaped grounds that form part of a conservation area.

St John's has a clearly established Catholic ethos and is the only 3-18 Catholic independent school serving the region. The school welcomes children from a wide range of backgrounds.

St John's College is organised into four sections. The infant section caters for nursery, reception, Year 1 and Year 2 pupils. The junior section is for pupils in Years 3-6 and the senior section for pupils in Years 7-11. There is also a sixth form for students in Years 12 and 13. There are currently 466 pupils aged 3-19, of whom about 55% are boys. There are 135 pupils in the primary section of the school and 90 in the sixth form.

At the heart of the school is the Choral and Orchestral Foundation. St John's College is the choir school to the Cardiff Metropolitan Cathedral of St David in the city of Cardiff, to which it provides the boy and girl choristers and other musicians. The Archbishop of Cardiff, Metropolitan of the Catholic Province of Wales and Herefordshire, is patron of the school.

There are no specific admission tests for pupils. Pupils seeking admission usually spend a day or part of a day visiting the school. Admission is normally granted subject to mutual compatibility. Year 6 pupils are generally guaranteed entry into the senior section of the school.

Although the great majority of the pupils come from South Wales, the school has children from other parts of Europe, the USA, and the Middle and Far East, notably from China and Korea. A very few pupils come from Welsh speaking families.

Overall, about 32% of pupils are from minority ethnic or mixed-race backgrounds. Around 8% of pupils receive support in learning English as an additional language. There are 77 pupils with special educational needs on the school's register of pupils. No pupil has a statement of special education needs.

The school does not aim to make pupils bilingual in English and Welsh but provides opportunities for pupils to study Welsh second language to A level.

There are 40 full-time and 27 part-time teachers. There are a further 9 support staff, of whom 5 are part-time.

The school is currently undertaking a major building programme to construct new teaching accommodation and an extended library, and to improve disabled access.

The school's principal aim is to assist pupils to develop their full potential in every area of school life. In particular, the school encourages children to develop a kind and respectful attitude towards others. The school also aims to provide a strong moral and spiritual education based firmly on Catholic Christian principles.

Summary

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

Current performance

St John's College is an excellent school because:

- performance in public examinations at key stage 4 and post-16 is outstanding;
- pupils of all ages make particularly good progress and achieve high standards in lessons and in their written work;
- pupils are highly engaged, well-motivated and very effective independent learners;
- the range of extra-curricular curricular activities, particularly the outstanding musical, choral and cultural opportunities, contributes significantly to pupils' academic development and wellbeing;
- high-quality teaching enables pupils to make particularly good progress and prepares them extremely well for their next stage of learning; and
- clear values, an inclusive ethos, high expectations and a strong emphasis on raising pupils' aspirations underpin all aspects of school life.

Prospects for improvement

The prospects for improvement are excellent because of the:

- high-quality strategic leadership of the school;
- strong sense of purpose, and collective ownership and commitment to shared values and aims;
- clear and accurate picture of the school's strengths and areas requiring improvement that informs development priorities; and
- good progress in addressing the recommendations from the previous inspection.

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

In order to improve further, the staff and trustees of St John's College need to:

- A1 provide more opportunities for pupils to influence the school's work;
- A2 involve pupils more fully in helping to identify suitable targets in their individual education plans; and
- A3 ensure that improvement plans contain appropriate success criteria and a clear indication of allocated resources.

What happens next?

Estyn advises the proprietor to amend its current development plan to show what actions 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?

Excellent

Standards: Excellent

Pupils achieve very high standards across the school. At key stage 4 and post-16, the school's performance in public examinations is outstanding when compared with that of other schools both in the maintained and independent sectors.

In 2011, based on teacher-assessed tests linked to National Curriculum levels at the end of key stage 1, most pupils achieved at least the expected level (level 2) in English and all pupils achieved at least the expected level in mathematics. At key stage 2, all pupils achieved at least the expected level (level 4) in English and most pupils achieved at least the expected level in mathematics. In both English and mathematics, about half of pupils achieved above the expected level.

