



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:

**Monmouth School
Almshouse Street
Monmouth
Monmouthshire
NP25 3XP
United Kingdom**

Date of inspection: March 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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Context

Monmouth School is an independent boarding and day school for boys from the age of seven to 18 years. The school was founded as a grammar school in 1614 by William Jones, a member of the Haberdashers' Company of London. The school is part of the Haberdashers' Monmouth family of schools and is administered by an overarching governing body for the family of schools and a Monmouth School committee that oversees the life of the school.

There are currently 709 pupils on roll. These include 134 in The Grange, the preparatory section of the school for boys from the age of seven to 11 years, and 575 in the senior school, of whom 210 are in the sixth form. In the senior school, almost 30% of pupils are boarders.

About 50% of the school's pupils come from Wales and almost 40% from England. The remainder come from other parts of the world, with the majority from Hong Kong.

About 18% of pupils come from minority ethnic groups. Nearly all speak English fluently and no pupils speak Welsh as a first language at home. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh, although provides the opportunity for pupils to study Welsh to GCSE level as a second language.

The school offers additional learning support for about 6% of pupils, mainly to support literacy development for learning English as an additional language. A very few pupils have a statement of special educational needs.

Pupils who wish to join The Grange are assessed in English, mathematics and non-verbal reasoning. Entry to the senior section of the school is by written tests in English, mathematics and verbal reasoning, as well as by interview. The school requires pupils wishing to join the sixth form to have five or more GCSE at grades A*-B. Although the school has a Christian foundation and traditions, it welcomes pupils of all faiths and none.

The last inspection of the school was in 2007. The current headteacher and most of the senior leadership team were in post at this time.

The school's mission statement affirms that it: 'seeks to provide a stimulating environment in which individuals will grow in confidence, skill, knowledge and compassion'. The school describes its ethos as being underpinned by a culture where: 'learning matters, that all members of the community deserve to be treated with care and respect, and that every lesson is a fresh opportunity to awaken interest and develop understanding'.

Summary

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

Current performance

The current performance of Monmouth School is excellent because:

- the standards achieved by pupils across the school are extremely high and well above expectations;
- pupils' attendance is exceptionally high;
- pupils' behaviour is outstanding and they have a mature understanding of their responsibilities to others in the wider community;
- the extensive range of extra-curricular activities, with extremely high pupil participation rates, contributes significantly to pupils' social and personal development;
- the quality of teaching is consistently high and has a significant impact on enabling pupils to make particularly good progress based on their prior attainment on entry to the school;
- the quality of care, support and guidance is highly effective and makes an exceptional contribution to pupils' learning outcomes and wellbeing;
- the inclusive ethos of the school contributes significantly to pupils' learning and social development; and
- the well-maintained grounds, high quality accommodation and specialist teaching areas provide an excellent learning environment.

Prospects for improvement

The school's prospects for improvement are excellent because:

- throughout the school, there is a strong corporate sense of purpose and commitment to the school's values and to meeting its aims and high expectations;
- the leadership provided by the headteacher and the senior management team is outstanding;
- the governing body provides extremely effective leadership and oversees all aspect of the school's work robustly through its well-structured committees;
- the rigorous use of performance data, together with challenging targets and exceptional monitoring and support, successfully drives forward the relentless quest for improvement in pupils' performance;
- the school's strong emphasis on self-evaluation and improvement planning has supported a culture of continuous improvement throughout the school;
- the school has worked very effectively with a range of partners to improve outcomes and the quality of provision; and
- the school has an extremely strong track record in securing improvements in the outcomes pupils achieve and the quality of provision.

Compliance with the regulations for registration

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

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

R1 Improve consistency in the quality of marking and reports to parents to match the best practice in the school

R2 Strengthen the links between subject and whole-school development plans

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?

Excellent

Standards: Excellent

The standards achieved by pupils across the school are extremely high, with many pupils making particularly good progress based on their attainment prior to entry to the school. By the time they leave school at the end of key stage 4 and the sixth form, pupils' performance in public examinations is outstanding when compared with that of other schools, both in the maintained and independent sectors.

At key stage 2, in The Grange, pupils' performance in a range of regularly administered standardised tests, such as reading, spelling and mathematics, is well above national averages. The data indicates that many pupils make rapid progress and exceed expectations year-on-year.

