



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:

**Ruthin School
Mold Road
Ruthin
Denbighshire
LL15 1EE**

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

Ruthin School is a co-educational boarding and day school catering for pupils from the age of 11 to 20 years. The school is situated on the outskirts of Ruthin, a small market town in the Vale of Clwyd, Denbighshire.

The school was formed in 1284 as part of a castle and garrison built by Edward I. It was re-founded in 1574 by a former pupil, Gabriel Goodman, Dean of Westminster and granted a Royal Charter by Elizabeth I as a centre of academic excellence in north Wales. The school is a charitable trust whose governing body is the Council of Management.

There are currently 227 pupils in the school, of whom 118 are sixth form students. There are similar numbers of boys and girls. Day pupils come from a wide catchment area that includes Denbighshire, Flintshire and Cheshire. There are currently 145 boarders at the school, most of whom are from overseas.

Around 62% of the school's pupils are from a minority ethnic background. There are 93 pupils, including 60 in the sixth form, who speak English as an additional language. No pupils speak Welsh as a first language or to an equivalent standard. The school does not aim to make pupils bilingual in English and Welsh.

There are no pupils with a statement of special educational needs. The school identifies 14 pupils who have specific learning difficulties such as dyslexia.

The school does not select pupils into the lower school on the basis of ability or academic attainment, but does require overseas pupils to have a good level of English before starting any examination course. Sixth form students are expected to be at an appropriate level to embark successfully on AS and A level courses.

The school was last inspected in January 2008. Since then, there have been significant changes to the leadership and structure of the school. The current Principal took up his post in 2010 and created a new senior leadership team. A Council of Management is responsible for the overall control and management of the school. Since the last inspection, there is a new Chair and there have been changes to the composition and organisation of this body. The junior department of the school has closed and the number of pupils in the senior department has increased considerably from just over 100, with a particularly large increase in the number of overseas boarders.

The school describes itself as “an international community committed to high academic standards, dedication and mutual respect”.

Summary

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

Current performance

The current performance of Ruthin School is good because:

- across the school, pupils achieve good standards with outstanding A level outcomes that compare well with those of the best independent schools in Wales;
- pupils are well motivated and make very good progress in refining their skills and consolidating their knowledge and understanding of the topics they study;
- most pupils have effective communication skills and make particularly good progress in developing their mathematical skills;
- the curriculum builds effectively on what pupils know and understand, and prepares them very well for the next stage of their education or employment;
- the quality of teaching in most lessons is good or better based on teachers' detailed knowledge of their pupils and secure, up-to-date subject expertise; and
- the inclusive ethos and strong sense of community contribute well to pupils' health, wellbeing and learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the Principal provides particularly effective and firm direction to the school's work;
- the Council of Management and Principal have implemented significant strategic changes that have helped ensure greater financial viability and contributed to marked improvements in the standards that pupils achieve;
- the Council of Management and senior leaders have identified clear priorities for the school's future development;
- there are effective partnerships with parents that have helped the school move forward; and
- the school manages its resources well.

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 Continue to raise standards at key stage 3 and key stage 4
- R2 Continue to develop provision for pupils' personal and social education
- R3 Improve the co-ordination of support for pupils with specific learning needs
- R4 Strengthen performance management arrangements to support staff professional development more effectively
- R5 Establish systematic and robust self-evaluation and improvement planning arrangements

What happens next?

Estyn advises the Council of Management and the Principal 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 at the school.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school, pupils achieve good standards. Sixth form students achieve particularly high standards.

At key stage 4, performance in GCSE examinations is good. Data for 2013 provided by the school shows that the percentage of entries attaining the level 2 threshold including English and mathematics was well above the Wales average and has improved considerably since 2011. In 2013, the percentage of Year 11 pupils attaining the level 2 threshold was also above the Wales average. In the previous two years, performance was below the Wales average.

The percentage of GCSE entries awarded grades A*-C has improved steadily over the last three years and was well above the Wales average in 2013. Over the last three years, the percentage of entries at the highest A*/A grades has been consistently above Wales averages.

