



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

**A report on:**

**Kings Monkton School  
6 West Grove  
Cardiff  
CF24 3XL**

**Date of inspection: January 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:

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

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 31/03/2016**

## Context

Kings Monkton is an independent day school located near the centre of Cardiff. The school caters for boys and girls aged from three to 18 years. The school moved to its present site in 1994 following the merger of the former Kings College and Monkton House schools, each of which had a long history dating back to the 1870s.

There are 98 pupils in the primary section of the school, including 17 children in the nursery class. The senior section of the school has 145 pupils, of whom 21 are in the sixth form. Overall, almost two-thirds of pupils in the school are boys although the proportion varies considerably in each year group.

The majority of pupils transfer from the primary to the senior section of the school. Pupils come from a wide geographic area that includes Newport, Llantwit Major, Tonyrefail and Merthyr Tydfil, although the majority live within the Cardiff area.

About 40% of pupils are from minority ethnic groups. Around 14% of pupils speak a wide range of languages other than English or Welsh as their first language at home. These include Arabic, Mandarin, Urdu and Farsi. Around 2% of pupils speak Welsh as their first language. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh. However, the school provides the opportunity for a few pupils in key stage 4 to study Welsh as a second language.

The ability range of pupils is wide. There is no entrance test for admission, although the school has specific criteria for entry including whether the school can meet the individual needs of the child. Around 14% of pupils are on the school's special educational needs register and receive support from the school. These include 18 pupils with a statement of special educational needs.

Since the last inspection in 2010, there have been two changes of proprietor and significant changes to the leadership of the school. In 2013, the school was purchased by a limited company that provides a range of specialist education services across South Wales.

The principal has been in post for just over two years. The leadership team includes the vice principal and two assistant headteachers. A non-executive parent board represents the voice of parents and contributes to decision-making on aspects such as curriculum developments, self-evaluation and identifying priorities in the school development plan.

The school reopened its sixth form in September 2014. The first group of sixth-form pupils will take their A level examinations this summer.

Kings Monkton aims to 'develop well-rounded children both academically and socially'. It 'aspires to nurture and unlock the potential and open the minds of our pupils through inspired learning'.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Current performance of Kings Monkton is good because:

- Pupils make strong progress during their time in the school in developing their knowledge and understanding, and refining their skills
- At key stage 4, pupils' performance in GCSE examinations is high when compared with national averages
- Pupils demonstrate a mature attitude towards their learning with most being highly motivated and sustaining their concentration well
- The curriculum builds effectively on pupils' experiences at each key stage and is highly flexible and personalised to meet the needs of individual and specific groups of pupils particularly well
- Teaching across the school is of a high quality
- Overall, the school has highly-effective arrangements to support pupils' wellbeing with the strong nurturing ethos contributing significantly to developing pupils' confidence and self-esteem

### Prospects for improvement

Prospects for improvement are good because of the:

- Shared sense of teamwork and commitment to the school's values and aims
- Strong and purposeful leadership provided by the principal
- High expectations and clear direction for the school's work
- Rigorous and extensive improvement planning activities that provide an accurate and clear understanding of the school's strengths and areas requiring improvement
- Strong progress in addressing each of the recommendations from the last inspection
- Strong links with parents and well-established arrangements to obtain their views and suggestions about many aspects of the school's work

## **Compliance with the regulations for registration**

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

### **The quality of education provided by the school**

The school meets the regulatory requirements for this standard.

### **The spiritual, moral, social and cultural development of pupils**

The school meets the regulatory requirements for this standard.

### **Welfare, health and safety of pupils**

The school does not meet the regulatory requirements for this standard.

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

- safeguard and promote the welfare of children who are pupils at the school which complies with Welsh Assembly Government Circular 005/2008 – Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002 (3.2b)

### **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 Take steps to comply fully with the regulations for registration
- R2 Improve the co-ordination of provision in the senior section of the school for the development of pupils' skills across the curriculum
- R3 Strengthen the quality of teaching and assessment by promoting best practice more widely

### **What happens next?**

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

Estyn advises the proprietor 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

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
---	-------------

### Standards: Good

Across the school, pupils have a wide range of abilities. Overall, they make strong progress during their time in the school.