In the senior school, at key stage 4, pupils' performance in GCSE examinations is extremely strong. Over the last three years, almost all pupils attained the level 2 threshold (equivalent to 5 GCSEs at grade A* to C) including English and mathematics, and the core subject indicator (A* to C grade in English, mathematics and science). During this time, an average of almost 60% of GCSE entries were graded A* or A compared with the national average for boys of 16% over the same period. In the separate subject of mathematics, over the last two years, almost three-quarters of GCSE entries have been graded A* or A. The school has exceeded expectations based on pupils' prior attainment in almost all subjects. These are outstanding outcomes.

In the sixth form, pupils' performance in A level examinations has been consistently high. Over the last three years, an average of half of A level entries were graded A* or A compared with the national average for boys of about one-fifth. These are strong outcomes.

At all key stages, pupils with additional learning needs and those with English as an additional language achieve above expectations. More able pupils achieve highly.

In 2013, no pupil left the school without a recognised qualification. Almost all Year 13 pupils progressed to higher education and, at the end of Year 11, almost all pupils remained in full-time education.

Across the school, in almost all lessons, pupils make very good progress in developing their knowledge, skills and understanding. Pupils show a strong interest in their work and are well motivated, working productively in small groups and independently. They respond positively to the teaching and sustain high levels of concentration on tasks set in lessons. Most pupils demonstrate a quick and accurate recall of prior learning, applying this successfully to their current work. More able pupils discern connections within subject topics and between subjects particularly well, which helps to deepen their understanding. Most pupils have a strong

understanding of their own ability and they use this well to challenge themselves and further develop their knowledge and skills.

Almost all pupils have well-developed speaking and listening skills. In pairs and whole-class discussions, they listen carefully to each other and the teacher, building on each other's views effectively. As they progress through key stage 2 to the senior school, pupils gain increasing confidence in articulating more complex ideas clearly. Many pupils use high level subject specific terms accurately, often with an extensive vocabulary, to make thoughtful, well-considered responses to questions.

At key stage 2, in The Grange, all pupils make very good progress in developing their reading skills and, by the time they transfer to the senior school, many pupils have achieved exceptionally high reading standards. These pupils read fluently, with appropriate intonation, and make sophisticated analysis of books to express their preferences for particular authors confidently and thoughtfully. In the senior school, pupils read an increasingly wide and challenging range of texts. Most pupils interpret, analyse and synthesise information from different texts very effectively to form their own view and apply this to their work successfully.

Across the school, in pupils' written work, their spelling, punctuation and use of grammar are mostly accurate, relative to their age and abilities. Most pupils write very well and extensively, taking good account of different subject contexts and using language and subject specific terms aptly.

As pupils progress through the school, they develop strong numeracy skills and apply them very well in mathematics lessons. They also apply these skills well in widely differing contexts in several other subjects. For example, in the senior school, pupils successfully employ their measuring skills in design technology, effectively record and display data in geography, and in science make good use of the algebra and probability techniques they have learned.

Most pupils have developed highly effective thinking and problem solving skills, in line with their age and abilities. This is having a positive impact on their learning and the standards they achieve.

Wellbeing: Excellent

Pupils throughout the school have a very high level of awareness of the importance of diet and exercise on their health. They demonstrate this through participating enthusiastically in the very wide range of sporting and outdoor activities, as well as making healthy choices from the well-balanced menus. Pupils feel very safe and are confident that the school will deal effectively with any issues that may arise to do with their wellbeing.

The rate of pupils' attendance is exceptionally high at an average of 97% over the last three years. Pupils' behaviour is outstanding in all aspects of the life of the school and many pupils take on a wide variety of leadership roles in activities such as

the Combined Cadet Force, peer mentorship and membership of The Grange and senior school's councils.

Pupils have a wide range of opportunities to contribute to decisions in the school. They are confident that their concerns are listened to seriously and that the school will consider their views when making relevant decisions.

Pupils' participation in the school's extensive range of extracurricular and enrichment activities in sport, music, creative arts and other cultural activities is extremely high, as is their involvement in providing services to the local community. For example, pupils in The Grange provide the music and entertainment for tea dances at a local community centre. This contributes exceptionally well to pupils' mature understanding of their responsibilities to others in the wider community.