Sixth form students achieve particularly high standards. Performance over the last three years in the level 3 threshold has been above the Wales average. In almost all subjects, the percentages of A level entries awarded grades A*-C and the highest A*/A grades are above Wales averages. Data provided by the school indicates that in each of the last two years more than 60% of all entries were awarded the highest A*/A grades. These figures are well above the Wales average and place the school amongst the highest performing independent schools in Wales.

There is no significant difference in the relative performance of boys and girls. Pupils with additional learning needs make suitable progress in line with their abilities. Those pupils speaking English as an additional language make particularly good progress.

In the last three years, no pupil has left full-time education at the end of key stage 4 without a qualification. Last year, all Year 11 pupils remained in education either at the school or elsewhere. Almost all pupils proceed to higher education at the end of the sixth form.

In the lessons observed and in their coursework, pupils make good progress in refining their skills and consolidating their knowledge and understanding of the topics and issues they study. They apply their earlier learning well to solve problems, offer explanations, draw links and understand new concepts.

Throughout the school, most pupils have effective communication skills. They listen intently to the views and opinions of others. Many speak confidently and with assurance for a range of different audiences. They use subject-specific terminology well. Most pupils read effectively and with good expression, for example to locate information. They use inference and deduction well, for example to sequence or

summarise events, determine cause and effect, and identify differing views and motives.

Most pupils write skilfully for a variety of purposes using language effectively. Many produce well-organised and balanced accounts, for example to inform or explain. They generally use grammar and punctuation appropriately. More able pupils produce perceptive and analytical responses. A few less able pupils make occasional spelling and grammatical errors and present their work poorly.

Across the school, pupils make particularly good progress in developing numeracy skills. Most pupils have well-developed mathematical knowledge and understanding, which they apply successfully to solve problems. They use these skills well across the curriculum, for example to produce accurate climate graphs and pie charts in geography, and when handling data and analysing trends in science.

Wellbeing: Good

Most pupils have a good understanding of keeping healthy both through a balanced diet and by taking regular exercise. Many pupils participate enthusiastically in extra-curricular sporting activities, beyond those offered in physical education lessons.

Nearly all pupils feel safe from harassment and bullying at the school. They are able to identify an adult to whom they could talk if they are worried or unhappy. Pupils enjoy their lessons. Attendance is good and pupils arrive punctually to lessons, and are well prepared and keen to learn. They are attentive and particularly well motivated, and they apply themselves conscientiously to learning activities. Pupils behave well both in lessons and around the school. There have been no exclusions in the past year.

Pupils develop positive and constructive working relationships with adults and each other. They show respect for staff and value the support and guidance that they receive. Most co-operate effectively when working in small groups or with a partner. Pupils are polite, and helpful to visitors. They are proud of their school and develop a strong sense of belonging.

Both informally and through the developing work of the school council, pupils offer their opinions and make constructive suggestions. They have influenced positive changes such as improving lunchtime arrangements and the installation of new lockers and a water fountain.

Over time, pupils develop very good social and life skills, for example by carrying out specific leadership roles, undertaking community activities and taking part in the Millennium Volunteers' Award and the Duke of Edinburgh's Award. Most pupils are mature and often self-assured. They become effective independent learners and develop a good understanding of what they need to do to achieve for their future.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The curriculum meets the requirements of the Independent School Standards (Wales) Regulations 2003. It builds effectively on what pupils know and understand and prepares them very well for the next stage of their education or employment.

At key stage 3, the school provides a broad and balanced curriculum. Among the strengths of the curriculum are the discrete lessons that focus on the rules of grammar and help pupils to develop their literacy skills. In addition, almost all key stage 3 pupils study Chinese. At key stage 4, the school offers a suitable range of academic subjects. In the sixth form, many pupils choose to study mathematics, economics and science-related courses. Although the school offers courses in arts and humanities subjects, relatively few pupils choose to follow them.

Learning experiences meet the needs of most pupils well. There is a particularly strong focus on the development of pupils' communication and mathematical skills. Provision for those pupils speaking English as an additional language is particularly effective. Provision for the development and progression of pupils' information and communication skills across the curriculum is at an early stage.

