



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:

**Castle School
Cresselly
Kilgetty
Pembrokeshire
SA68 0SP
United Kingdom**

Date of inspection: October 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

Castle School is a co-educational independent day school for pupils from the age of 11 to 16 years. It is situated in the rural village of Cresselly, near Kilgetty, Pembrokeshire. The school was founded in 2009 by its current proprietor. There are currently 93 pupils in the school. There is little difference in the total number of boys and girls although the balance varies in class groups across the school.

The school has a wide catchment area that includes Pembrokeshire, Carmarthenshire and Ceredigion. Around 2% of pupils come from minority-ethnic groups. All pupils speak English fluently and a very few pupils speak Welsh as a first language at home. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh.

The school offers additional learning support to about 18% of pupils. Most of these pupils have general learning difficulties. A very few pupils have a statement of special educational needs.

Most pupils join the school in Year 7, with almost all of these pupils transferring from local maintained primary schools and a very few from the independent sector. The school's admissions policy is to accept pupils where it considers it can meet their educational needs appropriately and pupils who wish to join the school do not sit admissions tests.

The school's proprietor is also the principal of the school and she works closely with the headteacher on the day-to-day running of the school. The current headteacher has been in post since the school opened and two deputy headteachers have recently joined the senior management team.

The school describes its ethos and aims in the following way: 'The school thrives on its formula of discipline, attention to detail and personal tuition within small classes. A policy of dedicated teaching in small groups, flexibility of choice and targeted teaching aims to help our pupils achieve their full potential and attain the highest possible standards in their academic studies and all-round personal development.'

This is the school's first full inspection.

Summary

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

Current performance

The current performance of Castle School is good because:

- pupils across the school make good progress in relation to their abilities on entry to the school;
- pupils are well motivated and have a very positive attitude to their work;
- most pupils have strong communication skills; they listen attentively, speak confidently and read fluently;
- pupils make particularly good progress in developing their thinking skills as they move through the school;
- there is effective support for pupils with special educational needs; and
- the inclusive ethos and strong sense of community contribute well to pupils' learning and wellbeing.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the principal and headteacher show great commitment to the school and its future direction;
- there are effective partnerships with parents; and
- the school manages its resources well.

However,

- the school's line-management structure does not provide clear lines of accountability;
- development planning at all levels does not provide a secure basis for improving quality;
- subject area reviews are of poor quality and not informed by a detailed and robust analysis of data or the findings of lesson observations; and
- lesson observations do not take enough account of the quality of learning and pupils' progress.

Compliance with the regulations for registration

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

The quality of education provided by the school

- The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

- The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

- The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

- The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

- The school meets the regulatory requirements for this standard.

The provision of information

- The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

- The school meets the regulatory requirements for this standard.

Recommendations

- R1 Improve planning for the development of pupils' skills across the school
- R2 Further improve the quality of teaching by promoting best practice and making sure that the needs of all pupils are met, in particular to challenge more able pupils
- R3 Ensure that assessment is more consistent in quality to help pupils improve and strengthen tracking procedures
- R4 Improve line management arrangements to ensure suitable levels of accountability
- R5 Develop more systematic and robust self-evaluation and improvement planning arrangements across the school

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Throughout the school, pupils have a wide range of abilities. As they progress through the school, most pupils achieve high standards in relation to their ability on entry and many obtain good results in GCSE examinations.

At key stage 4, pupils' performance in GCSE examinations over the last three years has been generally strong although there was a dip in mathematics in 2013. In 2014, the school's provisional data indicates that 82% of Year 11 pupils attained the level 2 threshold including English and mathematics, as well as the core subject indicator. This is well above the national average for both of these key indicators. Pupils' performance in the separate subjects of English, mathematics and science at level 2 is about 25 percentage points higher than the national average. Level 2 results in many of the non-core subjects are also well above national averages. Overall, these are strong outcomes. There is no significant difference in the relative performance of boys and girls. Pupils with additional learning needs make good progress in line with their abilities.

In the last three years, at the end of key stage 4, no pupil left the school without a recognised qualification and almost all remained in full-time education.

