



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

**The Cathedral School
Cardiff Road
Llandaff
Cardiff
CF5 2YH**

Date of inspection: February 2012

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

The report was produced in accordance with section 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

The Cathedral School is an independent day school for boys and girls from three to 16 years of age. The school is close to Llandaff Cathedral in the village of Llandaff in Cardiff. It was founded in 1880 and has been owned since 1957 by the Woodard Corporation, an educational charity. The school describes itself as an Anglican choir school. It has a close relationship with Llandaff Cathedral, and provides choristers (boys) and choral scholars (girls) to support the Cathedral's choral tradition.

There are currently 647 pupils on roll. These include 40 pupils in the nursery, 300 in primary and 307 in secondary sections of the school. At the time of the inspection, there were about twice as many boys at the school as girls.

Most pupils live in Cardiff and the Vale of Glamorgan, but a few come from further afield, such as Llanelli, Merthyr Tydfil, Caerphilly and Newport. About 16% come from minority ethnic groups. All pupils speak English fluently and no pupil speaks Welsh as their first language. There are a small number of pupils who speak English as an additional language. The language of instruction at the school is English. Welsh is not a compulsory part of the school's curriculum, but a few pupils regularly study Welsh in key stage 4.

The school offers additional learning support to about 16% of pupils, mainly to support their literacy development. Two pupils have a statement of special educational needs.

The last inspection of the school was in October 2005. Most of the senior management team are new since the last inspection and the current headteacher joined the school about four years ago.

Pupils join the nursery in the September following their third birthday and there is no testing to secure a place. From reception to Year 6, pupils join the school on the basis of an informal assessment as part of a trial day or part day. The school offers admission to the senior school for all Year 6 pupils currently at the school. New pupils who wish to join the school from Year 7 onwards undertake a formal assessment and the offer of a place is dependent on pupils' attainment.

The school describes its ethos and aims in the following way: 'The Cathedral School aims to be a welcoming and inclusive Christian community in which every person is valued and respected. We seek to live out the virtues of faith, hope and love in all aspects of our life, work and worship. We aim to cultivate ambition, care, thankfulness, opportunity, friendship and achievement.'

At the time of the inspection, the school had recently completed the first phase of a major building programme and has well-advanced plans to extend its provision to pupils aged from 16 to 18.

Summary

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

Current performance

The current performance of the school is excellent because:

- pupils attain outstanding results in GCSE examinations at key stage 4;
- pupils make very good progress from their starting points at the age of 11 to when they leave school at 16;
- pupils in key stage 3 develop a wide range of skills as a result of their involvement in the innovative Headmaster's Award scheme;
- pupils benefit very well from a wide range of extra-curricular activities and participate particularly well in musical and sporting activities;
- pupils and staff are responding well to a very positive ethos and a very supportive community for learning within the school; and,
- the system of 'challenge grades' is driving forward improvements in standards.

Prospects for improvement

The school's prospects for improvement are excellent because:

- there is a very strong track record of improvement planning over recent years, which has led to significant improvements in standards and the quality of provision;
- there is a very clear vision for the future direction of the school;
- senior managers and teaching staff have high expectations of pupils;
- the school has invested well in developing key areas of the school's provision, for example in the management of the infants and the appointment of a chaplain, and these developments are having a positive impact on pupils' standards, wellbeing and learning experiences;
- the processes of self-evaluation are rigorous and based on a wide range of first-hand evidence; and
- the school has used external mentors to good effect to drive forward improvements in the quality of teaching and provision.

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 school should:

- R1 improve the quality of assessment in the primary phase and make sure that teachers take full account of assessment outcomes when planning learning activities;
- R2 increase opportunities for pupils to undertake extended writing in the primary phase;
- R3 develop further the role of the pupil fora in making decisions and taking responsibility for improving aspects of school life and reporting back on their work to all pupils; and
- R4 develop greater consistency in the way middle managers undertake their roles.

What happens next?

Estyn advises the governing body to revise 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?

Excellent

Standards: Excellent

Overall, pupils achieve very high standards by the time they leave school at the end of key stage 4. Pupils attain outstanding results in GCSE examinations. In relation to GCSE results, the school is one of the highest performing schools in Wales. Many pupils achieve GCSE grades that are significantly above those predicted on the basis of their performance at the end of key stage 2. Standards in Early Years and in key stages 1 and 2 are good overall.

