



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:

**Treffos School
Llansadwrn
Nr Menai Bridge
Ynys Mon
LL59 5SD
United Kingdom**

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.

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

Treffos is an independent primary school for pupils aged from three to 11 years of age. It is located not far from Menai Bridge on the Isle of Anglesey. The school was opened in 1983 by the present headteachers, who are also the proprietors.

There are currently 62 pupils on roll, with a further 42 in the independent nursery school on the same site. Pupils in the school are organised into four classes, the Kindergarten for pupils age three to five, Infants for pupils age six to seven, Juniors for pupils age eight to nine and Uppers for pupils aged 10 to 11. Most pupils live on the Isle of Anglesey. A few pupils travel from surrounding rural areas and from as far as Caernarfon and Conwy.

English is the predominant language of most pupils. Around 7% of pupils speak other languages at home. Twelve percent of the pupils come from minority ethnic backgrounds. The school does not aim to make pupils bilingual in English and Welsh. Around 12% receive additional learning support. No pupil has a statement of special educational needs.

There are four full-time teachers, five-part time teachers, and two part-time support staff.

As part of its admission procedures, the school will normally offer a place for all three year olds. The school is non selective, although pupils over seven years may be required to sit a short test to provide information about the support they may need when they join the school.

The school was last inspected in June 2008.

Summary

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

Current performance

Treffos is a good school because:

- most pupils make good progress and achieve well;
- most pupils have high standards levels of wellbeing;
- learning experiences for pupils are of a particularly high quality;
- teaching and assessment contribute well to the standards pupils achieve;
- staff provide pupils with good effective care, support and guidance; and
- the school has a welcoming, inclusive ethos with a strong, family atmosphere.

Prospects for improvement

Prospects for improvement are good because:

- the school meets all of the Independent School Standards (Wales) Regulations 2003
- the proprietors know their school intimately and have a clear vision for the school;
- staff work well together as a team;
- there are appropriate procedures for self-evaluation and school improvement;
- the school has made good progress in addressing the recommendations from the last inspection;
- there are excellent partnerships with parents and the community; and
- the school has good systems to ensure sound financial management.

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 Raise standards of pupils' independent writing skills in the Infant class

R2 Improve the quality of pupils' handwriting and the overall presentation of their work

R3 Review policy documents on a regular basis

What happens next?

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

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

Most pupils enter the school with literacy and numeracy skills that are slightly above those normally expected of pupils of a similar age. Over time, most pupils make good progress in developing these skills and achieve well in their studies across the curriculum. In the last three years, all pupils have gained places to the secondary school of their choice with the majority gaining funded scholarships to local independent secondary schools.

Throughout the school, most pupils listen well and speak confidently using a good range of vocabulary for their age. Younger pupils are keen to talk to adults about their work. Older pupils speak clearly in class and elsewhere, explaining their ideas with a growing self-assurance.

By the end of Infants, many pupils read well and with enthusiasm, enjoying a wide variety of books and authors. They talk clearly about characters, story plots, and their favourite types of story. Nearly all read accurately. Many use expression well but only a minority read with real fluency.

As they move through the school, pupils develop their reading skills effectively. By the end of Year 6 most pupils read very well having a particularly good understanding what they read. Pupils discuss confidently a wide range of books that they have read including classics, modern fiction and poetry. They have clear ideas about the types of books they prefer. When reading aloud, most read with fluency and expression taking good account of punctuation. They skim and scan text well to locate information and gain an overall impression of meaning.

Many pupils in the Infant class write appropriately for different audiences and purposes but their extended writing is insufficiently well developed. Many pupils write neatly and punctuate their work successfully. However, their spelling is inconsistent.

Generally, pupils in the Juniors and Uppers write well using a well-chosen vocabulary in a good range of styles and genres. They make effective use of drafting techniques to improve and develop their writing. In most cases, pupils transfer these skills well to other subjects, such as when writing poems about World War I in history. However, a few pupils do not consistently present their work with enough care.

Many Kindergarten pupils have a good understanding of different coins and use this knowledge well to suggest different ways to reach 10 pence. Many count successfully in twos to 20. Most pupils in the Infant class attain standards in mathematical development at an appropriate level for their age and ability. They achieve well in number, including simple fractions, measurement and solving word problems.

By the end of Year 6, most pupils achieve good standards in mathematics. They know their tables well, understand reflective and rotational symmetry and interpret data effectively. Nearly all pupils use their mathematical knowledge effectively to solve problems, for example when solving word problems involving money. They use these skills at an appropriate level in other subjects, such as when investigating wind strength in science. A few pupils do not always present their work neatly enough.