The school provides a wide range of extra-curricular activities including music and sporting activities, such as lacrosse and horse-riding. Participation rates in these activities are high.

The school is beginning to develop useful transition arrangements with local primary schools to support pupils' progression between key stage 2 and key stage 3. There are effective arrangements to meet the educational needs of international pupils joining the school.

The school's eco-committee is effective in raising pupils' awareness of sustainability issues. It encourages the school community to minimise waste and increase recycling. Pupils have a good understanding of global issues, which often arise naturally due to the culturally diverse nature of the school community.

Teaching: Good

The quality of teaching in most lessons across the school is at least good. This is mainly due to teachers' detailed knowledge of their pupils and the mutual respect between teachers and pupils. Most teachers have secure, up-to-date subject expertise and knowledge of examination specifications. They set high expectations in terms of pupils' engagement, participation and behaviour.

In most lessons, teachers:

- organise well-designed learning activities that make good use of resources and build effectively on pupils' prior knowledge;
- provide clear explanations and use questioning effectively to test pupils' recall, check their understanding and identify common errors;

- focus closely on developing pupils' language skills, including their use of grammar and technical vocabulary; and
- support those pupils speaking English as an additional language effectively to develop their communication and study skills, and to ensure that they make good progress.

In a very few lessons, teaching is excellent. In these lessons, teachers use probing questions and engage in particularly high-quality dialogue and discussions with pupils. This deepens pupils' understanding and helps them to develop higher-order thinking skills.

In a few lessons where teaching is only adequate, the pace is too slow, there is an over-dependence on teacher-led activities and not enough challenge for more able pupils.

In most lessons, teachers provide constructive support and guidance to pupils and give detailed oral feedback on pupils' progress. In a very few lessons, pupils have useful opportunities to discuss and assess each other's work meaningfully.

The school uses regular testing rigorously to track and monitor pupils' progress effectively. Underachievement is identified early and, where necessary, pupils receive suitable support. Teachers provide pupils with detailed and constructive feedback on their performance in these tests and marking of this material is explicitly linked to success criteria.

Although most teachers mark pupils' class work regularly, the quality and quantity of marking are inconsistent. In many cases, the school marking policy is not applied appropriately and teachers do not provide pupils with regular, clear advice on how to improve their work.

Parents receive helpful termly reports on their child's academic progress. However, many reports do not indicate clearly enough how pupils can improve their work.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing. It has high expectations of all pupils and a good range of appropriate policies, to care for and guide pupils, which are implemented consistently.

The school promotes pupils' social and cultural development actively, particularly through school assemblies and the extra-curricular activities programme. Pupils organise a range of topical assemblies that explore relevant cultural aspects and themes. Visits to local churches, for example on Remembrance Day help pupils to develop their spiritual awareness.

The personal and social education programme includes informative modules on drugs awareness, sex and relationships, and healthy eating. External agencies such as the police and Barnardo's enhance the programme by providing sessions on specific topics such as domestic abuse, keeping safe and acceptable standards of

behaviour. These experiences help pupils to make better informed life choices and to develop their sense of moral responsibility.

There are robust systems for supporting the health and emotional social needs of individual pupils. The school matron and pastoral staff work closely together and, when required, link effectively with personal counsellors and specialist agencies, such as Child and Adolescent Mental Health Services.

Most of the few pupils with dyslexic difficulties receive regular specialist support. However, although subject teachers provide helpful support in lessons, these teachers do not receive sufficient guidance to ensure that this support is always matched appropriately to pupils' specific needs. The large number of pupils who speak English as an additional language benefit extremely well from timetabled lessons, for example to develop their understanding of the rules of grammar and punctuation.

There is effective and regular communication with parents of both boarding and day pupils. The very useful electronic parent portal, which provides instant access to records of progress, is particularly valuable for parents of overseas students.

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

Learning environment: Good

An inclusive ethos and strong sense of community is apparent in all aspects of the school's work. All pupils have equal access to curricular provision and to a wide range of enrichment activities.