At key stage 4, performance in GCSE examinations has been very strong over the last three years. In 2011, almost all pupils who were entered achieved the level 2 threshold (equivalent to five GCSEs at grade A* to C). Most of these pupils achieved the core subject indicator (the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum) and the level 2 threshold including English and mathematics. These figures are outstanding when compared with those of other schools, both in the independent and maintained sectors.

About 95% of all GCSE entries achieved at level 2 (grade A* to C) with 60% being at the highest A*/A grades. In 2011, in both English and mathematics about three-fifths of pupils achieved the highest A*/A grades. In each of the separate sciences, between 66% and 88% of pupils achieved the highest A*/A grades. These are extremely strong outcomes.

At post-16, performance at A level has been consistently above averages for Wales, particularly at the higher grades. In each of the last three years, all pupils have achieved the level 3 threshold. In 2011, 95% of all entries were at grades A* to B with 81% awarded the highest A*/A grades. The proportion of A level passes at the highest A*/A grades was higher than in all other schools in Wales.

Value-added measures at GCSE and A level over the last three years show that pupils make good or very good progress relative to their prior performance.

There are no significant differences in performance between boys and girls or of pupils from minority ethnic backgrounds. Pupils with additional learning needs and those learning English as an additional language make good progress relative to their abilities.

In 2011, no pupil left the school without a recognised qualification. At the end of Year 11, almost all pupils continued in education either at St John's College or another school. All Year 13 pupils went into higher education.

In the lessons observed and in coursework, pupils make consistently good and often excellent progress. Many pupils:

- have an extensive and deep understanding of the topics, concepts and issues they study;
- articulate complex ideas confidently; and
- apply their knowledge effectively in new contexts to draw links, interpret new material and solve problems.

Pupils of all ages have excellent communication skills. They listen carefully to teachers' instructions and to the views and opinions of others. Many speak confidently and contribute well to discussions, using technical terminology and expressing their ideas and opinions clearly. More able pupils use sophisticated language to explain their views.

Pupils in key stages 1 and 2 develop their reading skills very well. By the end of Year 2, most read with accuracy and many with fluency and good expression. Older key stage 2 pupils read widely for pleasure and discuss thoughtfully authors and texts they like. They discuss characters and plots confidently and develop strongly their higher-order reading skills. Pupils in the secondary phase read well to locate information, analyse material and draw conclusions. At key stages 1 and 2, pupils write well. In the secondary phase, pupils develop their independent writing skills particularly well. They write effectively for a range of purposes and audiences using appropriate language and an increasingly wide vocabulary. Many pupils present work neatly and most spell accurately and use punctuation and grammar securely.

Pupils apply their numeracy skills securely in subjects such as science, for example to calculate formulae and interpret charts and data. Pupils use their information and communication skills effectively to word process, carry out research and produce interesting PowerPoint presentations. Throughout the school, pupils' thinking and problem-solving skills are highly developed. This supports their ability to learn independently.

The increasing number of pupils who study Welsh second language achieve well. In the last three years, almost all of the 25 pupils who entered GCSE examinations in Welsh second language achieved at level 2. About 70% of passes have been at the highest A*/A grades.

Wellbeing: Good

Pupils feel safe in school and know whom to turn to if they have a problem, and almost all believe that the school deals well with any bullying. They are mature and self-assured, support and show respect towards one another and are polite to staff and visitors.

Pupils joining the school settle quickly and feel welcome. They have a secure understanding of how they can become healthy both through what they eat and the physical activity they undertake. Many enjoy taking part in a range of sporting activities.

Attendance rates are good and standards of behaviour are excellent. Pupils' attitudes to learning are a particularly strong feature of the school. In nearly all lessons, pupils are highly engaged and well motivated.

In their work as mentors to younger pupils, sixth-form students contribute significantly to the school's strong sense of community. Many pupils make a valuable contribution to the life of the local community, for example through regular public performances by the Cathedral choir and concert orchestra, participation in the Duke of Edinburgh's Award, working in a local care home, and through a range of charitable activities.