Standards in the primary section are good. Pupils' attainment in a range of standardised tests and teacher assessments shows that many pupils make steady progress over time in English and mathematics.

At key stage 4, pupils' performance in GCSE examinations is high when compared with national averages. In each of the last three years, the percentage of pupils achieving the level 2 threshold including English and mathematics has been well above national averages. In 2015, around two-thirds of Year 11 pupils achieved the level 2 threshold including English and mathematics.

In 2015, 44% of pupils achieved five or more passes at the highest A\*/A grades. This is well above the national average. More than 70% of GCSE entries were at grades A\*-B with almost half being at the highest A\*/A grades. The percentage of entries awarded an A\*/A grade is well above the average for all schools in Wales in all subjects. It is above the average for independent schools in Wales in many subjects.

Value-added measures at GCSE for the last two years show that pupils make strong progress relative to their abilities. Pupils with additional learning needs and those speaking English as an additional language make suitable progress.

Over the past three years, no pupil has left school without a qualification. Almost all pupils remain in full-time education at the end of key stage 4.

In many lessons across the school, most pupils make effective progress in developing their knowledge and refining their skills. Many pupils have a detailed recall of earlier learning and use this well to solve problems and acquire a secure understanding of new topics and concepts, although a few pupils have a weaker grasp of earlier learning.

Across the school, most pupils listen attentively to teachers and the views and opinions of others. In small-group or whole-class discussions, many speak confidently and with assurance, using technical terms appropriately.

In the primary section, almost all pupils develop a secure understanding of phonics from a young age. They build systematically on these skills and develop appropriate strategies to decode words. Most pupils make steady progress in reading as they move through the school. Many enjoy reading aloud in class and read with fluency and accurate expression. Many pupils in the senior section of the school use a variety of retrieval strategies to locate information and organise this well, for example to record events and explain changes.

In the primary section, most pupils develop effective writing skills. By Year 4, many pupils write well, for example when recounting an event. Although a few pupils who join the school in key stage 2 have underdeveloped writing skills, these pupils make suitable progress. As they progress through the secondary section, many pupils write effectively using a wide vocabulary for a range of purposes such as to record, inform or persuade. They understand how to use language for effect. Many produce well-structured, extended pieces in which they organise information well and reach thoughtful conclusions. A few pupils do not write in sufficient detail or always complete their work.

Although many pupils across the school take pride in presentation, a few produce untidy work and make too many careless errors in their spelling, punctuation and grammar.

Most pupils develop strong numeracy skills as they progress through the school. They apply these skills accurately in a range of contexts. For example, older pupils in the primary section apply mental strategies for doubling and halving to a high standard. Pupils in the senior section analyse data from charts and graphs skilfully.

### **Wellbeing: Good**

Nearly all pupils feel safe in school. They say that they have someone to talk to if they are worried and are confident that the school will deal effectively with any issues related to their wellbeing that may arise.

Most pupils display positive attitudes towards healthy living. For example, they participate enthusiastically during physical education lessons, weekly activities afternoons and after-school clubs.

Overall attendance rates are high, having improved over the past three years. Nearly all pupils behave particularly well, both in lessons and around the school. They are extremely polite and show respect for their peers, staff and visitors to the school. Nearly all pupils demonstrate mature attitudes towards their learning. They arrive promptly for lessons and settle down quickly to work. Most pupils are highly motivated and sustain their concentration well. Due to the support they receive, pupils with additional learning needs grow in confidence and self-esteem and participate well in school life. This enables them to enjoy school and make steady progress in their learning.

In both primary and secondary sections, pupils play an active part in the school community. Members of the school councils contribute effectively to decision-making. This has included improving the range of food in the canteen and developing email accounts for pupils. Pupils also play an active role in the appointment of new staff and develop their leadership skills well through taking responsibility in a wide range of roles.

Many pupils make useful contributions to the wider community through a range of activities such as fundraising events and inviting residents from a local care home to coffee mornings at the school.