During lessons, many pupils make good progress in extending their knowledge and understanding and developing their skills. They recall previous learning well and apply their knowledge effectively to new situations. However, in a few lessons, pupils, including those who are more able, do not make enough progress because learning activities do not challenge them enough.

Throughout the school, most pupils have strong communication skills. They listen well to the views and opinions of others and speak confidently. Most pupils use subject-specific terminology accurately. They read with fluency, secure understanding and expression. Most pupils evaluate a passage well and they develop an increasing appreciation of context and style as they read texts that are more complex.

Many pupils write well in a range of styles and for different purposes in subjects across the curriculum. For example, in Year 9 English, more able pupils write detailed individual descriptive responses, including appropriate use of metaphors and skilful use of vocabulary, to create tension in their study of Frankenstein. However, a few pupils make too many basic spelling and punctuation errors and do not take enough care in the presentation of their work.

Pupils make sound progress in developing and applying their numeracy skills in differing contexts across the curriculum. For example, in geography, pupils produce accurate charts to show life expectancy and interpret line graphs well to analyse carbon dioxide emissions.

Most pupils develop their thinking and problem solving skills well as they progress through the school. This has a positive impact on their progress in lessons and the standards they achieve.

Wellbeing: Good

Nearly all pupils have a positive attitude to keeping healthy and taking regular exercise. Pupils understand the importance of healthy eating and drinking, with many enjoying taking part in a range of sporting activities. All pupils feel safe in school and know they can seek the help of an adult should there be any problems. Pupils joining the school settle quickly and feel welcome.

Nearly all pupils behave well in lessons and around the school. They are polite, courteous and respectful to other pupils and to adults. Attendance rates are high and nearly all pupils arrive punctually to lessons. Nearly all pupils participate well in lessons, they sustain concentration and engage well in practical and written tasks. They work well in pairs or small groups, for example to consider solutions to specific problems and tasks. Most pupils develop a sound awareness of their own strengths through the school's independent learning lessons and life skills programme. These lessons prepare pupils particularly well for life and work outside school.

Nearly all pupils develop a strong awareness of the community, particularly in their role as class representatives. Pupils are becoming increasingly involved in decision-making in the school. For example, a group of pupils have produced an informative booklet 'Our Roles and Responsibilities' that the school distributes to all families. Pupils gain a thorough understanding of their role in the wider community through involvement in community service as part of the Adventure Service Challenge scheme and Duke of Edinburgh's Award Scheme.

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

The school's curriculum is broad and balanced and meets the requirements of the Independent School Standards (Wales) Regulations 2003.

The school has successful arrangements with many local primary schools that support pupils' transition well between key stage 2 and key stage 3. There are effective procedures to support the continuity of pupils' education if they join the school at other stages in their education.

Learning experiences build effectively on pupils' prior knowledge and prepare pupils of all abilities well for the next stage of their education. The curriculum provides a wide range of opportunities for pupils to obtain relevant qualifications at GCSE, including an equivalent level 2 course in work skills. The school responds well to meet the needs of individuals by personalising the curriculum to accommodate pupils' choices at key stage 4.

The school provides a suitable range of extra-curricular experiences. These include the Adventure Service Challenge, Duke of Edinburgh's Award Scheme, sport and cultural activities. Participation rates are high and these activities make a positive contribution to pupils' social and personal development.

Pupils have good opportunities in lessons to develop their communication and thinking skills. However, planning for the development of skills across the school is not co-ordinated systematically enough.

The school promotes the development of pupils' knowledge and understanding of the culture of Wales appropriately. Subject-specific topics especially in geography and history, contribute well to this work.

Pupils are encouraged to think sustainably by recycling and reducing their waste. Many pupils have extended their understanding of global citizenship through participation in a recent trip to Kenya.

Teaching: Adequate

In many lessons, the quality of teaching is good. In these lessons, teachers have secure subject knowledge, which they use well to set clear objectives and plan activities that build on pupils' previous learning well. This helps pupils to develop their knowledge securely and apply their understanding to new situations and different contexts with increasing confidence. These lessons are well paced and teachers challenge pupils to achieve high standards. As a result, pupils make good progress.