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

Throughout the school, learning experiences have a significant impact on pupils' performance and wellbeing, with the curriculum fully meeting the requirements of the Independent Schools Standards (Wales) Regulations 2003.

The Grange curriculum is stimulating and meets the needs of pupils well. Curriculum transition from The Grange to the senior school is particularly smooth because of the highly effective use of induction days, subject workshops and close working between subject leaders in each section of the school. As a result, the curriculum at key stage 3 builds very well on pupils' prior learning. The senior school provides a broad range of courses at GCSE and an extremely wide range at A level. Sixth form provision is enhanced considerably through high quality partnership arrangements with the school's sister school, Haberdashers' Monmouth School for Girls.

Cross-curricular provision for developing pupils' literacy is a significant strength and is underpinned by systematic and well-established planning across all sections of the school. Provision for the development of numeracy is highly effective and pupils have particularly good opportunities in lessons to develop their problem solving and thinking skills.

Across the school, the range of extra-curricular activities is extensive and pupil participation rates are extremely high. This includes opportunities for involvement in subject based, community, creative, musical, sporting and cultural activities. These activities contribute exceptionally well to pupils' personal and social development, as well as their high standards of performance.

Education for sustainable development and global citizenship is well embedded in the curriculum and in wider aspects of school life. The school fosters global citizenship well through a wide range of community activities and international links and visits. A broad range of learning experiences helps pupils to know and understand the need to recycle and live sustainably.

Teaching: Excellent

The consistently high quality of teaching is an exceptional feature of the school. With very few exceptions, the quality of teaching is good or better. This enables pupils to make remarkably good progress across the school.

A significant proportion of the teaching has excellent features. In these lessons teachers have very high expectations of pupils, presenting them with a strong level of challenge and instilling in them the confidence to meet that challenge. Teachers successfully relate complex or abstract ideas to pupils' experiences or to current events. Particularly skilful questioning and well-managed dialogue among the class encourages pupils to justify their ideas or opinions and to challenge constructively the views of others. These approaches enable pupils to explore key ideas in depth and secure significant gains in their understanding.

Across the school there are high levels of mutual respect between pupils and teachers, which contribute to productive working relationships in lessons. In almost all instances, teachers make consistently good use of their strong subject knowledge, to inform pupils' learning. In most lessons, teachers use a comprehensive range of activities to support pupils' learning, including using paired and group work effectively. They deliver lessons at a brisk pace and adapt tasks particularly well to meet the needs of pupils' different abilities. Many teachers provide a valuable model of spoken language to help develop pupils' communication skills.

Across the school, teachers set pupils suitable, challenging targets for making progress in their work. Teachers track each pupil's performance against their targets very thoroughly. The detailed monitoring of progress enables staff across the school to take prompt action to support and challenge pupils very effectively, if they do not meet the expectations set for them.

In many lessons, teachers provide high quality oral feedback to pupils, which helps them to understand how to make progress. Teachers generally mark pupils' work regularly, with many providing pupils with helpful written advice on how they can improve their work. In a few cases, although teachers' written comments are largely supportive, they do not provide enough information on what pupils need to do to improve.

Written reports to parents are clear and mostly detailed. They contain much helpful information about each pupil's attainment, effort and personal development. Many provide beneficial references to aspects that pupils need to improve. A few reports are of an exceptional quality, although in a very few cases details are not clear enough about what steps pupils can take to make better progress.

Care, support and guidance: Excellent

The school has highly quality arrangements for care, support and guidance that make an exceptional contribution to pupils' learning outcomes and wellbeing. Staff know their pupils extremely well and they have very high expectations of their behaviour and engagement in learning, which pupils meet.

The school helps pupils to adopt healthy lifestyles extremely well. The extensive range of sporting activities, with exceptionally high participation rates, and the choice of a wide variety of healthy eating options and freshly prepared nutritious meals, makes an extremely effective contribution towards pupils' developing healthy lifestyles.

The provision for pupils' spiritual, moral, social and cultural development is outstanding. This includes the many opportunities for pupils to reflect on their own values and beliefs and to engage in a wide range of community based activities. For example, all key stage 4 pupils complete individual community challenges such as recording 'talking newspapers' for the visually impaired and all houses support a wide range of local and international charities.

