



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on:

**Focus School - Newtown Campus
Sarn
Newtown
Powys
SY16 4EW**

Date of inspection: December 2016

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

Focus School Newtown is situated in the village of Sarn in Powys. The school opened in 2004 as an independent day school for boys and girls aged 11 to 18 years. A primary section for pupils aged 7 to 11 years opened in 2008 and the school moved to new premises in 2013. The school was established in response to parental requests to provide education for children of Exclusive Brethren families. It is administered by the Cambrian Education Trust, a group of parents. Six trustees manage the school. The school is affiliated to the Focus Learning Trust, a registered charity that provides expertise and support for its schools across the United Kingdom.

There are currently 71 pupils on roll. These include 22 pupils in the primary section and 49 pupils in the secondary section of the school, of whom 11 pupils are in the sixth form.

Pupils travel to the school from across a wide area of Powys and Shropshire. There are no pupils from minority ethnic backgrounds or from overseas. All pupils speak English as their first language at home.

The school offers additional learning support to about 31% of pupils. No pupil has a statement of special educational needs.

Entry to the school is not on the basis of academic ability.

Estyn last inspected the school in November 2010.

The headteacher was appointed in September 2016.

Focus School's aim is 'to provide children with a quality education based on Christian principles which through attention to individual needs will prepare them for adult life'.

Summary

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

Current performance

The current performance of the school is good because:

- Standards across the school are good
- Nearly all pupils behave extremely well and most have a very positive attitude to their learning
- Nearly all pupils have well-developed numerical skills
- Most pupils are resilient learners
- Most pupils read well, with expression and understanding
- Most pupils listen well and speak confidently
- Nearly all pupils have a powerful sense of wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has established a clear vision for the school as a learning community
- Leaders have a clear understanding of the school's key priorities for improvement
- The school development plan provides a secure basis for improvement
- The trustees have high aspirations and challenge the school robustly
- Extremely effective partnership arrangements enhance the quality of pupils' learning experiences and improve their wellbeing

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 Ensure that work is planned effectively to meet the learning needs of less able pupils
- R2 Improve the quality and consistency of feedback to pupils to reflect the best practice in the school
- R3 Use data more effectively to track pupils' progress

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils join the school at the beginning of key stage 2. Across the school, many pupils work at a standard in line with or above their age and appropriate to their ability. Most pupils make strong progress in their knowledge, understanding and skills as they progress through the school.

For the last three years, by the end of key stage 2 many pupils have achieved outcomes in spelling, reading and mathematics in a range of standardised tests in line with national averages.

Over the last five years, at key stage 4 and in the sixth form, the number of pupils sitting public examinations varies from year to year. As a result of these differences, and the relatively small pupil numbers, it is not appropriate to make comparisons with sector or national averages on a year-by-year basis.

Over the last five years, pupils' performance in GCSE examinations is strong. During this period, nearly all pupils achieved the level 2 threshold (equivalent to five GCSEs at grade A* to C including English and mathematics) and the core subject indicator (A* to C grade in English, mathematics and science). In the sixth form, for the last five years, almost all pupils have achieved the level 3 threshold. There is little difference between the outcomes of boys and girls. Pupils with additional learning needs make suitable progress.

For the last three years, no pupil has left the school without a recognised qualification. At the end of Year 11, all pupils remained in full-time education and, at the end of Year 13, all pupils progressed to employment, within Brethren companies.

Across the school, in nearly all lessons, most pupils make at least good progress in developing their knowledge, skills and understanding. Most pupils are resilient learners and persevere when they find tasks difficult. These pupils are enthusiastic and apply themselves well to the activities in lessons. However, a very few pupils, particularly those with additional learning needs, only make suitable progress. This is most often because they are unable to access the tasks set independently.

In nearly all lessons, pupils listen attentively. Most pupils are articulate and confident when responding to questions and speaking to visitors. In key stage 2, most pupils read fluently and enjoy their books. They use varied expression to make the stories come alive and develop useful skills to infer meaning from a range of context clues. A very few less able pupils are not confident in using phonics to decode unfamiliar words. In the senior section of the school, most pupils use their reading skills well. For example, in history and English, pupils scan texts to retrieve information effectively and skim documents to identify quotes to support their opinions well.

