



A report on:

The Branas School

Date of inspection: June 2014

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.

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Context

Branas School provides specialised education, residential care, and therapy for boys with complex social, emotional and behavioural needs. The school is owned and managed by Caretech Ltd.

The school is registered with the National Assembly for Wales as an independent day school that provides education for boys aged 11 to 16. The school is approved for the admission of pupils with statements of special educational needs (SEN) who have social, emotional, behavioural and moderate learning difficulties.

The school currently has 16 pupils on roll. Twelve of the pupils have statements of special educational needs.

All pupils are looked-after by local authorities in Wales and England and live in children's homes on the site of the school, managed by the McIntyre organisation. The children's homes are registered with the Care and Social Services Inspectorate for Wales.

All pupils speak English as their first language.

The school was last inspected by Estyn in June 2008. Estyn also carried out a monitoring inspection in February 2013. The present headteacher was appointed in 2010.

The school is situated in a rural location close to the town of Corwen in Denbighshire.

Summary

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

Current performance

The school's current performance is adequate. Among the strengths:

- pupils enjoy school and behave well;
- pupils have opportunities to gain qualifications in a range of accredited courses appropriate to their needs and abilities;
- the off-site education activities provide pupils with valuable vocational experiences;
- pupils with additional learning needs make good progress in developing their literacy skills;
- more able pupils achieve in line with their ability; and
- pupils develop work related skills and are well prepared for their next steps in learning.

However:

- schemes of work lack detail and are under-developed;
- skills are not co-ordinated and planned for across the curriculum;
- pupil involvement in assessment for learning is underdeveloped; and
- information is not shared well enough across the staff team to fully support planning.

Prospects for improvement

The prospects for improvement in Branas school are judged as adequate because:

- leadership responsibilities are not distributed widely enough across the staff team and do not provide effective support for the headteacher in delivering priority actions for development;
- the proprietor does not provide enough challenge to the leadership team; and
- self-evaluation processes do not draw on evidence from a wide range of stakeholders.

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 does not meet the regulatory requirements for this standard.

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- maintain an admission register in accordance with the Education (Pupil Registration) Regulations 1995 [3(9)].
- complete all electrical safety works in accordance with National Assembly guidance on health and safety responsibilities and powers of schools. 3[4]
- complete an asbestos survey and register for the offsite facility in Corwen in accordance with National Assembly guidance on health and safety responsibilities and powers of schools. 3[4]

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 does not meet the regulatory requirements for this standard.

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- provide a written complaints policy tailored specifically for provision at the school that meets all the requirements of the regulations 7[a-k]

Recommendations

R1 Comply fully with the regulations for registration

R2 Improve the quality of the curriculum by developing suitable schemes of work

R3 Ensure that literacy, numeracy, information and communication technology (ICT) and thinking skills are planned for across the curriculum

R4 Ensure that learners contribute to assessing and reviewing their performance and are aware of their targets for development

R5 Ensure that self-evaluation processes are comprehensive and that they draw on evidence from a wide range of stakeholders

What happens next?

Since the inspection report notes that the school does not meet one or more of the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.

Main findings

How good are outcomes?	Good
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Standards: Good

Pupils at the Branas have a range of social, emotional and behavioural difficulties. They start at the school with little confidence, have difficulty controlling their behaviour, and have a history of poor attendance and breakdowns of previous placements.

Over time nearly all pupils increase their attendance. In the current academic year 2013-2014 the attendance rate is 97%. Attendance levels for nearly all pupils show an improvement on their attendance prior to joining the school.

It is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse the performance trends of groups because of the nature of the pupils' learning needs.

Over time, pupils develop skills to manage their own behaviour well. Nearly all pupils remain on task throughout lessons and work with enthusiasm. As a result, they make good progress in developing their literacy and numeracy skills and apply these successfully in a range of subjects. Many pupils complete homework and revision exercises to support their examination work.

All pupils gain a range of qualifications appropriate to their interests and abilities. These include WJEC Entry Level, GCSE and vocational qualifications. Over the last three years all pupils have left with a minimum of four qualifications. More able pupils achieve a range of higher level GCSE passes.

Many pupils recall prior learning in mathematics and apply their number and data handling skills well in other subjects. For example they calculate percentages in science and construct and interpret graphs in humanities. They apply calculation methods accurately in PE theory lessons. Pupils co-operate with each other well in art lessons and develop new skills. For example, pupils share resources well and learn to use clay to model and sculpt three dimensional shapes.