However, in a minority of lessons, many pupils, particularly the more able, do not make enough progress. This is often because teachers do not have high enough expectations of pupils and learning activities do not provide pupils with the opportunity to develop their ideas independently.

Most teachers provide constructive oral feedback during lessons that helps pupils to improve their work. Almost all teachers mark pupils' work regularly, although the quality of marking and feedback in pupils' books varies too much. In a few instances, teachers' comments provide detailed feedback that enables pupils to understand what they need to do to improve and there are useful opportunities for pupils to assess their own work and the work of others. With suitable guidance, the feedback received has a positive impact on pupil outcomes.

The school has developed a new tracking system that is helping staff to monitor pupil progress more rigorously. Managers are beginning to analyse data against expectations to identify where there is underperformance and to plan suitable interventions. However, the role of subject teachers in this process is not yet developed. Overall, it is too early to assess the impact the use of this new system is having on standards.

Most parents feel well informed about their child's progress. Termly reports provide helpful information about pupils' achievement and effort. However, in full reports subject teachers' comments generally do not indicate clearly enough how pupils can improve the standard of their work.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing within a caring environment. Staff know their pupils extremely well and they use this knowledge successfully to provide valuable guidance and support to pupils. The school makes appropriate arrangements to encourage healthy eating and drinking, with regular opportunities for pupils to be active during the day.

The school promotes pupils' spiritual and cultural development well, particularly through visits both in the local area and further afield such as to the Hay Festival. Staff place considerable emphasis on the development of pupils' social and moral skills through their participation in a range of activities, which includes the successful Adventure Service Challenge at key stage 3.

The school provides effective advice and guidance to help pupils make well-informed choices at key stage 4 and when they move onto the next stage of their education.

The school makes valuable use of a range of specialist services, including the health service and educational psychologists. Teachers act promptly on the advice given and this has a positive impact, particularly on the progress of pupils with additional learning needs. The school makes effective use of other professionals to provide useful information for pupils and parents. For example, a police officer has been involved in the delivery of workshops on internet safety.

Provision for pupils with additional learning needs is particularly effective. The school identifies pupils' needs at an early stage and establishes comprehensive arrangements to support them. These arrangements include beneficial support in both withdrawal sessions and in mainstream classes. Individual education plans detail appropriate targets for each pupil and teachers evaluate pupils' progress regularly.

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

Learning environment: Good

The school is a fully inclusive, close-knit community where all pupils are valued and respected. There is a strong caring ethos and supportive atmosphere in the school where pupils' individual abilities are recognised and nurtured. Staff promote respect for diversity well and ensure that all pupils have equal access to every aspect of school life.

The school makes good use of the accommodation available, which is sufficient for the number of pupils on roll. Classrooms are light and airy, with good quality displays throughout the school that celebrate pupils' achievements and provide a helpful focus for learning. The school has sufficient resources and is particularly well resourced in science and information and communication technology (ICT). Staff use these resources effectively to enhance learning experiences and meet pupils' needs.

Key Question 3: How good are leadership and management?
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Adequate

Leadership: Adequate

The principal has been particularly successful in realising her vision to establish a new independent school that is inclusive and gives particular emphasis to providing education that meets the individual needs of pupils. She provides clear and effective strategic direction. This has contributed to the successful current levels of provision, a significant growth in pupil numbers and considerable improvements to the quality of accommodation and resources in the last five years.

Together with the headteacher, the principal provides purposeful leadership and has created a cohesive school community. The recent appointment of two new members to the senior management team is helping to distribute leadership responsibilities more widely. This is beginning to give a stronger focus to improving particular aspects of the school's work such as the quality of teaching and assessment. Senior managers promote behaviours and values that reinforce the school ethos, and ensure that staff feel valued in their work.

All staff have clearly defined roles and responsibilities including contributing to aspects of leadership within their subject areas. Senior managers support staff well in this area of their work.

Through a regular programme of senior management meetings and staff briefings, as well as relevant policy documents, the leadership team sets out expectations clearly and ensures that the school runs efficiently on a day-to-day basis.