Pupils learn to work well independently and take on increasing levels of responsibility as they move through the school. The recently reformed school council has made positive improvements to the school environment and offered helpful suggestions about the use of the school's new accommodation. Council members are very enthusiastic about their involvement in the school's work. However, overall pupils do not have enough opportunities to contribute to decision-making about the school's work.

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

The school provides an effective curriculum that fully meets the Independent School Standards (Wales) Regulations 2003. Pupils in the preparatory phase have access to a broad and balanced curriculum including learning Welsh and French. The secondary phase curriculum provides pupils with very good opportunities to obtain relevant qualifications at both GCSE and A level. Across the school, the curriculum builds very well on what pupils know and understand. Pupils are very well prepared for the next stage of their education or employment.

Most pupils take part in the wide range of extra-curricular activities available. These contribute particularly well to pupils' wellbeing and their academic progress. The high level of pupil participation in the outstanding range of musical and choral activities is a particular strength of the school. However, there are fewer opportunities for boys in Year 12 and Year 13 to take part in sports and other physical activities.

Provision for the development of pupils' skills is good. Staff plan for and promote the development of pupils' skills consistently well in all classes and especially in reading in the preparatory phase. The school's recent investment in information and communication technology resources is having a positive impact on pupils' skills.

Links between the junior and senior phases and across all key stages are highly effective. Staff work together very well to ensure continuity of pupils' learning experiences. This contributes significantly to the high standards pupils achieve.

Provision for Welsh language development is strong and has had a positive impact on pupils' standards and use of Welsh language. The school promotes the culture and history of Wales successfully.

Teaching: Excellent

The quality of teaching is an exceptional feature of the school's work. It enables pupils to make particularly good progress and prepares them extremely well for their next stage of learning. There are many excellent features to the teaching, including teachers' extensive subject knowledge, the particularly high expectations of pupils and a rigorous level of challenge. Across the school, there are high levels of mutual respect between teachers and pupils.

Throughout the school, teachers plan thoughtfully, using a wide range of activities and stimulating resources that engage and challenge pupils and promote learning effectively. Many lessons are delivered at very good pace and many teachers use astute questioning that encourages pupils to reflect carefully on their work and extends their thinking and understanding. In a few cases, teachers make particularly effective use of innovative learning activities to enable pupils to explore themes more deeply and extend their understanding. Teachers use group and paired work well to support pupils' learning and develop their communication skills. Teaching assistants provide valuable support for pupils. Homework reinforces learning themes well.

Teachers provide encouraging and helpful verbal and written feedback that assists pupils to understand what they need to do to improve. In a few cases, pupils have good opportunities to evaluate their own and others' progress. This helps them to appreciate their strengths and how to improve. The school uses successfully a wide range of tests to assess and track pupils' progress. Teachers use this information well to plan work that matches pupils' needs and abilities and to provide suitable intervention strategies where appropriate.

Parents receive informative written reports that give clear indications of their children's progress and future targets. There are regular beneficial opportunities for parents to discuss their children's progress with teachers.

Care, support and guidance: Good

The school effectively promotes pupils' health and wellbeing. Pupils receive good support when they join the school or transfer from the primary to the secondary phase. Staff help pupils to acquire a secure understanding of the benefits of regular exercise and healthy eating.

The personal and social education programme helps pupils consider important issues such as violence within the family, drugs, alcohol and bereavement. Pupils receive sex education in a Catholic context. Pupils fully understand their responsibilities to prevent bullying.

The school pays very good attention to pupils' spiritual, moral, social and cultural development through its pastoral arrangements, collective worship and across the curriculum. Pupils are encouraged to value differing points of view, be kind and aware of the needs of others. Visiting speakers from specific charities and other community organisations help pupils to extend their understanding of the wider world.

The school accesses appropriately a wide range of specialist services. These include Careers Wales, an in-house dyslexia specialist and a visiting clinical psychologist. Staff work closely with social services when necessary. Pupils who have personal difficulties receive sensitive support and care from staff who listen carefully to their concerns and signpost them to the appropriate agencies. When applying for universities and further education institutions, pupils receive very helpful guidance for applications and targeted preparation for interviews.