As pupils progress through the school, many write well for a wide range of purposes. In key stage 2, pupils of all abilities complete written work on a very broad and

stimulating range of topics. Most pupils' work is set out well and shows good progress over time. More able pupils' work contains rich vocabulary and they use correct punctuation, presenting their work with care. In Year 11, many pupils produce well-constructed pieces of extended writing, for example when writing about the role of Hitler in the rise of the Nazi party in history. However, in the senior section a few pupils do not always take enough care with the presentation of their written work.

Throughout the school, nearly all pupils show strong numeracy skills in their mathematics lessons. For example, younger pupils in key stage 2 have an extensive knowledge of the properties of 2D and 3D shapes, and pupils in Year 8 can accurately calculate the equations for straight lines.

Nearly all pupils develop their information and communication technology (ICT) skills appropriately. For example, pupils in key stage 2 use ICT packages to present their work. In the senior section pupils prepare pamphlets in English and present individual research well, for example when investigating the effects of earthquakes in geography.

Wellbeing: Good

Pupils feel very safe in school and believe that the school responds well to any incidents of bullying. Nearly all pupils have a thorough understanding of the importance of a healthy lifestyle and regular exercise. They participate enthusiastically in the opportunities provided by the school for physical activity.

Pupils' behaviour in class and around the school is exemplary. They are extremely courteous and relate well to one another, to their teachers and to other adults. Pupils care about and show concern for each other. Attendance rates are consistently high across the school. Most pupils have extremely positive attitudes towards their learning. However, in the sixth form, a very few pupils focus too much on their future employment opportunities within the Brethren community and are not ambitious enough for their outcomes in public examinations. As a result, they do not always apply themselves fully to their studies to achieve their full potential.

Many pupils are actively involved in decision-making. The school council members value their opportunity to influence aspects of the school's work. For example, the school council have been involved in contributing towards a worthwhile range of school initiatives, such as reviewing the rewards system. Almost all pupils participate extremely effectively in charity work, raising significant sums of money for local and national charities.

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

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

The subjects offered across the school are consistent with the beliefs of the Brethren community and meet the needs of pupils effectively. In key stages 2 and 3, pupils study a broad range of subjects, including the opportunity to learn French. At key stage 4, option choices are limited.

In the sixth form, the curriculum focuses on preparing pupils for the world of work. The option choices available reflect this aim and include accounts, business studies, mathematics and English. Opportunities to study further subjects by video conferencing, for example government and politics, further enhance the curriculum. Nearly all pupils also study the Extended Project Qualification, which develops their independent learning skills well. Local Brethren businesses provide valuable work experience opportunities to sixth form pupils.

Self-directed learning modules support pupils well in planning, researching and presenting their work independently. The Focus Learning Trust's 'OneSchool skills award' prepares pupils effectively for the world of work by developing valuable skills, for example in leadership and management. All pupils work towards this award at an age appropriate level.

Although the school provides a limited extra-curricular activities programme, opportunities offered for pupils include the school choir and working on local community projects, for example the upkeep of the village hall. All sixth form pupils study for a useful first aid qualification. The school is expanding the range of school trips available. Pupils have recently visited the Imperial War Museum and a national food show.

Teaching: Good

Nearly all teachers have comprehensive, up-to-date subject knowledge, and are successful language models. Teachers establish strong working relationships with pupils. This is evident in the high standards of behaviour and enthusiasm shown by pupils.

In the most effective lessons, the expectations of the teachers are very high. They are extremely successful in challenging and supporting pupils to take responsibility for their learning. These teachers use questioning particularly well to confirm and extend understanding.

In most lessons, teachers use a range of teaching resources effectively and plan interesting activities that engage pupils well. In these lessons, teachers monitor progress closely and provide helpful advice and support to pupils, enabling them to improve their work.