There is mutual respect and tolerance between pupils and staff, and with each other. The vertical tutor system for older pupils allows for good interaction across the age range. Pupils have valuable opportunities to study and celebrate other cultures and there is a clear emphasis on recognising and celebrating diversity. The strong sense of calm both in lessons and outside of lessons fosters pupils' learning.

Overall, there are sufficient resources to meet pupils' needs. The school makes good use of the accommodation. The school grounds and most buildings are well maintained. The quality of displays in classrooms is variable. In the best examples, exemplar work is used effectively to support pupils' learning.

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

Since his appointment in 2010, the Principal has provided particularly effective and firm direction to the school's work. He communicates high expectations to all staff and pupils. Together with the Council of Management, he has set out a clear strategic vision and ethos, based on raising aspirations and high academic achievement.

The Principal and Council of Management have been prepared to take difficult decisions that have resulted in significant changes to the school's structure and organisation. These changes have included the closure of the preparatory department of the school. There has also been a determined promotion and marketing drive that has led to a significant growth in the number of international students and boarders. These strategies have helped to ensure the school's greater financial viability and contributed to marked improvements in the standards that pupils achieve.

Members of the senior leadership team work well together. The accessibility of senior leaders, their detailed knowledge of individual pupils and the close family ethos are particular strengths of the school. These features contribute significantly to pupils' wellbeing and are helping them to flourish in a supportive environment.

Significant changes to the leadership and organisation of the Council of Management are helping this body to oversee and direct the business of the school more effectively and ensure appropriate levels of accountability. Governors are well informed about the school's performance. They scrutinise the school's finances carefully, and support and challenge the school as a critical friend.

Daily briefings are used effectively to communicate with staff. Generally, staff understand their roles and responsibilities. However, these roles are not defined well enough through clear job descriptions. The current staffing structure limits the capacity of the leadership team to carry out all of its duties effectively. Few staff meetings at all levels are minuted, and generally these meetings do not contribute well enough to promotion of best practice in teaching and learning and to the consideration of priorities. However, the school is taking appropriate action to address many of these issues by appointing additional staff and establishing a middle management tier.

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

Improving quality: Adequate

The Principal has a secure understanding of the school's strengths and areas for development. The school's self-evaluation report identifies clearly those specific areas that require improvement. In consultation with the Council of Management and senior leadership team, the Principal has set out specific priorities. These priorities include establishing a middle management tier, introducing more systematic performance management and professional development arrangements, and strengthening improvement planning.

At present, there are no school or department development plans and there is no clear alignment between self-evaluation and improvement planning. Despite this, the school has implemented significant changes in recent years. These have strengthened the school's leadership and organisation, redefined its ethos and improved outcomes.

Subject teachers have a sound understanding of performance in the areas for which they are responsible. The Principal and staff analyse performance data rigorously

and use this information to inform future planning. There is a strong focus on raising standards.

The quality of teaching is reviewed indirectly through the quality of outcomes. There is no formal programme of lesson observations, although a few teachers undertake useful peer observations.

Since the last inspection, the school has made limited progress overall in addressing the recommendations in that report. Standards, particularly at key stage 3, have improved. However, many of the areas identified as needing improvement, such as developing pupils' information and communication technology skills, strengthening self-evaluation and development planning and introducing staff appraisal, are still areas that require action.

Partnership working: Good

The school works constructively with a range of partners to improve pupils' outcomes and wellbeing. There are effective partnerships with parents that have helped the school move forward following significant changes to its leadership and structure. The school provides regular information to parents about forthcoming activities and planned developments and replies promptly to any concerns raised. Almost all parents feel well informed about their child's progress. The school website is an effective means of communication.

Pupils benefit from the school's well-established links with several universities. For example, a professor from Harvard University made a particularly helpful presentation to sixth form students. Links with local businesses support pupils' studies well, for example in computing and business studies. Connections with former pupils and the global parental community help pupils to find valuable work experience placements.

The school is developing useful links with local schools. It hosts an annual Year 5 mathematics challenge and provides access for local schools to its sports' facilities. Chinese sixth form students recently visited local primary schools to talk to their pupils about the Chinese New Year.