<b>Key Question 2: How good is provision?</b>
---

<b>Good</b>
-------------

**Learning experiences: Good**

The school's curriculum fully meets the requirements of the Independent School Standards (Wales) Regulations 2003. It is highly flexible and personalised to meet the needs of individual and specific groups of pupils particularly well. These include pupils with additional learning needs and those who have had difficulty remaining in education. In the senior section, the school provides a wide variety of subject choices at a range of levels, including GCSE, BTEC and A level courses. Several of these courses are delivered in partnership with other local providers.

Across the school, the curriculum builds effectively on pupils' experiences at each key stage. For example, in the primary section of the school and at key stage 3, all pupils study French and are involved in a cross-phase weekly activities afternoon. This helps pupils to make a smooth transition and settle quickly when they move into key stage 3.

The school provides a reasonable variety of extra-curricular activities for pupils in both sections of the school to enhance their personal and social development.

In the primary section of the school, provision for developing pupils' literacy and numeracy skills is strong, with pupils making steady progress over time in relation to their attainment on entry to the school. In the senior section, although there is an appropriate focus on this aspect and opportunities for the development of pupils' skills are identified in individual subjects, the co-ordination of this work across the curriculum is at an early stage.

The school offers pupils the option to study Welsh second language from key stage 2 through to a GCSE option, where the few pupils following the course achieve high standards. Across the school, pupils develop a secure knowledge and understanding of Welsh culture by participating in activities such as celebrating St David's Day and through visits to local sites and cultural events.

The school promotes pupils' knowledge and understanding of global citizenship appropriately through its curriculum, specific charitable activities and the daily life of the school. Pupils develop a secure understanding of sustainability through the school's practices in reducing waste and recycling.

**Teaching: Good**

Teaching across the school is of a high quality. It is characterised by teachers' extensive subject knowledge, clear explanations and thorough understanding of pupils' abilities and particular needs. This contributes to a culture of mutual respect and mature working relationships between staff and pupils.

In a few classes, where teaching is excellent this is due to the wide range of stimulating and extremely effective individualised learning activities.

In many classes, activities are well planned, time-limited and challenging. They are adapted appropriately to meet the needs of pupils of differing abilities and build successfully on earlier learning. Teachers have high expectations and use questioning effectively to extend pupils' thinking and to ensure they have a secure grasp of new concepts and topics. In these classes, there is a strong emphasis on developing pupils' literacy skills and encouraging them to become successful independent learners. Most teachers work closely with teaching assistants to provide individual pupils with the support they require.

In the few classes where teaching is less effective, this is because the pace of learning is too slow and activities do not engage pupils fully. In these lessons, pupils do not have enough opportunities to work independently or tasks are not matched appropriately to pupils' abilities.

Teachers provide frequent and constructive verbal feedback to pupils. There is an increasing emphasis on the use of peer and self-assessment. In many cases, pupils offer thoughtful comments that are helping them to appreciate what constitutes high-quality work.

Most teachers mark pupils' work regularly and provide supportive and encouraging comments, for example indicating those aspects of the task that were carried out successfully. In the majority of cases, teachers offer helpful subject-specific guidance to pupils to improve their work. However, there is too much inconsistency in teachers' use of the school's marking code. In particular, there is a lack of rigour in the extent to which poor presentation and inaccurate spelling, punctuation and grammar are challenged. There is not enough emphasis on ensuring that, where necessary, pupils correct and improve the quality of their work.

There are systematic and well-designed arrangements to set pupils suitably challenging targets and, through regular assessments, to track and monitor their progress towards achieving these goals. This helps staff to identify where there is underperformance and to determine suitable interventions for these particular pupils.

Reports to parents provide helpful information about their child's progress. Many reports include clear subject-specific strategies for improvement.

### **Care, support and guidance: Adequate**

Overall, the school has highly effective arrangements to support pupils' wellbeing. The strong nurturing ethos helps pupils improve their confidence and self-esteem. Staff know the pupils well and respond to their needs in a positive and caring manner. They have extremely high expectations for pupils' behaviour and encourage them to take responsibility.