More able and talented pupils use thinking skills well to make connections between learning from science and physical education theory lessons. They ask a wide range of questions to explore and extend their ideas and are confident to read aloud in class. They organise and present their ideas clearly and think through questions and answers for themselves. They use punctuation and spelling accurately in extended pieces of creative writing.

In ICT lessons, more able pupils in Year 11 use ICT to research and present their work, create presentations and construct databases.

Pupils with additional learning needs make good progress in developing reading skills and achieve the majority of targets set in individual education plans.

Pupils take part in and enjoy a range of vocational experiences at the off-site vocational centre.

Most pupils make good progress in developing their social and communication skills and gain the skills that they need to move on to further learning or employment. Over the last four years, all leavers have moved on to courses in further education colleges.

Wellbeing: Good

Nearly all pupils develop very good relationships with staff. They enjoy coming to school and behave well in lessons and at less structured times of the school day. They develop good social skills and are polite towards each other, staff and visitors. They know who to talk to if they have a problem and are confident in raising issues with the headteacher. Most pupils believe that the school responds well to any allegations of bullying and feel safe at school.

There have been no days lost to exclusion at the school for each of the last four academic years.

The nurturing ethos of the school gives nearly all pupils the confidence to take a full part in lessons and show pride in their work and achievements. As a result, most pupils make good progress in line with their age, ability and learning needs. Nearly all pupils display a positive and mature attitude towards completing their work to the best of their ability. Many older pupils complete homework and revision exercises to support examination work.

Nearly all pupils have a good understanding of how to keep healthy and have positive attitudes towards physical exercise and improving their diet. They participate enthusiastically in sporting activities and enjoy physical education lessons and outdoor pursuits such as hill walking, kayaking and climbing. They also enjoy training with local football teams. Older pupils prepare their own nutritious and healthy packed lunches. Most pupils have a positive attitude to working with therapists who support them to manage their emotions and behaviours.

Pupils explore issues of personal safety and learn the skills needed to make informed career choices in personal social education lessons.

Pupils make a valuable contribution to the school magazine, the Branas Bugle. They take responsibility for editing and producing the magazine; providing articles with clear, inspirational messages to other pupils, for example the importance of friendship and the need to have clear goals, ambitions and positive role models.

The school has recently established Branas forum to enable pupils to be more involved in making decisions about life at the school. However, it is too early to evaluate the impact of this on pupils' participation in decision-making processes.

Many pupils volunteer to complete work in the community and help to walk dogs at a local dog sanctuary. Pupils have also raised money for the British Heart Foundation.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Branas School provides a wide range of learning opportunities that are well matched to the age and ability of the pupils. It regularly reviews and adapts the curriculum to reflect the needs, interests and abilities of the pupils. The school has made good progress in developing the range of learning experiences provided and pupils have the opportunity to obtain a range of appropriate qualifications, with more able pupils taking higher level GCSEs.

The curriculum meets the requirements of the Independent School Standards (Wales) Regulations 2003.

A well-organised programme of vocational education gives pupils valuable work related learning opportunities including work experience placements appropriate to pupils' interests and abilities. These include courses accredited through Agored Cymru in painting and decorating bricklaying and woodwork.

The school offers Entry Pathways, Foundation and Higher GCSE courses and Level 2 courses in a wide range of subjects. These include ICT, mathematics, art, English, chemistry, physics, biology, physical education and personal social education.

The school makes good provision for the development of literacy and numeracy skills for pupils with additional learning needs. For example, there are effective literacy support programmes, which have improved the reading and spelling skills of these pupils. Where pupils are withdrawn for additional literacy support, a minority of staff plan well to integrate these skills into their teaching. However, a majority of staff do not identify opportunities for pupils to apply these skills across the curriculum.

ICT skills are developed and promoted well within the subject area, but these are not planned or provided for consistently across the curriculum.

The school does not plan for the development of thinking skills.

Pupils are able to broaden their experiences through a good range of extra-curricular activities including army cadets, fishing, bike riding, football, rugby and outdoor education activities.

Teaching: Adequate

Around half of teaching ensures that learning objectives are shared with, and understood by pupils. In these lessons, teachers have good subject knowledge and ask probing questions. They provide work that is well matched to the abilities of the pupils and provide feedback that motivates pupils and tells them what they need to do to improve their work.

However, teachers do not consistently make effective use of support staff.

Teachers build positive relationships with pupils and manage behaviour well. They mark pupils' work promptly and nearly always include positive comments to encourage pupils. However, the quality of marking is not consistent across the school and there are limited opportunities for pupils to reflect on their own and others' learning.