Resource management: Good

The school manages its resources well.

The Council of Management scrutinises financial matters rigorously. Together with the Principal, it has ensured that all budgets are managed carefully and that expenditure is allocated appropriately to strategic priorities. Through extremely effective promotion and marketing, there has been a significant increase in pupil numbers. The school is now able to use the greater financial resources available to plan significant investment to improve the quality of resources and accommodation, and to increase staffing levels. For example, there have been recent improvements to the science accommodation, in response to the high take-up of the subject at A level.

Staff are well qualified and deployed effectively to teach the school's curriculum. Pupils benefit from the relatively low pupil-to-teacher ratios. However, performance management arrangements are weak. Professional development arrangements do not draw appropriately on targets identified through performance management or reflect whole-school priorities. There is not enough emphasis on promoting best practice in teaching and learning within the school.

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

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.	102	75 74%	26 25%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		62%	36%	1%	1%	
The school deals well with any bullying.	102	51 50%	46 45%	5 5%	0 0%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
		35%	52%	11%	2%	
I have someone to talk to if I am worried.	102	51 50%	48 47%	2 2%	1 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	102	26 25%	66 65%	9 9%	1 1%	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.	102	47 46%	45 44%	8 8%	2 2%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		53%	37%	8%	2%	
I am doing well at school	101	39 39%	58 57%	4 4%	0 0%	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.	101	59 58%	39 39%	2 2%	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%	
My homework helps me to understand and improve my work in school.	102	36 35%	56 55%	7 7%	3 3%	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.	102	54 53%	42 41%	6 6%	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.	102	37 36%	58 57%	5 5%	2 2%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		22%	61%	14%	3%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect.		102	51 50%	45 44%	3 3%	3 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.		101	30 30%	62 61%	7 7%	2 2%	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.		102	53 52%	48 47%	1 1%	0 0%	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..		100	53 53%	39 39%	6 6%	2 2%	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.		102	55 54%	45 44%	1 1%	1 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			44%	48%	6%	2%	
The school helps me to understand and respect people from other backgrounds		101	52 51%	43 43%	5 5%	1 1%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
			43%	50%	6%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		30	14 47%	11 37%	4 13%	1 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		58	29 50%	23 40%	5 9%	1 2%	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.	94	41 44%	49 52%	3 3%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	4%	1%		
My child likes this school.	95	51 54%	38 40%	4 4%	1 1%	1	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.	94	53 56%	39 41%	2 2%	0 0%	0	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.	95	44 46%	47 49%	3 3%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	95	34 36%	53 56%	2 2%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		51%	40%	4%	1%		
Teaching is good.	95	39 41%	50 53%	1 1%	1 1%	4	Mae'r addysgu yn dda.
		57%	37%	3%	1%		
Staff expect my child to work hard and do his or her best.	94	54 57%	35 37%	3 3%	0 0%	2	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.	94	37 39%	49 52%	2 2%	0 0%	6	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.	95	43 45%	41 43%	3 3%	0 0%	8	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.	95	31 33%	50 53%	5 5%	1 1%	8	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.	93	51 55%	41 44%	0 0%	0 0%	1	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'.		93	38 41%	43 46%	1 1%	2 2%	9	Mae fy mhlentyn 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.		95	49 52%	42 44%	3 3%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			56%	35%	7%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		94	49 52%	38 40%	6 6%	1 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.		94	28 30%	48 51%	7 7%	0 0%	11	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.		94	48 51%	44 47%	1 1%	1 1%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod 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.		92	32 35%	46 50%	2 2%	1 1%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			47%	31%	5%	1%		
There is a good range of activities including trips or visits.		95	32 34%	54 57%	9 9%	0 0%	0	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)		90	25 28%	43 48%	0 0%	1 1%	21	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.		95	45 47%	43 45%	5 5%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
			57%	34%	5%	1%		

Appendix 2

The inspection team

John F Thomas	Reporting Inspector
Michelle Gosney	Team Inspector
Pauline Preston	Team Inspector
Dawn Irene Sadler	Peer Inspector
Ian Welsby	School 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.