In 2011, almost all pupils achieved at least the expected level (level 2) at the end of key stage 1 and about a third achieved above the expected level (level 3) in reading, writing and mathematics, based on teacher-assessed tests linked to National Curriculum levels. All pupils in key stage 2 achieved at least the expected level (level 4) in English and almost all in mathematics in teacher-assessed tests. A large proportion of pupils achieved above the expected level (level 5) in these subjects. Pupils' attainment in standardised tests at the end of Year 6 show that many are performing well above average in reading and just above average in spelling.

Pupils' performance in GCSE examinations is outstanding when compared with that of other schools, both in the independent and maintained sectors, and they are well above local and national averages. In 2011, all Year 11 pupils attained the level 2 threshold including English and mathematics, and 92% of pupils achieved the core subject indicator (A* to C grade in English, mathematics and science). A third of Year 11 pupils gained A* or A grades in all their GCSE examinations, and just under half of all GCSE grades were A* grades. These are exceptionally strong outcomes.

Pupils in the primary phase make very good progress in developing their speaking and listening skills. They are always ready to talk and offer teachers and their peers many interesting and thoughtful ideas and responses. In key stage 1, pupils develop their initial reading skills well and during key stage 2 they make appropriate progress in developing a wider range of reading skills. A few make much better than expected progress. Pupils talk eloquently about their favourite authors and the genres that they enjoy. Pupils' writing skills develop appropriately through the primary phase. By the end of key stage 2, most pupils write reasonably well, and a few write very well. Most use writing naturally to get their thoughts quickly onto paper and to communicate lively ideas. However, the quality and extent of a minority of pupils' extended writing are underdeveloped.

Throughout the secondary phase, pupils' skills in speaking and listening are very good. They contribute very well to discussions in nearly all classes, give extended answers and present their ideas in a mature and eloquent way. Pupils have very effective reading skills. They use these to good effect to support their learning in all subjects. They read complex and challenging texts well and can extract relevant information from a range of demanding materials. Pupils' writing skills are generally good and a minority of pupils write very well. Many write well in a range of styles and

for different purposes across the curriculum. Even where the writing is lively and engaging, and where it presents complex ideas effectively, a few pupils do not present their work well enough and have weak spelling skills.

Pupils' numeracy skills develop well throughout the school and their use of information and communication technology to support their learning in the primary and secondary sections is very good. Pupils' critical thinking and problem-solving skills develop very well throughout the school and they develop their ability to learn independently well, for example through their involvement in the Headmaster's Award in key stage 3.

There is no significant difference in the relative performance of any specific groups of pupils. At the end of Year 11, all pupils continue in education at other schools or further education colleges.

Wellbeing: Good

Pupils feel safe in school and are confident that staff will deal appropriately with any issues that arise. Most pupils are highly engaged in their learning and have positive and mature attitudes to all aspects of school life. They understand the importance of healthy eating and exercise.

Attendance, at about 95%, is good and pupils are generally punctual. Behaviour is very good throughout the school and many pupils develop a strong sense of self-discipline. Most show care and respect for one another and take their responsibilities in the school community seriously. Members of the pupil fora contribute appropriately to decision-making about some important areas of school life, for example the move to a seven-period day and the development of the 'respect' agenda. Pupils also participate well in 'Focus Weeks' and the pupils' food committee influences the menu available in the refectory very well. When given the opportunity, pupils offer thoughtful opinions about what and how they learn. However, they do not always feel that they receive enough feedback from consultations or can influence school life enough.

Most pupils take part in the very wide range of extra-curricular opportunities on offer and develop high levels of self-confidence as a direct result of these activities. For example, many pupils in key stage 3 choose to work towards the Headmaster's Award, an innovative feature of the school's work. These pupils cultivate mature social and life skills by taking responsibility for organising activities that develop their academic, sporting, cultural and leadership skills.

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

Overall, the school provides a well-balanced and broad curriculum for pupils that meets the Independent School Standards (Wales) Regulations 2003. However, towards the end of key stage 2, the time allocation for English limits opportunities for pupils to undertake extended writing. The senior school provides a very good choice of academic courses at GCSE level that enables pupils of all abilities to progress successfully to the next stage of learning.