The personal, social and health education programme provides pupils with comprehensive, age-appropriate, information and guidance. This helps pupils to develop self-awareness and positive attitudes towards personal safety. The school nurse and school counsellor, as well as staff from external agencies, make a highly effective contribution to the programme.

Across the school, induction arrangements ensure a smooth transition for pupils in each phase of their education. For example, arrangements for careers education and guidance provide highly quality support for pupils in making choices for GCSE and post-16 courses.

The provision for pupils with additional learning needs, including the more able and talented, is very successful in helping all pupils to achieve their full potential. There is a well co-ordinated process for identifying pupils' learning needs and providing highly effective support. Study support plans set challenging targets and staff have access to valuable detailed advice on strategies to support pupils' learning needs. As a result, pupils with additional learning needs and more able and talented pupils make exceptionally good progress.

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

Learning environment: Excellent

The school is a highly inclusive community with an extremely supportive ethos where pupils receive equal access to all areas of the school's provision. The mission and values of this calm and orderly school celebrate and endorse fairness and diversity in all aspects of its life. Pupils respect others and value their opinions. There is a high level of trust and appreciation between staff and pupils. As a result, the school promotes pupils' learning and their social development particularly well.

The well-maintained buildings and grounds, spacious classrooms, sports facilities and specialist teaching areas across the school provide an exceptional learning environment. The school has continued the high quality development of its physical environment with the new building for The Grange, improved study and bedroom accommodation for sixth form boarders and the recent completion of a new classroom block with reception and administration facilities. These premises provide

extremely high quality accommodation and resources, which support pupils' learning and development very successfully.

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

Leadership across the school is outstanding. The headteacher, supported by the senior management team, provides clear direction and sets high expectations for all aspects of the school's work. Throughout the school, there is a strong corporate sense of purpose and commitment to the school's values and to meeting its aims and objectives. This approach has contributed significantly to the exceptional standards pupils achieve and their high levels of wellbeing.

The school operates efficiently on a day-to-day basis. Through the school handbook and a comprehensive range of policy documents, staff receive extensive guidance and support to meet the school's expectations and address identified objectives. Team meetings at all levels provide particularly effective opportunities for staff to share information, determine priorities and influence strategic developments. These meetings contribute well to promoting best practice in teaching and learning and are helping to drive improvement across the school.

Staff roles and responsibilities are set out clearly in detailed job descriptions that place appropriate emphasis on raising standards, improving the quality of teaching and supporting pupils' personal and social development. There are well-defined line-management arrangements that ensure that staff are held accountable for their work.

Performance management arrangements provide an effective means of reviewing the work of staff. Through this approach, senior leaders have challenged staff, where appropriate, and secured improvement. Discussions with line managers support staff well to reflect on their contribution to the wider life of the school and identify relevant professional development opportunities.

Across the school, there is rigorous use of baseline assessment, pupil prior attainment and performance data to set challenging targets and to monitor progress against these targets. In the senior school, the well-established programme of department reviews is a particularly successful means of evaluating the impact of work in subject areas. In most cases, these reviews include a comprehensive analysis of performance data and aspects of provision and lead to clearly-identified priorities and actions.

The governing body provides extremely effective leadership. Through its well-structured committees, it oversees all aspects of the school's work robustly. Members of the governing body play an active role in the life of the school and are well informed about the school's performance. Together with the headteacher and bursar, the governing body sets out a clear strategic direction and identifies short-term and medium-term priorities.

Improving quality: Excellent

The strong emphasis on self-evaluation and improvement planning has supported a culture of continuous improvement throughout the school. This has resulted in exceptional pupil outcomes, excellent facilities and the development of a strong learning community.

The school's senior management team and governing body have a thorough understanding of the school's strengths and areas for improvement. Self-evaluation and development planning is firmly embedded across the school. The school's self-evaluation report is realistic and accurate, and it provides detailed evidence to support its judgements. The report makes extremely effective use of a range of first hand evidence including pupil and parental questionnaires and lesson observations to evaluate its work. This, along with thorough and detailed analysis of performance data, provides a strong evidence base.

The school development plan provides a comprehensive basis for improvement. It focuses appropriately on improving pupils' outcomes and enhancing provision. Targets are aligned well to the self-evaluation report. The plan appropriately identifies targets for improvement, resource allocations, monitoring arrangements and staff responsibilities.