The school uses a limited range of appropriate assessments to measure and track pupils' progress. Leaders have introduced a new baseline assessment programme that provides useful information on pupils' literacy and numeracy skills. However, it is too early to judge the impact of this on pupil progress. Overall teachers do not use data well enough to analyse the impact of teaching on pupils' progress or to plan for curriculum development.

The school keeps parents and carers well informed of their child's progress in regular reports on pupil progress.

Care, support and guidance: Adequate

Staff understand the needs of pupils well and have high expectations of their behaviour and engagement in learning.

The personal and social education programme provides pupils with age appropriate and comprehensive guidance including sex and relationship education and substance misuse. The programme is supported well through effective partnerships with outside agencies that provide specialist support and guidance. For example, the fire and police services provide valuable advice and support to pupils in developing their understanding of personal safety.

Care support staff provide effective support for pupils in less structured times of the school day and engage them in worthwhile activities to develop their social skills. For example, they provide opportunities for pupils to discuss concerns, arrange team games such as football, discuss issues of interest and help pupils to plan after school activities.

The school identifies pupils' additional learning needs well and uses suitable strategies, resources and support to meet their needs. All pupils have an individual education plan that provides useful information on pupils' learning and behavioural needs. However, these plans are not used well enough by teachers when planning lessons. Processes for involving pupils in assessing their performance and in setting and reviewing their targets are under-developed.

The school's procedures for managing challenging behaviour are good and provide appropriate support for pupils to learn from incidents and take responsibility for managing their behaviour. However, pupils' views are not always sought and recorded following serious incidents.

The schools arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a positive and inclusive ethos and encourages all pupils to engage in a wide range of learning activities. The school provides a calm environment in which pupils feel safe and valued.

The school building and grounds are well maintained and leaders plan the curriculum well to make good use of the facilities. For example, specialist teaching areas have been provided for art and design and ICT. These developments have increased the range of activities and specialist equipment available to pupils. However, the provision of resources to support the delivery of ICT across the curriculum is under developed.

The school makes good use of its two locally based off site facilities to provide centres for vocational education and outdoor education. The school also makes good use of local leisure facilities to support the physical education curriculum and extra-curricular activities. For example, in order to extend the range of sports available to pupils the school hires badminton courts, fitness suites and trampolines at local leisure centres.

Pupils' work is displayed in classrooms and around the school, although these do not celebrate pupils' success as well as they could.

The library is not stocked with appropriate materials to support the pupils in independent study. In addition, the library is the designated space for the use of time-out. However, this is not an appropriate environment for the purposes of time-out.

How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has established a clear vision for the school. Generally, policies and plans inform pupils, staff and parents of the strategic priorities for the school. However, these do not focus enough on improving pupils' wellbeing and learning. Planned outcomes and targets are not always clear. As a result, it is difficult to know if policies and plans are having an impact on pupils' achievements.

The headteacher collects a range of valuable data on the performance of pupils. The school is beginning to make better use of this to track pupil progress.

All teachers have clear job descriptions and they understand their role. They use their time well to develop and co-ordinate the teaching of their subjects. However, there is no formalised distribution of leadership across the school. As a result, subject development is generally made in isolation and skills such as ICT are not planned for across subjects.

Performance management arrangements for the headteacher and teaching staff are well established. Priorities generally link well to the school development plan. However, they do not focus well enough on raising pupil standards.

The company's service director meets with the headteacher regularly. The company is aware of the main strategic priorities of the school and provides appropriate supervision. However, there is little challenge provided to the school by the proprietor. Where there is challenge, it is generally in relation to matters that require financial investment at the school.

Improving quality: Adequate

The process of self-evaluation is in its early stages at the school. The self-evaluation report, completed for the inspection, does not identify well enough the areas to be developed at the school. Staff at the school have a limited role in contributing to the self-evaluation process.

The service director works with the headteacher to agree improvement objectives for the school. The proprietor is not involved in the routine improvement planning process.

The three-year strategic development plan and annual develop plan capture priorities for improvement appropriately. For example, the current plan identifies the need to further develop the curriculum and it accurately highlights current deficiencies regarding pupil and staff access to ICT. However, the plans do not always capture the range of actions needed to achieve stated objectives. Plans are not costed and do not provide milestone targets; it is not clear therefore how the implementation of priorities is monitored.

Pupils at Branas do not have enough formal opportunities to share their opinions and raise issues about the school. However, Branas Bugle, the school newsletter produced by the pupils, and the recently formed school forum are beginning to provide useful vehicles for pupils to have a voice at the school.