The school promotes pupils' social and moral development well. Assemblies, tutor group sessions and the personal and social education programme provide pupils with valuable opportunities to explore their feelings and develop an understanding of others and the world around them. This has an extremely positive impact on pupils' relationships with adults and their peers. There are appropriate arrangements for promoting healthy lifestyles.

Staff work well with a range of specialist services to support the wellbeing and specific needs of individual pupils. For example, specialist teachers provide useful advice and training for staff in relation to supporting pupils with autistic spectrum disorder.

The school provides effective support and guidance to pupils across all age groups. Effective transition arrangements support pupils as they move from one phase to another. Pastoral and academic tutors in the senior section give pupils valuable opportunities to discuss any concerns they may have. Key stage 4 and sixth-form pupils receive helpful guidance and advice when choosing courses and considering future careers.

Pupils with additional learning needs receive effective support and are fully included in all aspects of school life. Pupil passports provide teachers and learning support assistants with detailed information relating to individual pupils. This enables them to have a clear understanding of the needs of these pupils. Staff use assessment data well to identify pupils who require specific interventions and to plan appropriate programmes. Individual education plans include relevant targets, which are reviewed regularly.

There is a range of clear and detailed policies and procedures to support the wellbeing of pupils. These include effective policies to promote positive behaviour and prevent bullying. However, currently the school's arrangements for safeguarding pupils do not meet requirements and give some cause for concern. The school is taking appropriate action to address this shortcoming.

### **Learning environment: Good**

The school is an inclusive and caring community that engenders a strong family feel and promotes fairness and tolerance well. Pupils have equal access to the school's provision, regardless of their culture or background. Recognition of religious festivals such as Diwali, Easter and Eid, for example, has helped create an environment where diversity is celebrated successfully.

There is a positive and purposeful atmosphere with a high level of mutual respect evident between staff and pupils. The school acts constructively to challenge stereotypes and celebrate achievements. This has a beneficial impact on pupils' learning experiences and wellbeing.

The school building and grounds are secure with well-maintained standards of accommodation. Classroom and general displays are stimulating. They are successful in supporting and inspiring learning, as well as promoting the school's ethos. Although playground space and sports facilities on site are limited, the school makes effective use of local off-site amenities to enrich both the curriculum and extra-curricular provision.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Good**

Since his appointment in 2013, the principal has provided strong and purposeful leadership. He is successful in promoting a clear vision and aims for the school among the staff, pupils and parents. This underpins a shared sense of teamwork and commitment to the school's values as well as the particularly supportive and inclusive environment for pupils.

Together with the proprietor, the principal is committed to developing a successful school and has acted swiftly and effectively to improve the school after a challenging period in its history. The establishment of the parent board of representatives from across the school has been particularly innovative. This body is effective in helping the school develop an inclusive culture where parents have confidence in knowing that their views are valued.

The principal has carried out a rigorous management restructure to strengthen the effectiveness of senior and middle leadership teams. Members of these teams work well together to promote the school's all-age ethos and priorities. They set out high expectations and provide clear direction for the school's work. Senior leaders ensure that the school runs smoothly on a day-to-day basis.

Leaders at all levels have well-defined roles and responsibilities that focus appropriately on raising pupils' standards and ensuring continuity for pupils as they progress through the school.

Regular meetings at all levels provide useful opportunities for staff to discuss and influence the school's priorities and direction. Decisions are recorded carefully to ensure that everyone is clear about what is agreed and so that progress in implementing actions can be monitored appropriately.

All staff have up-to-date job descriptions and line-management arrangements are clear and effective. Performance management arrangements are well-established. They provide a suitable level of accountability and help identify appropriate professional development needs that address the school's priorities and staff aspirations.

The proprietor takes a close interest in the school, is knowledgeable about its performance and offers an appropriate degree of challenge. The proprietor provides valuable support for the principal and works well with him to set out the school's strategic direction and help determine its priorities.

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

### **Improving quality: Good**

The school's rigorous and extensive cycle of self-evaluation and improvement planning activities provides the proprietor and school with an accurate and clear

understanding of the school's strengths and areas requiring improvement. These activities are now a regular part of the school's working life. They inform improvement planning, follow-up activities and monitoring at all levels. This makes a particularly positive contribution to improved outcomes and the quality of provision such as more effective teaching and learning to enable pupils to achieve higher standards.