Across the school, subject leaders produce clear annual reviews. They analyse performance data thoroughly and focus closely on priority areas identified by the school, such as literacy. Senior leaders meet with subject leaders to discuss these reviews and to set targets to secure improvements.

Subject leaders produce detailed annual development plans that focus on their specific priorities. Progress towards targets is reviewed regularly. However, links between these plans and the whole-school development plan are not always clear enough.

Over the last six years, the school has made excellent progress in addressing the recommendations from the previous inspection and this has helped secure exceptional outcomes in the standards pupils achieve. During this same period of time, the school has made significant and extensive improvements in the quality of provision.

Partnership working: Excellent

The school has strong links with an extensive range of partners, which benefit both pupils and staff. As well as the highly effective partnership with the Haberdashers' family of schools, the school has wider partnerships, such as the 'Monmouth Science Initiative', which is a particularly innovative partnership. In this initiative, sixth form pupils from five local schools, maintained and independent, participate in weekly scientific workshops. This enables them to carry out investigations and project work beyond the requirements of their A level studies, which has had a positive impact on improving outcomes and influencing their career choices.

The school works successfully with local primary schools. This includes providing the opportunity for Year 6 pupils from several of these schools to attend science and music workshops at Monmouth School to extend their learning experiences.

The school expands the range of A level courses available to sixth form pupils through successful partnership arrangements with its sister school, Haberdashers' Monmouth School for Girls. Effective quality assurance procedures are in place to monitor this provision.

Many staff benefit from training opportunities through an extensive range of valuable links with professional organisations. This helps to build the school's capacity for continuous improvement.

Parents are very supportive of, and contribute effectively to, the work of the school. They are well informed about activities through the regular newsletter and school website. Parents feel that they can easily approach the school to express their views or raise concerns.

Resource management: Excellent

The school manages all aspects of its business particularly well. Through its close partnership with Haberdashers' Monmouth School for Girls, the school has been able to secure significant efficiencies and strengthen provision. The well-qualified staff are deployed effectively to provide high-quality teaching and pastoral support to pupils.

Staff benefit considerably from the extensive range of professional development opportunities available to them. These are identified appropriately through subject reviews and performance management objectives and reflect whole-school and team priorities. Recent whole-school training has focused specifically on strategies to improve pupils' literacy skills, strengthening the quality of assessment and promoting best practice in teaching and learning.

The bursar, together with senior leaders and governors, monitors the school's finances robustly. All expenditure is budgeted carefully and allocated to identified priorities. There is an appropriate focus on improving marketing and increasing pupil numbers as well as reducing expenditure where feasible. The school plans prudently for future development through careful strategic budgeting. As a result, the school has been able to make major improvements to the quality of accommodation and resources.

The school makes extremely good use of its resources to achieve excellent standards and high levels of wellbeing for its 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.	33	33 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	32	29 91%	3 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	33	31 94%	2 6%	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	33	30 91%	3 9%	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.	32	32 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	32	32 100%	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.	33	33 100%	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.	33	31 94%	2 6%	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.	33	26 79%	7 21%	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.	33	32 97%	1 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		94%	6%	

	Number of responses Nifer o ymatebion	Yes Cytuno	No Anghytuno	
Other children behave well and I can get my work done.	25	17 68%	8 32%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		79%	21%	
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.
		86%	14%	