Most pupils have good standards of information and communication technology (ICT) and use their skills effectively in many subjects. Kindergarten pupils use cameras effectively in their study of bees and butterflies. Pupils in the Infants class use ICT to draw good-quality pictures of sunflowers and to record data about the flowers' growth. In the Junior class, pupils research facts for their history topic and produce good examples of presentations enhanced with sound clips and music. In the Uppers class, pupils use email regularly and purposefully to contact teachers about their schoolwork and use electronic recording equipment to measure the effectiveness of models of wind-turbines.

Many pupils' art work is of an especially high standard and often inspired by local artists. This work includes paintings of the school and its grounds, aboriginal art, batik murals and applique quilts.

There is no significant difference in the relative performance of any specific groups of pupils. In all classes, more able pupils do well and make good progress. Overall, pupils who need extra help with their learning move on rapidly.

Wellbeing: Good

Pupils have good levels of wellbeing and are happy learners. They are proud of their school. They are well-motivated, enthusiastic pupils who display positive and confident attitudes towards learning and enjoy being in school. Nearly all pupils feel safe in school and know whom to speak to if they have any problems.

Nearly all pupils settle quickly into their lessons. Most are keen to express their views and opinions and share their learning with others. Pupils behave well. They are polite, helpful and courteous in all areas of the school.

Pupils have a good understanding of the importance of healthy eating. For example, pupils in the Kindergarten make healthy fruit kebabs and pupils in Infant class speak confidently about choosing healthy foods for their lunch.

Nearly all pupils make thoughtful decisions about their learning, using for example, 'question trees' in which they make choices about what they want to learn in a particular topic. The school council fulfils its role appropriately. It has recently bought new play equipment for pupils to take part in exercise and games during their breaks.

Pupils' attendance is good. Attendance rates have risen slowly over the last four years, and are currently almost 97%. Most pupils arrive punctually for the start of the day.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides a broad and balanced curriculum that meets the requirements of the Independent School Standards (Wales) Regulations 2003. Teachers work closely together to plan termly topics that engage and interest pupils. They have developed a wide range of helpful opportunities for pupils to have an input into what they would like to learn.

The school enhances the basic curriculum with a rich wealth of high-quality learning experiences that develop pupils' love of learning, their breadth of knowledge and their confidence to approach new experiences. These include an extensive range, on an almost weekly basis, of well-planned visits, both locally and further afield, and contributions from numerous visitors to the school. The arrival of Father Christmas in a Sea King helicopter, for example, provided a magical experience for pupils.

Recently, younger pupils were excited and enthused to look at, hold and discuss the wide variety of moths that are found within the school grounds. Key stage 2 pupils enjoyed enormously a visit and display from a group of owl handlers. The school provides a small number of high-quality extra-curricular activities. For example, at the end of key stage 2 pupils attend the well-established sailing club and, as a result, nearly all are able to sail alone across the Menai Straits. Pupils benefit from exceptional outdoor learning experiences, including very good-quality residential visits, for example to Plas Y Brenin.

Staff plan extensive opportunities to enhance the school's provision for drama through frequent visits to theatres, as well as regular school productions where pupils perform for both their family and public audiences.

Staff are making good use of the national Literacy and Numeracy Framework to plan for the development of pupils' skills. The overall planning of the curriculum identifies appropriate opportunities for pupils to use their literacy, numeracy and ICT skills to support their work in a range of subjects and areas of learning.

Teachers plan a good range of activities to develop pupils' knowledge and understanding of the history, culture and language of Wales, for example through visits to Aberconwy House and Llanberis slate mine or celebrating St. Dwynwen's Day.

Teaching: Good

All teachers are good role models for pupils and have a warm and friendly approach to their teaching. In all classes, teachers manage pupils' behaviour well and use praise effectively. They expect pupils to succeed and to achieve well.

Most teachers know their pupils well and use this information to challenge pupils of differing abilities successfully. They provide clear explanations and ask a wide range of questions. This helps pupils to consolidate and develop their understanding of new ideas and concepts effectively. Most teachers organise a wide, interesting

range of activities that are well matched to pupils' needs, making good use of outdoor areas. They are assisted effectively by learning support staff. In a few classes, teachers rely too heavily on worksheets which prevent pupils from developing their independent writing skills well enough.

Teachers draw on an extensive range of assessment approaches to monitor pupils' progress. They use this information effectively to identify those pupils who need extra support or those who are underachieving. Teachers also make good use of the information to set pupils suitable individual targets in literacy and mathematics. This has a very positive impact on the involvement of pupils in their own learning and on the standards they achieve.