In a majority of lessons, teachers provide demanding work to meet the needs of pupils who are more able and talented. However, overall, teachers do not adapt materials or use learning support staff well enough to meet individual learning needs, particularly for less able pupils.

Nearly all teachers provide feedback to pupils regularly. A majority of teachers, especially in the primary section, write constructive comments on pupils' work and include targets so that they know how well they are doing and what they need to do to improve. However, mainly in the senior section of the school, the quality and impact of these comments are inconsistent. As a result, a minority of these pupils do not know what they need to do to improve their work.

Leaders are developing their use of the school tracking system to monitor progress and identify underperformance of pupils. The Focus Learning Trust sets aspirational targets for each pupil and the school tracks progress towards these targets regularly.

Parents feel well informed about their child's progress. Reports are suitable, and contain clear informative commentary about a pupil's progress. However, only a few contain specific targets for improvement.

Care, support and guidance: Good

The school's arrangements to promote pupils' wellbeing, and the pastoral care provided by staff are beneficial. The impact of this is evident in the good attendance and strong wellbeing of pupils.

The school has effective arrangements to support pupils' health and wellbeing and to encourage their enthusiastic involvement in the life of the school and the wider community.

There are valuable arrangements through the curriculum and assemblies to promote pupils' spiritual, moral, social and cultural development. This is particularly strong in citizenship for example, where pupils study what it means to be an active citizen and develop a social conscience. As a result, nearly all pupils feel a strong sense of pride in their contributions to the local community.

The school provides valuable support to ensure pupils transfer successfully from a range of primary schools. The support and guidance for older pupils preparing for the world of work is particularly strong through the Focus Learning Trust 'Careers Advantage Programme'.

The school is developing links with local specialist services to support pupils with additional learning needs. The arrangements for identifying and monitoring these pupils across the school are comprehensive and robust. However, teachers' planning and deployment of support staff to meet these pupils' needs are variable. As a result, a few pupils with additional learning needs do not always make enough progress.

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

Learning environment: Good

The school's aim is to provide education for the children of the Brethren community. In this context, the school is an inclusive community with a supportive ethos, where pupils receive equal access to all areas of the school's provision. Pupils respect each other and the staff, and they highly value the educational opportunities that the school provides.

Since the last inspection, the senior section of the school has relocated to a purpose built building on the same site as the primary department. The buildings and outside areas are well maintained. The school has a suitable range of resources, including well-stocked libraries. Learning is supported well by relevant and attractive displays

in classrooms. The school makes good use of the local leisure centre, village hall and a local field to enable pupils to participate regularly in physical activity. However, pupils do not have dedicated changing rooms or shower facilities to use after participating in these activities.

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

The headteacher has a clear vision for the school that she shares effectively with the school community. In a short time, the headteacher has acted decisively to identify appropriate development priorities and has gained the trust of staff, pupils, parents and the trustees. She has created a positive learning environment where staff feel valued, and she works effectively with the senior leadership team who are keen to develop their roles. Her enthusiasm is infectious.

During the last 18 months, changes in leadership resulted in the inconsistent monitoring of the school's work. However, the new headteacher has reinstated appropriate systems including staff performance management and regular data analysis. A programme of routine lesson observations and scrutiny of pupils' work is beginning to impact positively on the quality of teaching and learning. The analysis of data to raise standards is at an early stage. There are regular senior leadership team and staff meetings that focus on aspects of school improvement and address day-to-day matters to ensure that the school runs smoothly. Staff follow up agreed actions appropriately.

The school's trustees have high aspirations for and show valuable commitment to the school. They meet monthly and play an active part in managing the school's affairs. A trustee 'campus administrator' works closely with the headteacher. Together, they ensure that the trustees have sound knowledge of the school and can offer appropriate challenge. Trustees share good practice across the global Brethren community and this has led to the introduction of self-directed learning modules for older pupils.

The Focus Learning Trust provides leaders of the school with particularly effective support. For example, a regional principal visits the school regularly to support the school as a critical friend and to provide beneficial guidance for the new headteacher. The school also makes consistently good use of the Trust's range of policies and other documents that are in common use across its schools.