Across the school, staff at all levels have a secure understanding of their roles and responsibilities for bringing about improvements. Senior and middle leaders draw on a wide range of first-hand evidence to review and evaluate outcomes and performance across the school. This includes a robust, consistent and coherent approach to scrutinising pupils' work and the quality of teaching and learning in lesson observations. To help this process, the school has devised its own toolkit for monitoring and self-evaluation. This includes guidance for classroom teachers and support staff, with detailed criteria setting out expectations for quality learning. This places teaching and learning, as well as responsibility for one's own development, at the centre of the school's improvement plans.

Senior and middle leaders analyse data on standards routinely, including trends and progress over time at the expected and higher levels and for specific groups of pupils. However, the analysis of data is less well-developed for aspects of pupils' wellbeing such as attendance and behaviour at a whole-school level. Further, specific measurable targets to support improvement are not always included in school and departmental development plans, although they are normally recorded in performance management reviews.

The school systematically collects the views of pupils and parents to evaluate its work and make improvements. This includes taking account of the school's parent board and conducting regular pupil and parent surveys. For example, analysis of the 2014-2015 annual pupil survey showed key stage 4 pupils' preference for focusing on examination subjects rather than participating in the weekly activities afternoon. As a result, following further consultation and discussion, the 2015-2016 curriculum was revised to replace the activities afternoon with subject study periods.

The school has made strong progress in addressing each of the recommendations from the last inspection. The quality of teaching, assessment and marking has improved, management at all levels is strengthened and the school's arrangements for self-evaluation, in particular the ability of staff to judge teaching and learning, are now far more effective.

### **Partnership working: Good**

The school's valuable partnerships with external providers support and enhance both the curriculum and extra-curricular provision. These partnerships impact positively on pupils' wellbeing, social and life skills, and the standards they achieve. For example, effective links with specialist agencies such as a dance studio and a company of professional musicians help enrich provision for music and performing arts within the school. Partnerships also help prepare pupils well for future education or employment, for example through the range of work experience opportunities available to key stage 4 and sixth-form pupils.

Partnerships with a few primary schools contribute successfully to developing curriculum initiatives, promoting best practice and supporting staff professional development, for example in strengthening the school's assessment procedures.

There are strong links with parents who are very supportive of the school. Parents feel well informed and contribute meaningfully to the life of the school. In particular, there are well-established arrangements to consult parents and obtain their views and suggestions about many aspects of the school's work.

### **Resource management: Good**

During a period of considerable change, the proprietor and principal have managed the school's resources carefully and monitored spending robustly. They have ensured that the budget is reviewed regularly and that expenditure is linked appropriately to the school's strategic priorities. These priorities have included making significant improvements to the school's accommodation and resources in the last two years.

There are appropriate systems to allocate funding for subject and class resources and to ensure that pupils experience a varied programme of activities. This includes regular use of local off-site sports facilities to enhance the curriculum.

There are enough suitably qualified full-time and part-time staff who are deployed effectively to deliver the school's curriculum and provide valuable pastoral support for pupils. The school manages its learning support staff particularly well to meet individual pupils' needs. There are suitable arrangements to support staff professional development that take appropriate account of performance management reviews and reflect whole-school priorities. Staff have worthwhile opportunities to attend relevant courses and to visit other schools to observe good practice and improve their skills.