Pupils with additional learning needs are effectively identified and well supported. Parents and carers are fully involved in planning to meet their needs. However, pupils with special educational needs do not have enough opportunity to contribute to the targets set out in their individual education plans or to assess their progress.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Excellent

A highly inclusive ethos within a strong Christian framework pervades the life and work of the school. This contributes to the high levels of mutual respect between staff and pupils and pupils' strong sense of wellbeing. The school promotes the values of tolerance and celebrates diversity particularly effectively through its teaching, pastoral and extra-curricular programmes and through its assemblies and close partnership with the Metropolitan Cathedral of St David. These values, high expectations and the strong emphasis on promoting effective role models and raising pupils' aspirations underpin all aspects of school life. Pupils are encouraged to reflect on their role in society and how their behaviour can affect the lives of others.

There is equal access to the curriculum for all pupils. Through its policies and procedures, the school seeks to eliminate oppressive behaviour. Pupils feel free from harassment.

The physical environment of the school is well maintained. The school is continuing to improve and extend its accommodation. Classrooms are welcoming and most contain attractive displays of pupils' work that support learning. There are sufficient resources that are well matched to pupils' needs.

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

The headteacher and senior leaders provide strong, purposeful and astute leadership. They share a clear strategic vision for the school based on a commitment to high academic achievement and an inclusive, supportive community. As part of its core aims, the school also sets out to make a substantive contribution to pupils' musical development by providing them with a wide range of opportunities to participate in high-quality choral and orchestral events. This vision and aims are communicated well to pupils, staff and parents.

The senior leadership team sets out clear priorities and provides firm direction to all aspects of the school's work. Throughout the school, there is a very strong sense of

purpose, and a collective ownership and commitment to shared values and aims. The relentless emphasis on high expectations, particularly in the quality of teaching and learning has led to exceptional outcomes for pupils of all abilities.

Trustees have a strong commitment to supporting the aims of the school. They are helpful critical friends of the headteacher, to whom they appropriately delegate the day-to-day management of the school.

The school's strategic and day-to-day management operates efficiently with many staff taking lead responsibilities for specific aspects. This structure has enabled staff to form a cohesive group and contributes to effective communication between all staff.

Staff have appropriate job descriptions and understand and fulfil their roles well. Priorities from senior managers drive agendas for subject, key-stage and whole-school team meetings. As a result, staff at all levels have a very good awareness of whole-school priorities and how they can contribute to them.

The school has an effective system of performance management. Reviews take place regularly with both peers and relevant line-managers. These ensure accountability, determine appropriate and challenging targets and help identify professional development needs.

The school meets all of the Independent School Standards (Wales) Regulations.

Improving quality: Good

The school has effective self-evaluation procedures, which provide a clear and accurate picture of its strengths and areas requiring improvement. These procedures inform development planning, help determine specific initiatives and include thorough monitoring at pupil, subject and strategic levels.

Self-evaluation arrangements draw on a wide range of first-hand evidence. This evidence includes rigorous analyses of pupils' attainment against national benchmarks and expected outcomes, scrutiny of pupils' written work, an extensive programme of lesson observations and regular surveys of pupils and parents. There are also well-designed arrangements to monitor the impact on outcomes or provision for pupils of a wide range of professional development activities. The combined evidence of these strategies is used well to identify and promote good practice and to tackle any areas of under-performance. At all levels, staff understand clearly their roles and their responsibilities for evaluating performance and bringing about improvements.

The system for lesson observations is well-established and understood by all. These observations take place as part of performance management reviews. They also help evaluate the impact of specific initiatives such as the strategies to improve literacy. Generally, these observations provide useful feedback. However, in a very few cases, written evaluations are too descriptive and lack a clear judgement.

Information from subject and key stage self-evaluation reports is generally used well to set priorities for improvement at all levels. There is a clear link between self-evaluation findings and the priorities identified in development plans. However, targets, funding and success criteria are not always specific enough at subject and whole-school level.

The school has made good progress in meeting the recommendations from the last inspection. For example, there has been particular emphasis on promoting the most effective teaching strategies. This has contributed significantly to clear improvements in the quality of teaching and learning.