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

Improving quality: Good

This term, the new headteacher carried out a rigorous appraisal of the school's work and also arranged for an external team of the Focus Learning Trust's inspectors to carry out a full review of the school. As a team member, the headteacher observed lessons and joined in the scrutiny of pupils' work. The process provided the school's leaders with useful and objective evidence for preparing the self-evaluation report. The school also uses a range of other first-hand evidence that includes for example, the views of pupils and parents. The trustees also seek parents' views through regular questionnaires and share any issues with senior leaders.

The school's recently produced improvement plan links suitably to the self-evaluation report. The plan includes details of the actions required, persons responsible and broad time scales. It identifies many appropriate areas for improvement, although these are not prioritised. Yet meetings with leaders and managers indicate that they have a clear understanding of the key areas for improvement and can show strong progress over time. For example, the school has broadened the curriculum and now has purpose built premises. The trustees have firm plans for further development to extend the learning environment.

Overall, the school has responded well to the recommendations of the last inspection.

Partnership working: Excellent

The school has exceptional relationships with its parents and the Brethren community. These relationships make a highly valuable contribution to the experiences of pupils in the school such as pupils enjoying the hot lunches that volunteer parents provide. Visitors linked to the community meet with pupils to provide useful information about their professional experiences including for example, a forensic scientist and accountant. Older pupils gain beneficial knowledge of the world of work with visits to the community's businesses.

There is a particularly effective relationship with the local village and wider community. The school has improved local facilities for everyone's benefit, including refurbishing the local tennis court and re-surfacing the village hall yard so that both pupils and local residents can enjoy their use. Pupils invite their neighbours to events such as a charity coffee morning and help to keep the village environment tidy by collecting litter. Pupils are zealous in arranging extremely successful fund-raising activities to support local charities including, for example, the current focus on Newtown Hospital.

The school has a particularly strong partnership with the Focus Learning Trust. The partnership provides high quality opportunities to support teachers' professional development. In addition, the partnership enables pupils to extend their learning through valuable links with other Trust schools, for example via video-conferencing.

Staff visit feeder primary schools to help new pupils joining the primary department to transfer smoothly. They arrange a helpful introductory day visit for those pupils and their parents as part of the process. The school is developing useful links with local secondary schools for staff to share good practice.

Resource management: Good

The school manages its finances well to help maximise the benefits for pupils. There are enough suitably qualified staff to deliver the curriculum effectively. Staff identify their professional development needs through performance management and the school is improving the opportunities for them to attend suitable training courses.

The trustees plan and monitor expenditure carefully and link this appropriately to the school's priorities. They consider the school's needs accordingly so as to ensure that it is well resourced to provide a suitable learning environment for pupils. The school

has improved its accommodation and resources significantly in recent years. The Brethren family community support the school well.

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	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	22	22 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	22	20 91%	2 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		93%	7%	
I know who to talk to if I am worried or upset.	22	22 100%	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	22	22 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		96%	4%	
There are lots of chances at school for me to get regular exercise.	22	22 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	22	22 100%	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.	22	22 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	22	22 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		97%	3%	
My homework helps me to understand and improve my work in school.	20	19 95%	1 5%	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.	22	22 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		94%	6%	
Other children behave well and I can get my work done.	18	16 89%	2 11%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		83%	17%	
Nearly all children behave well at playtime and lunch time	20	19 95%	1 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		87%	13%	