The planning of the curriculum is generally undertaken well and ensures that many pupils are challenged by relevant activities that reinforce and extend their learning. The planning of the curriculum from infants to juniors does not always build well enough on pupils' previous learning.

Provision for the development of pupils' skills is developing well. There are good opportunities for pupils to use and to develop their oral and reading skills. There is evidence of suitable planning for the delivery of numeracy and information and communication technology in schemes of work. Pupils have good opportunities in lessons to develop their thinking skills.

The range of extra-curricular activities is extensive with a particular emphasis on sport, music, drama and dance. Many pupils participate in these activities, which contribute very well to pupils' social and personal development. Participation in cultural, artistic, voluntary and sporting activities, including the Duke of Edinburgh's Award scheme, promotes pupils' wider academic progress very well. The level of pupil participation in the innovative Headmaster's Award Scheme for key stage 3 pupils is high.

The school promotes a suitable understanding of Welsh culture through participation in an annual eisteddfod and visits to local places of interest.

Pupils have a good understanding of sustainability through successful participation in the Eco Schools scheme. They recognise their own responsibilities for minimising waste and increasing recycling. Pupils have a sound understanding of global citizenship through involvement in a range of charitable activities and throughout the curriculum.

Teaching: Good

The overall quality of teaching is good, with some outstanding teaching in a few classes in the senior section.

Where teaching is good, teachers explain new concepts clearly, use questioning effectively and make sure that all lessons have a suitable pace and structure. Positive working relationships between pupils and teachers ensure that most pupils feel confident to try new approaches and to learn from their mistakes. Teaching and non-teaching staff manage pupils' behaviour in classes well. Teachers encourage pupils effectively to test out their ideas and to strengthen their understanding through discussions with 'talking partners'. In the very best practice, teaching captures pupils' imagination and interest particularly effectively, and teachers find highly creative ways to engage all pupils. In these classes, all pupils achieve high standards and make excellent progress. In a minority of classes, the teacher dominates too much, and pupils are passive for too long and lose concentration. In a few classes, teachers miss useful opportunities to extend and consolidate pupils' learning.

Teachers' marking is generally helpful and relevant to the learning activities. In the senior section, the effective use of a wide range of assessment data, including the 'challenge grades', ensures that all pupils are suitably challenged to improve. In the

primary phase, teachers do not always use assessment data well enough to ensure that all pupils make the progress that they should. However, the 'challenge grade' system in the junior section and the recent progress meetings in the infant section are beginning to raise expectations appropriately.

Parents and carers are kept well informed about their children's achievements and progress through regular, detailed reports to parents.

Care, support and guidance: Good

The school provides a high level of care for pupils with effective arrangements that support and contribute well to their health, wellbeing and learning. Class, form and house staff know their pupils well and respond to their needs appropriately.

The school's personal, health and moral education programme (PHME) offers pupils a comprehensive, age-appropriate insight into key areas related to their wellbeing. Specialist staff, such as the nurse and chaplain, as well staff from external agencies, support this programme effectively.

The school helps pupils to adopt healthy lifestyles through the curriculum and a range of additional activities. For example, the extensive extra-curricular sporting programme makes a significant contribution to the physical development of pupils, and a variety of individual events and the range and quality of the food available in the refectory promote healthy eating.

The school's provision for pupils' spiritual, moral, social and cultural development is sound. Staff promote a strong sense of moral values among the pupils and have high expectations of pupils' behaviour. Pupils understand the school's system of rewards and sanctions, but a few parents and older pupils consider that staff do not always apply it consistently.

The school offers pupils a wide range of opportunities to develop their spirituality. For example, the work of the school chaplain and the relationship with Llandaff Cathedral are particular strengths. Each week pupils attend a collective act of worship at the cathedral. The school's choristers and choral scholars also sing at the cathedral for public services and all pupils have the opportunity to attend the Eucharist and other services.

The school provides an effective induction programme for all pupils new to the school. The information, guidance and advice available to pupils about their choice of subjects to study at GCSE is of high quality and senior pupils receive appropriate information about their post-16 options and about careers.