The school makes effective use of its resources to ensure 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.	26	26 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	26 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		93%	7%	
I know who to talk to if I am worried or upset.	26	26 100%	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	26	26 100%	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.	26	26 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	26	25 96%	1 4%	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.	26	26 100%	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.	26	26 100%	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.	26	24 92%	2 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		88%	12%	
I have enough books, equipment, and computers to do my work.	26	26 100%	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.	26	24 92%	2 8%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		81%	19%	
Nearly all children behave well at playtime and lunch time	26	24 92%	2 8%	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	75	48	26	1	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
		64%	35%	1%	0%	
The school deals well with any bullying	75	41	29	5	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		55%	39%	7%	0%	
I have someone to talk to if I am worried	75	34	38	2	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		45%	51%	3%	1%	
The school teaches me how to keep healthy	73	13	44	13	3	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		18%	60%	18%	4%	
There are plenty of opportunities at school for me to get regular exercise	73	30	35	7	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		41%	48%	10%	1%	
I am doing well at school	74	28	42	3	1	Rwy'n gwneud yn dda yn yr ysgol.
		38%	57%	4%	1%	
The teachers help me to learn and make progress and they help me when I have problems	75	45	26	4	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		60%	35%	5%	0%	
My homework helps me to understand and improve my work in school	74	26	39	8	1	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		35%	53%	11%	1%	
I have enough books and equipment, including computers, to do my work	75	37	32	4	2	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		49%	43%	5%	3%	
Pupils behave well and I can get my work done	75	17	48	8	2	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		23%	64%	11%	3%	
Staff treat all pupils fairly and with respect	75	29	35	9	2	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		39%	47%	12%	3%	
The school listens to our views and makes changes we suggest	75	15	45	12	3	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		20%	60%	16%	4%	
I am encouraged to do things for myself and to take on responsibility	74	31	39	4	0	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		42%	53%	5%	0%	
		46%	49%	5%	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	73	32 44%	31 42%	6 8%	4 5%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		43%	46%	8%	2%	
The staff respect me and my background	74	42 57%	28 38%	4 5%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		47%	46%	6%	1%	
The school helps me to understand and respect people from other backgrounds	73	39 53%	29 40%	5 7%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		45%	48%	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	35	10 29%	18 51%	7 20%	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	16	6 38%	7 44%	0 0%	3 19%	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%	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.	95	58 61%	33 35%	3 3%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		65%	31%	3%	1%		
My child likes this school.	96	72 75%	18 19%	5 5%	1 1%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	25%	2%	1%		
My child was helped to settle in well when he or she started at the school.	97	70 72%	25 26%	2 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		74%	24%	1%	1%		

	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	
My child is making good progress at school.	93	51 55%	37 40%	4 4%	1 1%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		64%	33%	3%	1%		
Pupils behave well in school.	93	49 53%	42 45%	2 2%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		56%	40%	3%	1%		
Teaching is good.	96	47 49%	42 44%	6 6%	1 1%	1	Mae'r addysgu yn dda.
		58%	38%	3%	1%		
Staff expect my child to work hard and do his or her best.	93	61 66%	30 32%	2 2%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		72%	26%	2%	0%		
The homework that is given builds well on what my child learns in school.	88	50 57%	35 40%	3 3%	0 0%	9	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.
		57%	39%	3%	1%		
Staff treat all children fairly and with respect.	96	56 58%	32 33%	6 6%	2 2%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		62%	32%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.	91	52 57%	33 36%	5 5%	1 1%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	36%	3%	1%		
My child is safe at school.	94	63 67%	30 32%	1 1%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		70%	29%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	89	49 55%	32 36%	5 6%	3 3%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		58%	36%	5%	2%		
I am kept well informed about my child's progress.	95	52 55%	36 38%	6 6%	1 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	36%	6%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	94	63 67%	25 27%	6 6%	0 0%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		66%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	84	38 45%	40 48%	5 6%	1 1%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		50%	41%	7%	2%		
The school helps my child to become more mature and take on responsibility.	84	55 65%	25 30%	4 5%	0 0%	12	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		66%	31%	3%	0%		

	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	
My child is well prepared for moving on to the next school or college or work.	71	37 52%	30 42%	4 6%	0 0%	23	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.	93	49 53%	35 38%	6 6%	3 3%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	26	12 46%	14 54%	0 0%	0 0%	34	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		60%	37%	2%	1%		
The school is well run.	96	56 58%	34 35%	4 4%	2 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	1%		

## Appendix 2

### The inspection team

John Frederick Thomas	Reporting Inspector
Caroline Rees	Team Inspector
Denise Wade	Team Inspector
Rosemary Lloyd Lait	Team Inspector
Thomas Rhys Evans	Peer Inspector
Paul Scudamore	Independent School Standards Inspector
Karen Norton	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.