Despite these strengths, line-management arrangements are not defined well enough and do not provide appropriate levels of accountability. Although there is an appraisal programme, this is not organised systematically and is not sufficiently robust. The programme is supportive and there are useful opportunities for staff to discuss particular concerns and aspects of professional development. However, target-setting is not suitably rigorous and targets do not relate directly to whole-school or departmental priorities. As a result, performance management arrangements have not had enough impact on raising standards.

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

Improving quality: Unsatisfactory

The school's arrangements for improving provision are not systematic or sufficiently well established. There is not a clear cycle of review for improvement planning and the limited activities that currently take place have not had enough impact on raising standards.

The school's self-evaluation report covers all areas of the inspection framework. While it was produced specifically for the inspection, it builds usefully on less formal ongoing reviews of particular aspects of the school's work. The report is generally evaluative and realistic, incorporating a broad range of evidence to support the judgements it makes. Areas that require improvement are identified clearly.

Staff contribute usefully to the findings of self-evaluation through whole-school workshops. However, subject area reviews are of poor quality and not informed by a detailed and robust analysis of data or the findings of lesson observations.

The school is developing its arrangements to monitor provision and outcomes through a more systematic programme of lesson observations and scrutiny of work. Recent lesson observations are appropriately evaluative and helping to identify areas for improvement in the quality of teaching. However, these observations do not take enough account of the quality of learning and pupils' progress.

Development planning at all levels does not provide a secure basis for improving quality. Targets in the school improvement plan derive appropriately from the findings of the self-evaluation report and the plan sets out a range of actions to address these targets. This includes indicating who is responsible for delivering these actions as well as broad timescales. However, there is not enough emphasis on tackling the most immediate priorities due to the large number of targets in the plan. Success criteria are not sharp enough and, in most cases, do not include clear measurable targets. This means that it is difficult to determine whether the intended outcomes have been achieved. Improvement planning at subject level does not provide an effective means to address whole-school priorities.

Partnership working: Good

The school has established a range of valuable partnerships that contribute well to pupils' learning experiences.

There is a particularly strong partnership with parents who are very supportive of the school's work. They are encouraged to take part in the life of the school, for example in supporting fund-raising initiatives. Several parents assist with aspects of the school's work, such as supporting the school's personal and social education programme. This includes parents talking to pupils about environmental issues, conducting mock interviews and providing work experience opportunities. Parents feel well informed about the life of the school. They value the accessibility of the principal and the prompt responses they receive if they have a particular concern and appreciate being consulted on proposed developments.

The school has strong links with local community organisations and groups. For example, many pupils contribute well to community activities and projects such as beach cleaning, tree planting and working with the National Trust to develop new walking routes. Several pupils are involved in entertaining residents at a local care home and organising a fete for parents and other members of the local community.

There are useful and developing links with many local primary schools. This supports transition arrangements well by assisting new pupils to settle in Year 7 and by providing information that helps staff meet the individual needs of these pupils.

Resource management: Good

The school manages its resources well. Through prudent financial management, the principal has overseen the successful growth and development of the school. In

particular, there have been significant improvements to the accommodation and facilities while pupils benefit from the relatively low pupil-to-teacher ratios. The school liaises well with local clubs and associations to secure access to sports facilities that enhance the physical education curriculum and extra-curricular programme.

Spending decisions are appropriately determined on the basis of agreed priorities identified through the school improvement plan or subject area needs.

There is a sufficient number of suitably qualified full-time and part-time staff to deliver the school curriculum. They are supported well by teaching assistants. Staff professional development priorities are identified appropriately through performance management reviews or on the basis of agreed whole-school or subject area priorities.