As part of the performance management arrangements, teachers are observed teaching at least one a year. Useful written feedback is provided to staff. However, this is generally descriptive and does not focus on the standards achieved by pupils. Opportunities for staff to formally evaluate their performance in observed lessons are under developed.

Partnership working: Adequate

The school has developed a number of appropriate partnerships to enhance the learning experiences of its pupils. These include the local fire service where pupils have completed the Phoenix project, and local sports centres that are used for physical education lessons. Many pupils continue to access sports centres outside school hours.

External providers have worked well with the school to deliver aspects of the curriculum. For example, staff from a community based project delivered a programme to develop pupils' knowledge and understanding of healthy sexual relationships.

The school has recently established useful links with local mainstream secondary schools. These have been used to good effect in supporting staff in developing specific subjects at the school. However, partnerships to develop the wider curriculum are under-developed.

Branas has developed successful links with a range of local further education providers. The partnership arrangements provide support for the transition of pupils into further education placements. As a result of this support, all pupils who left school last year progressed into courses at further education colleges.

The company contracts a range of therapeutic services to provide for pupils at the school. Staff liaise with therapists on a regular basis. However, there are weaknesses in this partnership: there is no joint collaborative work to plan and deliver a cohesive curriculum that takes account of pupils' therapeutic needs and that monitors the impact of this work on pupils' wellbeing.

Resource management: Adequate

The school manages the resources available to it well. However in spite of the good outcomes of pupils, the availability of specialist curriculum materials and the ability of pupils to access for example, ICT equipment, is limited.

Teachers are well qualified and deployed effectively. However, the role of support staff is not understood well enough. In many lessons observed, support staff are passive and fail to engage positively with pupils.

All teachers receive appropriate curriculum related training relevant to their teaching area. In addition, teachers work with support staff to develop joint understanding of issues that impact on pupils. For example, all staff are trained on early childhood trauma and attachment disorders. However, professional development in whole school curriculum related matters is under-developed.

The school does not have a delegated budget. All materials and consumable resources are secured via the proprietor's corporate purchase order system. As a result, the school is not always able to implement its development priorities in a timely manner. In view of the good outcomes that pupils achieve, the school provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	16	8 50%	5 31%	3 19%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		50%	31%	19%	0%	
The school deals well with any bullying	16	8 50%	5 31%	3 19%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		50%	31%	19%	0%	
I have someone to talk to if I am worried	15	8 53%	6 40%	1 7%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		53%	40%	7%	0%	
The school teaches me how to keep healthy	16	12 75%	4 25%	0 0%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		75%	25%	0%	0%	
There are plenty of opportunities at school for me to get regular exercise	16	11 69%	4 25%	1 6%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		69%	25%	6%	0%	
I am doing well at school	16	11 69%	4 25%	1 6%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		69%	25%	6%	0%	
The teachers help me to learn and make progress and they help me when I have problems	16	10 62%	6 38%	0 0%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		62%	38%	0%	0%	
My homework helps me to understand and improve my work in school	16	8 50%	6 38%	1 6%	1 6%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		50%	38%	6%	6%	
I have enough books and equipment, including computers, to do my work	16	8 50%	6 38%	2 12%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		50%	38%	12%	0%	
Pupils behave well and I can get my work done	15	5 33%	7 47%	2 13%	1 7%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		33%	47%	13%	7%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	16	9 56%	7 44%	0 0%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		56%	44%	0%	0%	
The school listens to our views and makes changes we suggest	16	7 44%	5 31%	3 19%	1 6%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		44%	31%	19%	6%	
I am encouraged to do things for myself and to take on responsibility	16	10 62%	6 38%	0 0%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		62%	38%	0%	0%	
The school helps me to be ready for my next school, college or to start my working life	16	10 62%	4 25%	2 12%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		62%	25%	12%	0%	
The staff respect me and my background	16	9 56%	5 31%	1 6%	1 6%	Mae'r staff yn fy mharchu i a'm cefndir.
		56%	31%	6%	6%	
The school helps me to understand and respect people from other backgrounds	16	7 44%	7 44%	1 6%	1 6%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		44%	44%	6%	6%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	8	6 75%	1 12%	1 12%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		75%	12%	12%	0%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	4	1 25%	3 75%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		25%	75%	0%	0%	

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection team

Mr Anthony Mulcahy	Reporting Inspector
Huw Davies	Team Inspector
Mrs Claire Imber	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Stephen Christopherson	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, 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.
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.