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.	147	96 65%	51 35%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		62%	36%	1%	1%	
The school deals well with any bullying.	147	45 31%	80 54%	20 14%	2 1%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
		35%	52%	11%	2%	
I have someone to talk to if I am worried.	146	53 36%	75 51%	16 11%	2 1%	Mae gen i rywun i siarad â nhw os ydw i'n pryderu.
		42%	48%	9%	1%	
The school teaches me how to keep healthy	146	39 27%	79 54%	23 16%	5 3%	Mae'r ysgol yn fy addysgu ynghylch sut i gadw'n iach..
		26%	56%	15%	3%	
There are plenty of opportunities at school for me to get regular exercise.	147	103 70%	43 29%	0 0%	1 1%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		53%	37%	8%	2%	
I am doing well at school	147	41 28%	93 63%	11 7%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		34%	60%	4%	1%	
The teachers help me to learn and make progress and they help me when I have problems.	146	64 44%	76 52%	5 3%	1 1%	Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.
		48%	48%	4%	1%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
My homework helps me to understand and improve my work in school.		147	37 25%	84 57%	18 12%	8 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			27%	54%	14%	5%	
I have enough books and equipment, including computers, to do my work.		146	71 49%	61 42%	14 10%	0 0%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
			46%	45%	8%	1%	
Pupils behave well and I can get my work done.		147	19 13%	99 67%	29 20%	0 0%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			22%	61%	14%	3%	
Staff treat all pupils fairly and with respect.		146	34 23%	90 62%	18 12%	4 3%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
			34%	48%	14%	4%	
The school listens to our views and makes changes we suggest.		144	12 8%	53 37%	59 41%	20 14%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
			17%	53%	23%	8%	
I am encouraged to do things for myself and to take on responsibility.		146	59 40%	77 53%	9 6%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a derbyn cyfrifoldebau.
			44%	51%	5%	0%	
The school helps me to be ready for my next school, college or to start my working life..		147	53 36%	76 52%	16 11%	2 1%	Mae'r ysgol yn fy helpu i fod yn barod ar gyfer fy ysgol neu goleg nesaf neu i ddechrau fy mywyd gwaith.
			42%	48%	8%	2%	
The staff respect me and my background.		145	56 39%	74 51%	13 9%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			44%	48%	6%	2%	
The school helps me to understand and respect people from other backgrounds		147	47 32%	85 58%	13 9%	2 1%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
			43%	50%	6%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		60	14 23%	30 50%	14 23%	2 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
			27%	48%	17%	7%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		57	16 28%	26 46%	13 23%	2 4%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y cheched
			34%	49%	13%	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.	209	131 63%	74 35%	2 1%	2 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		63%	32%	4%	1%			
My child likes this school.	209	132 63%	72 34%	5 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.	
		71%	26%	2%	1%			
My child was helped to settle in well when he or she started at the school.	208	131 63%	74 36%	2 1%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		71%	26%	1%	1%			
My child is making good progress at school.	205	131 64%	67 33%	6 3%	1 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.	
		61%	33%	3%	1%			
Pupils behave well in school.	208	122 59%	80 38%	3 1%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		51%	40%	4%	1%			
Teaching is good.	209	122 58%	78 37%	4 2%	1 0%	4	Mae'r addysgu yn dda.	
		57%	37%	3%	1%			
Staff expect my child to work hard and do his or her best.	208	162 78%	46 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.	
		70%	27%	2%	0%			
The homework that is given builds well on what my child learns in school.	208	125 60%	71 34%	2 1%	1 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.	
		51%	36%	4%	1%			
Staff treat all children fairly and with respect.	208	108 52%	84 40%	5 2%	1 0%	10	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		58%	31%	5%	2%			
My child is encouraged to be healthy and to take regular exercise.	208	139 67%	64 31%	2 1%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		59%	36%	2%	1%			
My child is safe at school.	206	131 64%	70 34%	2 1%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.	
		67%	30%	2%	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 receives appropriate additional support in relation to any particular individual needs'.		206	100 49%	80 39%	6 3%	1 0%	19	Mae fy mhientyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			53%	33%	4%	2%		
I am kept well informed about my child's progress.		209	122 58%	76 36%	10 5%	1 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.
			56%	35%	7%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		206	133 65%	62 30%	8 4%	3 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			63%	28%	6%	2%		
I understand the school's procedure for dealing with complaints.		209	87 42%	90 43%	8 4%	1 0%	23	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			46%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.		209	131 63%	71 34%	5 2%	0 0%	2	Mae'r ysgol yn helpu fy mhientyn i ddog yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			63%	33%	2%	0%		
My child is well prepared for moving on to the next school or college or work.		209	115 55%	63 30%	9 4%	1 0%	21	Mae fy mhientyn 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.		207	138 67%	64 31%	4 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			60%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)		194	72 37%	38 20%	2 1%	0 0%	82	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
			36%	22%	1%	0%		
The school is well run.		208	129 62%	69 33%	4 2%	1 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
			57%	34%	5%	1%		

Appendix 2

The inspection team

Denise Wade	Reporting Inspector
Alan Lowndes	Team Inspector
Michelle Gosney	Team Inspector
John F Thomas	Team Inspector
Eleanor Davies	Team Inspector
Anthony Mulcahy	Team Inspector
Steve Lamb	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Tony Winter	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.