All teachers provide good verbal feedback to pupils and mark pupils' work regularly. In some subjects, marking indicates clearly the strengths in pupils' work and provides helpful guidance on how to improve. However, the effective use of marking is not consistent across the school.

Parents receive two reports each year that provide them with detailed information on their child's progress. There are also regular opportunities for parents to discuss with teachers the progress their child is making.

Care, support and guidance: Good

All staff know the pupils well and use their knowledge successfully to support pupils' health and wellbeing. The school makes appropriate arrangements to encourage healthy eating and drinking, with regular opportunities for pupils to be active throughout the day.

The school promotes pupils' spiritual and cultural development well. It places considerable emphasis on developing pupils' moral and social skills, and has effective arrangements to encourage good behaviour.

The school makes good use of a range of specialist services, including the speech and language service and educational psychologist. Staff act promptly on the advice given to the school 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 parents and pupils. For example, police officers have recently been involved in the delivery of a workshop on internet safety.

Provision for pupils with additional learning needs is particularly effective. The school identifies pupils' needs at an early stage and establishes good arrangements to support them. These arrangements include very effective support in both withdrawal sessions and in classes. Individual education plans detail appropriate, specific targets for each pupil and staff evaluate pupils' progress regularly. They ensure that pupils are fully involved in reviewing their progress and keep parents well informed. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a welcoming, inclusive ethos where all pupils are valued and have equal access to the curriculum. There is a strong family atmosphere within the school, with a clear emphasis on recognising, respecting and celebrating diversity. Proprietors provide good support for parents to ensure that no pupil is disadvantaged.

Proprietors maintain the school buildings well. The school makes good use of all available space, including designated areas for drama lessons. Classrooms are well organised with sufficient space for the number of pupils on roll. Attractive displays throughout the school celebrate pupils' achievements and provide a valuable focus for teaching and learning. The extensive grounds include a well-developed outdoor classroom and play area for Foundation Phase pupils, spacious areas for use at break times and a forest school area. Staff make good use of plentiful resources that meet pupils needs well.

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

The proprietors share responsibility well for leading and managing the school. They know their school intimately and have a clear vision that they communicate well to staff, pupils, parents and the community. In particular, the proprietors emphasise the value that they place on the extended curriculum and on providing pupils with constructive opportunities for outdoor learning. They recognise and promote the positive impact of this work on pupils' progress and wellbeing successfully.

The proprietors have well-defined roles for day-to-day management that enable the school to function smoothly. The senior management team, which includes the senior teacher and bursar, provides effective support.

The small staff team work well together. Teachers do not have specific subject responsibilities but meet formally as a group each week to discuss general issues, review aspects of the school's work and consider areas for school development. This provides a suitable forum for school improvement. The school is developing an effective 'sharing' culture, where teachers have worthwhile opportunities to observe colleagues' lessons and to learn from each other. They scrutinise pupils' work appropriately to identify areas for improvement. The proprietors also carry out lesson observations as part of formal annual staff performance management reviews.

However, leaders and managers do not carry out regular reviews of all school policies and procedures. As a result, several policies and procedures do not always refer to the most recent guidance or practice.

Improving quality: Good

The school's self-evaluation report provides a realistic assessment of the school's work. It uses appropriate evidence of pupils' achievements and draws well on information from a range of sources such as lesson observations and surveys of

pupils' and parents' views. The report gives a helpful account of the school's wide range of activities and how the school operates on a day-to-day basis. However, it underplays many of the school's strengths and does not always include enough information about these aspects.

The proprietors and teachers use information from the school's useful new electronic tracking system to carry out careful assessments of each pupil's progress. Staff scrutinise pupils' work appropriately to identify areas for improvement and are proactive in providing additional support for individuals where required.

The termly curriculum meetings for parents form a valuable part of the school's self-evaluation arrangements giving the proprietors valuable information on school effectiveness. Each teacher presents an evaluation of the previous term's work and shares plans for the next term. Here, parents learn about the school's work, how they can contribute to school activities and how they might support their children's education at home. The process has improved teachers' own evaluation of their work

The school's improvement plan focuses mainly on important areas such as marketing, ensuring its financial viability and improving the premises. Nonetheless, the proprietors also have a good understanding of pupils' standards and promote strategies for improvement effectively within their day-to-day activities.

The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Excellent

The school has an exceptionally strong partnership with its parents.

The proprietors promote an open and transparent culture where parents are actively encouraged to participate in the daily life of the school. The school benefits from using parents' skills extensively to deliver innovative workshops for pupils. For example, an historian led the building of a Celtic Round House in the grounds, and an artist worked with the pupils to develop a batik wall hanging as part of their project on Egypt.