Partnership working: Good

The school has established a wide range of successful partnerships that contribute significantly to pupils' wellbeing and achievement. There is effective communication with parents who are very supportive of the school's work.

The school has outstanding music partnerships, for example with the Cardiff Metropolitan Cathedral, the Welsh National Opera and the Royal Welsh College of Music and Drama. These develop extensively pupils' performing skills and love and appreciation of music. They raise pupils' achievements significantly and enhance very strongly their personal and cultural development.

The school liaises extensively with local and regional businesses. This raises pupils' economic awareness and develops strongly their entrepreneurial skills.

There are productive links with other schools, universities and cultural organisations. These support pupils' progress well. The school provides wide-ranging opportunities for pupils to attend local and national events and visit other countries. These enhance pupils' cultural awareness, widen their horizons and develop their social skills.

Resource management: Excellent

The school manages all aspects of its business rigorously, planning prudently for future development through careful strategic budgeting. Trustees scrutinise the school's financial affairs effectively. Together with the headteacher, they ensure that all expenditure is allocated appropriately to the school's strategic priorities. As a result, the school is currently undertaking a significant building programme to construct a new library, teaching and common-room accommodation for staff and sixth-form pupils, and improved information and communication technology facilities.

Teachers are well qualified and deployed effectively, for example through the use of subject specialists in Years 5 and 6 to support pupils' transition between the primary and secondary phases. Teaching assistants provide good support, particularly for those pupils with additional learning needs. The school has very effective arrangements for supporting the continuous professional development of staff. There is a strong emphasis on promoting good practice and there are well-designed arrangements to mentor new staff and develop their competencies. Funding for

professional development is appropriately allocated through performance management reviews and reflects whole-school or departmental priorities.

The school makes extremely good use of its resources to achieve excellent academic and social outcomes for its pupils and provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Estyn received 25 responses to the parent questionnaires. Overall, their responses are very positive about the school with more than four-fifths of parents strongly agreeing with almost half of the questions. All parents who responded are satisfied or very satisfied with the school and strongly agree or agree that their child likes school, feels safe in school and is making good progress. Almost all parents strongly agree that staff expect children to work hard and to do their best, and almost all state that the quality of teaching is good. All parents indicate that pupils behave well and that staff treat all children fairly and with respect.

Almost all parents say that their child was helped to settle in well when he or she started school and that their child receives appropriate additional support in relation to any particular individual needs. All parents feel comfortable about approaching the school with questions, suggestions or problems and almost all state that they are kept well informed about their child's progress. All parents who responded say that the school helps their children to become more mature and to take on responsibility and that their child is well prepared for when they leave school. Many parents feel that there is a good range of activities including trips and visits and that their child is encouraged to be healthy and to take exercise.

Responses to learner questionnaires

Estyn received responses from 176 pupils, selected at random across the age range. Of these, 67 pupils are in the primary phase and 109 are in the senior phase.

All pupils in the primary phase and almost all in the senior phase agree or strongly agree that they feel safe in school. Almost all pupils believe that the school deals well with any bullying.

In the primary phase, all pupils feel they are doing well, that they know what to do and whom to ask if they find their work hard or if they are worried or upset. They think they have enough resources and books to do their work and that there are lots of chances to get regular exercise. Almost all pupils say the school helps them to keep healthy. Almost all pupils think other children behave well in class, but a few feel that the behaviour of other pupils at playtime and lunchtime is not as good as it could be.

In the senior phase, nearly all pupils feel they are doing well and that teachers help them to learn and to make progress. Almost all say that staff respect them and their background and that the school helps them to understand and respect diversity. Most state that they have someone to talk to if they are worried. Almost all believe that they are encouraged to take responsibility and that the school prepares them well for the next stage in their education. Most think they have enough resources and books to do their work. A particularly high proportion of pupils think that other pupils behave well and they can get their work done.

Appendix 2

The inspection team

John Thomas	Reporting Inspector
Claire Yardley	Team Inspector
Rick Hawkley	Team Inspector
Denise Wade	Team Inspector
Carol Clint	Team Inspector
Nicola Walker	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Bernard Neville	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.