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		42	26	16	0	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			62%	38%	0%	0%	
		42	65%	33%	1%	0%	
			7	32	3	0	
The school deals well with any bullying		42	17%	76%	7%	0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			38%	51%	10%	1%	
I have someone to talk to if I am worried		41	16	21	3	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			39%	51%	7%	2%	
		41	43%	48%	8%	1%	
			12	26	4	0	
The school teaches me how to keep healthy		42	29%	62%	10%	0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			25%	57%	15%	3%	
There are plenty of opportunities at school for me to get regular exercise		42	8	27	7	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			19%	64%	17%	0%	
		42	53%	37%	8%	2%	
			10	31	1	0	
I am doing well at school		42	24%	74%	2%	0%	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		41	20	20	1	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			49%	49%	2%	0%	
		41	50%	46%	4%	1%	
			7	26	6	3	
My homework helps me to understand and improve my work in school		42	17%	62%	14%	7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			28%	54%	14%	4%	
I have enough books and equipment, including computers, to do my work		42	22	20	0	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			52%	48%	0%	0%	
		42	50%	42%	7%	1%	
			5	34	2	0	
Pupils behave well and I can get my work done		41	12%	83%	5%	0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			26%	59%	13%	2%	
Staff treat all pupils fairly and with respect		42	13	26	3	0	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			31%	62%	7%	0%	
		42	36%	47%	13%	4%	
			6	32	4	0	
The school listens to our views and makes changes we suggest		42	14%	76%	10%	0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			18%	54%	22%	7%	
I am encouraged to do things for myself and to take on responsibility		42	19	23	0	0	Rwy'n cael fy annog i wneud pethau dros fy hun a chymryd cyfrifoldeb.
			45%	55%	0%	0%	
		42	46%	49%	4%	0%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school helps me to be ready for my next school, college or to start my working life	40		14 35%	26 65%	0 0%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			44%	46%	8%	2%	
The staff respect me and my background	42		23 55%	18 43%	0 0%	1 2%	Mae'r staff yn fy mharchu i a'm cefndir.
			48%	46%	5%	1%	
The school helps me to understand and respect people from other backgrounds	41		20 49%	21 51%	0 0%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			46%	47%	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	18		6 33%	7 39%	5 28%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	49%	17%	6%	
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		4 50%	2 25%	2 25%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			34%	48%	14%	4%	

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.		29	16 55%	13 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			64%	32%	3%	1%		
My child likes this school.		29	16 55%	13 45%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
			72%	26%	2%	0%		
My child was helped to settle in well when he or she started at the school.		28	15 54%	13 46%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			73%	25%	1%	0%		
My child is making good progress at school.		27	6 22%	19 70%	2 7%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			63%	33%	3%	1%		
Pupils behave well in school.		27	4 15%	21 78%	2 7%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			54%	41%	3%	1%		
Teaching is good.		27	8 30%	19 70%	0 0%	0 0%	2	Mae'r addysgu yn dda.
			57%	39%	3%	1%		
Staff expect my child to work hard and do his or her best.		28	13 46%	15 54%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.		26	9 35%	17 65%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
			56%	40%	3%	1%		
Staff treat all children fairly and with respect.		25	13 52%	11 44%	1 4%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			61%	33%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.		28	7 25%	21 75%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	37%	3%	1%		
My child is safe at school.		29	20 69%	9 31%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
			69%	29%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		29	13 45%	16 55%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			57%	36%	5%	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.	29	8 28%	21 72%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
		55%	37%	6%	1%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	29	17 59%	11 38%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		65%	28%	5%	2%			
I understand the school's procedure for dealing with complaints.	28	9 32%	19 68%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		49%	42%	7%	1%			
The school helps my child to become more mature and take on responsibility.	29	12 41%	17 59%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoideb.	
		66%	31%	3%	0%			
My child is well prepared for moving on to the next school or college or work.	28	11 39%	17 61%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		58%	37%	5%	1%			
There is a good range of activities including trips or visits.	28	8 29%	19 68%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		61%	34%	5%	1%			
The school makes good provision for its boarders and residential pupils. (where applicable)	6	5 83%	1 17%	0 0%	0 0%	5	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)	
		59%	38%	2%	1%			
The school is well run.	27	11 41%	16 59%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.	
		60%	35%	4%	1%			

Appendix 2

The inspection team

Ms Michelle Gosney	Reporting Inspector
Mrs Rosemary Lloyd Lait	Team Inspector
Mr Adrian Michael Thomas	Peer Inspector
Mr Paul Scudamore	Independent School Standards Inspector
Mrs Sharan Matharu	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.