Teachers lead termly curriculum meetings to inform parents about the current work during the term and to share information. These meetings provide parents with exceptional opportunities to understand the school's day-to-day work in depth. The high quality of these meetings encourages very good communication between home and school and enables parents to provide their child with appropriate support. Parents value the extensive communication systems the school promotes, for example the school blog, and use of email particularly to support pupils' homework. The impact of these well-established links is especially evident in pupils' wellbeing and their enthusiasm for their work.

The school has effective transition links for pupils joining and leaving the school. There are worthwhile, well-planned induction arrangements for children joining from the adjacent nursery. At the end of key stage 2, pupils receive particularly helpful support and guidance from the proprietors as part of the arrangements to transfer to secondary school.

The school has very good partnerships with the local community. Many organisations attend the school to enrich pupils' learning experiences. For example, The Sealed Knot Society re-enacted a scene from Roman Times and brought in armour for the Kindergarten Knights and Castles theme. The open garden day with its many visitors is a particularly good example of the school reaching into the local community.

Well-established links with local organisations such as the church, Royal National Lifeboat Institution and the Royal Air Force ensure that the school plays a valuable part in the life of the island community.

Resource management: Good

The school has a team of well-qualified teachers and support staff who are deployed efficiently. Staff in the Kindergarten and Infants have suitable opportunities to attend relevant training courses to enhance their professional development. All staff have opportunities for training in practical courses, such as first aid, and engage in 'in-house' training to improve their skills in the classroom. Although staff share good practice within the school, there are few opportunities for staff to gain experience at other schools.

Through the development of an electronic tracking system, the school has improved the management of its finances and also enabled more effective monitoring of pupils' performance and progress.

The proprietors monitor the school's finances vigilantly. They budget carefully to ensure that pupils have appropriate resources and to plan for future improvement. For example, in the last year the school has concentrated on improving the provision for ICT to ensure that pupils have enough opportunities to extend their skills.

The school makes effective use of its resources to provide good outcomes for pupils and provides value for money.

Appendix 1

Stakeholder satisfaction report – responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Yes Cytuno	No Anghytuno	
I feel safe in my school.	31	31 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	29	29 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	31	31 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	31	31 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		95%	5%	
There are lots of chances at school for me to get regular exercise.	31	31 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	31	31 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		97%	3%	
The teachers and other adults in the school help me to learn and make progress.	31	31 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	2%	
I know what to do and who to ask if I find my work hard.	31	31 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	30	29 97%	1 3%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		87%	13%	
I have enough books, equipment, and computers to do my work.	30	30 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		93%	7%	
Other children behave well and I can get my work done.	30	29 97%	1 3%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		80%	20%	
Nearly all children behave well at playtime and lunch time	31	30 97%	1 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		85%	15%	

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.		41	37 90%	4 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			64%	31%	4%	1%		
My child likes this school.		41	38 93%	3 7%	0 0%	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.		41	36 88%	5 12%	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.		40	31 78%	9 22%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			62%	32%	3%	1%		
Pupils behave well in school.		40	32 80%	8 20%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			52%	40%	4%	1%		
Teaching is good.		41	38 93%	3 7%	0 0%	0 0%	0	Mae'r addysgu yn dda.
			58%	36%	3%	1%		
Staff expect my child to work hard and do his or her best.		40	32 80%	8 20%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			71%	27%	2%	0%		
The homework that is given builds well on what my child learns in school.		39	29 78%	8 22%	0 0%	0 0%	2	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.		41	36 88%	4 10%	1 2%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			60%	31%	4%	2%		
My child is encouraged to be healthy and to take regular exercise.		41	27 66%	13 32%	1 2%	0 0%	0	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	35%	2%	1%		
My child is safe at school.		41	36 88%	5 12%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			68%	29%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		41	32 84%	6 16%	0 0%	0 0%	3	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.	41	34 83%	7 17%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		57%	34%	7%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	40	38 95%	2 5%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		64%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	41	29 71%	10 24%	2 5%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		46%	37%	7%	2%		
The school helps my child to become more mature and take on responsibility.	41	34 83%	7 17%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		63%	32%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	23 77%	6 20%	1 3%	0 0%	3	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.	41	32 78%	7 17%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	33%	5%	1%		
The school is well run.	40	34 85%	6 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		58%	33%	5%	1%		

Appendix 2

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Rosemary Lait	Team Inspector
Mrs Jane Williams	Team Inspector
Emma Louise Lewis	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Dr Humphreys	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.