The school's provision for pupils with additional learning needs and for more able and talented pupils is very effective. There is a well co-ordinated framework for identifying pupils' learning needs and for providing appropriate support. Individual education or learning plans set out suitable targets for pupils and staff review them regularly. As a result, pupils with additional learning needs and more able and talented pupils make good progress.

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

Learning environment: Good

The school provides an inclusive and caring ethos within a strong Christian framework. Pupils participate fully in the life of the school, whatever their needs or circumstances. Pupils are courteous and respectful to adults and generally to each other. A 'Respect Week' and pupil-designed posters around the school ensure that pupils are well aware of their responsibility to treat others fairly and equally. Pupils' attitudes and values are guided effectively through the well-organised personal, health and moral development programme, religious studies lessons and close links with Llandaff Cathedral. Visits to the local mosque, temple and synagogue further enhance pupils' understanding of diversity.

The school has sufficient resources to meet the learning needs of its pupils. The buildings and outside areas are well maintained, free of litter and in good condition. While a few classrooms such as the reception classes are small, staff make good use of the space available. Facilities of good quality, including the senior library, art studio, sports pavilion and music room, enhance the learning environment and have a positive impact on pupils' standards and wellbeing. Staff use the local community well to enrich pupils' learning experiences. In the primary phase, the use of the outdoor environment to support learning is generally limited. Classrooms are well organised and wall displays provide a bright and stimulating learning environment.

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

The headteacher has successfully established a clear vision for the school based on a culture of robust self-evaluation and the promotion of personal accountability among both staff and pupils. The headteacher, senior staff and governors provide effective leadership and work well together as a team. The establishment of high expectations and a supportive learning environment have underpinned the achievement of excellent outcomes by the time pupils leave school.

Staff have specific job descriptions and understand their roles and responsibilities well. There is an effective system for performance management.

Middle managers have responded well to the demands of greater accountability and the challenges of self-evaluation. Senior staff and external advisors have supported staff well in these developments. However, the rigour with which middle managers undertake their responsibilities regarding self-evaluation and improvement planning varies too much.

Staff and managers within the different sections of the school work together effectively while liaison between the academic and pastoral teams contributes significantly to pupils' achievement and wellbeing. There is a very clear structure of management meetings and lines of communication work well. The school's day-to-day arrangements run efficiently.

There are very strong links between school leaders and governors. Governors have a sound knowledge of the performance of the pupils, the strengths of the school and

the areas that need further development. Governors scrutinise the school's finances carefully. They challenge the school effectively, act as critical friends as required and hold the school to account for the standards and quality it achieves. They provide expert advice and support in the planning for the further development of the school.

The school meets all of the Independent School Standards (Wales) Regulations 2003.

Improving quality: Excellent

The school has rigorous and effective self-evaluation arrangements that draw on a wide range of first-hand evidence. The use of informative and robust lesson evaluations by external teacher mentors to complement regular peer observations and visits to lessons by senior managers is a particularly innovative and very effective feature.

The school is making good efforts to seek the views of pupils and parents to inform the self-evaluation process. As well as regular questionnaires, there are opportunities for parents to make their views known at termly 'question time' sessions and at drop-in sessions on Friday afternoons. Most parents feel their views are regularly sought, listened to and taken seriously.

The school's self-evaluation report is very thorough and accurately identifies strengths and areas for improvement. The cycle and alignment of self-evaluation and development planning is much better established than at the time of the previous inspection.

The school updates its strategic development plan appropriately each term. Each part of the primary phase and the subject departments in the senior section of the school produce annual evaluations that are open, realistic and focus very well on pupil outcomes. They identify clear priorities that feed into improvement plans.

The school has a particularly good track record of making changes that have led to significant improvements in the quality of provision and the standards pupils achieve. These are reflected in the high performance outcomes, the improved learning environment, the introduction of the 'challenge grades' system, the more fit-for-purpose management structure, and the appointment of a director of infants and a chaplain. The school has also made very good progress in addressing the recommendations from the last inspection. While school and departmental action plans are having a positive impact, they do not always set out clearly enough how staff will measure the success of specific initiatives.