The school makes effective use of its resources to achieve good outcomes, with high levels of wellbeing for pupils, and 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.	75	47 63%	24 32%	2 3%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		62%	36%	1%	1%	
The school deals well with any bullying.	76	42 55%	24 32%	8 11%	2 3%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
		36%	51%	11%	2%	
I have someone to talk to if I am worried.	76	33 43%	33 43%	8 11%	2 3%	Mae gen i rywun i siarad â nhw os ydw i'n pryderu.
		42%	48%	9%	1%	
The school teaches me how to keep healthy	75	21 28%	40 53%	11 15%	3 4%	Mae'r ysgol yn fy addysgu ynghylch sut i gadw'n iach..
		26%	56%	15%	3%	
There are plenty of opportunities at school for me to get regular exercise.	75	27 36%	31 41%	10 13%	7 9%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		53%	37%	8%	3%	
I am doing well at school	76	27 36%	43 57%	5 7%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		34%	60%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems.	76	44 58%	28 37%	2 3%	2 3%	Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.
		48%	47%	4%	1%	
My homework helps me to understand and improve my work in school.	75	16 21%	42 56%	13 17%	4 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		27%	54%	14%	5%	
I have enough books and equipment, including computers, to do my work.	76	33 43%	37 49%	6 8%	0 0%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
		45%	45%	8%	1%	
Pupils behave well and I can get my work done.	76	28 37%	35 46%	9 12%	4 5%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		23%	60%	14%	3%	
Staff treat all pupils fairly and with respect.	76	32 42%	29 38%	10 13%	5 7%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
		35%	48%	14%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest.		76	22 29%	38 50%	10 13%	6 8%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
			17%	53%	22%	8%	
I am encouraged to do things for myself and to take on responsibility.		74	27 36%	32 43%	10 14%	5 7%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a derbyn cyfrifoldebau.
			44%	51%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life..		75	27 36%	29 39%	13 17%	6 8%	Mae'r ysgol yn fy helpu i fod yn barod ar gyfer fy ysgol neu goleg nesaf neu i ddechrau fy mywyd gwaith.
			42%	47%	8%	2%	
The staff respect me and my background.		76	33 43%	36 47%	6 8%	1 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			44%	48%	6%	2%	
The school helps me to understand and respect people from other backgrounds		76	32 42%	36 47%	7 9%	1 1%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
			43%	50%	6%	1%	
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		36	9 25%	18 50%	7 19%	2 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 new Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
			27%	49%	17%	7%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		8	1 12%	4 50%	0 0%	3 38%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y cheched
			33%	49%	13%	5%	

Responses to parent questionnaires

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	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	60	41 68%	17 28%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	31%	3%	1%		
My child likes this school.	59	44 75%	14 24%	1 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		71%	25%	2%	1%		
My child was helped to settle in well when he or she started at the school.	60	51 85%	9 15%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	1%		
My child is making good progress at school.	59	35 59%	23 39%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	33%	3%	1%		
Pupils behave well in school.	59	45 76%	13 22%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		53%	39%	3%	1%		
Teaching is good.	59	35 59%	21 36%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		58%	37%	3%	1%		
Staff expect my child to work hard and do his or her best.	59	40 68%	19 32%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		71%	26%	2%	0%		
The homework that is given builds well on what my child learns in school.	59	30 51%	25 42%	0 0%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		52%	36%	3%	1%		
Staff treat all children fairly and with respect.	60	36 60%	18 30%	2 3%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	30%	4%	2%		
My child is encouraged to be healthy and to take regular exercise.	59	36 61%	19 32%	2 3%	0 0%	2	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	35%	2%	1%		
My child is safe at school.	59	43 73%	16 27%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		68%	29%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	37 62%	18 30%	0 0%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		54%	32%	4%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	60	33 55%	24 40%	0 0%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	35%	7%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	59	49 83%	10 17%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		65%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	60	31 52%	23 38%	2 3%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		47%	37%	7%	2%		
The school helps my child to become more mature and take on responsibility.	59	37 63%	18 31%	1 2%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		63%	32%	3%	0%		
My child is well prepared for moving on to the next school or college or work.	53	22 42%	23 43%	1 2%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		47%	31%	5%	1%		
There is a good range of activities including trips or visits.	59	41 69%	16 27%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		60%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	13	5 38%	2 15%	0 0%	0 0%	6	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		36%	21%	1%	0%		
The school is well run.	60	35 58%	25 42%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		58%	34%	4%	1%		

Appendix 2

The inspection team

Ms Michelle Gosney	Reporting Inspector
Mrs John F Thomas	Team Inspector
Mrs Jane Williams	Peer Inspector
Mrs Lucy Letten	School Nominee
Mr Paul Scudamore	Independent School Standards (Wales) Regulations 2003

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.