The sustained emphasis on accountability and self-evaluation is helping to foster a culture of continuous improvement throughout the school. Together with good support for teachers' professional development, this is contributing well to the establishment of a strong learning community.

Partnership working: Good

The school has strong partnerships. These include other independent schools, local mainstream schools, local higher education institutions, further education colleges,

voluntary agencies, community organisations and Llandaff Cathedral. Staff and pupils benefit greatly from these partnerships. Staff have good opportunities to attend training programmes and visit other schools to investigate strategies and approaches that impact on teaching and learning. Pupils have opportunities to demonstrate care and concern for others; for example, older pupils provide reading support at a local primary school and there is choral outreach work with a nearby local authority. The partnership with the cathedral contributes strongly to the spiritual life of the community. There are also particularly fruitful links with the Woodard community of schools.

The school has established useful partnerships with external organisations and other partners to support improvement priorities. These have helped the school to make considerable progress with leadership development, self-evaluation and school improvement initiatives, such as the 'challenge grade' scheme. These extremely productive links have had a very positive impact on pupils' learning and wellbeing, and provide valuable educational opportunities for learners.

The partnership with parents is generally good. Parents provide valuable support by visiting to talk about their occupations. Regular communication through detailed weekly newsletters, 'question times' and the website ensure that parents are kept up-to-date with the work of the school. The school regularly seeks the views of parents, shares information about progress and initiatives at the school, and provides feedback on the outcomes of self-evaluation activities with parents and invites their comments and responses.

Resource management: Excellent

The school manages its finances very well. Senior staff and governors plan and monitor expenditure carefully and link this very effectively to the school's priorities for development. Examples include the recent improvements to the senior library and information and communication technology suites and the appointment of a senior manager responsible for children under seven years of age.

The school deploys staff well in order to meet the needs of all pupils. The wider sharing of good practice from visits to schools in the independent and maintained sectors has greatly enhanced teachers' continuous professional development. Staff receive professional development training that fits well with the school's strategic priorities. There are plentiful learning resources of good quality.

The school makes extremely good use of its resources to achieve excellent learning outcomes for its pupils by the time they leave school at the end of key stage 4 and provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to the parent questionnaire

There were 196 responses. Overall, the responses are positive about the school. Most of those who responded are satisfied or very satisfied with the school, and a very few are not. Most strongly agree or agree that their child likes school and feels safe in school. Most agree that their child is making good progress, that staff expect children to work hard and to do their best, and that the quality of teaching is good. Most are pleased with the way the school encourages their children to be healthy and to take regular exercise. All, with a very few exceptions, like the way the school helps their children to become more mature and to take on responsibility. Most feel that there is a good range of activities, including trips and educational visits, that they receive additional support, when required, and that their child is well prepared for when they leave school. Many feel that the school keeps them well informed about their child's progress. A few feel staff do not always treat all children fairly and with respect and feel uncomfortable about approaching the school with questions, suggestions and problems.

Responses to the pupils' questionnaires

A total of 142 pupils completed the questionnaire. Of these, 46 pupils are in the junior section of the school and 96 are in the senior section.

All pupils who responded agreed or strongly agreed that they feel safe in school.

In the junior section, nearly 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 all pupils who responded say the school helps them to keep healthy. Most pupils think other children behave well in class, but a few feel that the behaviour of other pupils at playtime and lunchtime and how well the school deals with any bullying is not as good as it could be.

In the senior section, nearly all pupils feel they are doing well and that teachers help them to learn and to make progress. Most pupils say that staff respect them and their background, that the school helps them to understand and respect diversity, and deals well with any bullying. Most feel the school prepares them well for the next stage in their education. A relatively high proportion think that pupils behave well and they can get their work done, that the school gives them good opportunities to keep healthy and to take regular exercise, that the school listens well to their views, and that it encourages them to take responsibility. A slightly above average proportion of pupils feel they do not have someone to talk to if they are worried and that staff do not always treat them fairly and with respect.

Appendix 2

The inspection team

Barry Norris	Reporting Inspector
Sarah Morgan	Team Inspector
Bev Jenkins	Team Inspector
Sue Halliwell	Team Inspector
Denise Wade	Team Inspector
Alan Lowndes	Team Inspector
Debra Rockey	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Stephen Morris	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.