



*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:**

**St Michael's School  
Bryn  
Llanelli  
Carmarthenshire  
SA14 9TU**

**Date of inspection: January 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:

<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.

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## Context

St Michael's School is an independent, non-selective day and boarding school for boys and girls aged 3 to 18 years. It was founded as a senior school in 1922. The preparatory school opened in 1981 and the early years department started in 1994, on the main school site. The proprietor of the school is Broadway Education.

The school is located on a large site in the village of Bryn on the outskirts of Llanelli. The majority of pupils come from within a 50-mile radius of the school. The school has two boarding houses, one of which is on-site and was newly opened in 2013. The older boarding house is about three miles from the school. The early years and pre-prep department moved to newly-furbished premises close to the main school in 2013.

There are currently 387 pupils on roll. Of these, 111 are in the preparatory school and 276 are in the senior school. Eight pupils joined the school in January 2014 to follow a five term A level course. Across the school, there are a few more boys than girls. Thirty pupils are full boarders and four board part-time. Almost all boarders are from Year 10 and above. Overall, the number of pupils has dropped from 431 at the time of the last inspection.

Around 40% of pupils are from a range of minority ethnic backgrounds. Almost 7% of pupils in the senior school speak English as an additional language. A very few pupils speak Welsh as their first language. The school identifies 11% of pupils as having special educational needs.

In 2013, all pupils progressed to higher education courses at the end of Year 13.

The school was last inspected in March 2008. The current headteacher took up post in September 2012.

## Summary

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

### Current performance

St Michael's is a good school because:

- at key stage 4 and post-16, pupils attain high standards in external examinations that place the school amongst the top performing schools in Wales;
- pupils of all abilities, including those with additional learning needs or who learn English as an additional language, make good progress;
- most pupils have well-developed speaking and listening skills;
- pupils behave very well and are keen to learn;
- teaching is good;
- pupils with additional learning needs receive appropriate care, support and guidance; and
- the school manages its resources well and provides value for money.

### Prospects for improvement

The headteacher provides sound leadership and direction to the work of the school. This includes promoting the ethos of high expectations for pupils' attainment within a close community. The strong commitment to this ethos contributes significantly to pupils' good standards and wellbeing. The directors provide effective business management support to the school.

Despite these good features, the school's prospects for improvement are judged as adequate because:

- there is too much variation in how leaders and managers undertake their responsibilities for evaluation and improvement planning;
- the school's improvement plan contains too many targets and does not prioritise clearly the actions to be taken in the short term;
- the school has made limited progress in addressing the recommendations in the last inspection report;
- the school's partnership working is under-developed and does not have a strong impact on pupils' outcomes; and
- the professional development needs of staff are under-developed because the school does not have systematic performance management arrangements.

## **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 most of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:
  - have regard to National Assembly guidance on health and safety responsibilities by providing certificates relating to gas and electric installation service checks; [3(4)]
  - have a satisfactory level of fire safety; [3(5)] and
  - deploy school staff to ensure the proper and effective supervision of pupils. [3(7)]

### **The suitability of proprietors and staff**

- The school meets the regulatory requirements for this standard.

### **Premises of and boarding accommodation at schools**

- 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 Schools Standards Regulations 2003 the school should:
  - have adequate security arrangements for the grounds and building; [5(d)] and
  - ensure that access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort. [5(h)]

### **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 Comply with the regulations for registration
- R2 Plan more effectively to develop pupils' literacy, numeracy and ICT skills to ensure continuity and progression in their learning
- R3 Ensure that leaders at all levels provide clear direction for improving standards and quality, and are accountable for their areas of responsibility
- R4 Establish robust and rigorous processes for self-evaluation and school improvement planning that take account of all aspects of the school's work
- R5 Improve arrangements to identify and meet the professional development needs of all staff

### **What happens next?**

Since the inspection report notes that the school does not meet one or more 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.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Across the school, pupils have a wide range of ability and they make good progress as they move through the school. By the time pupils leave school at the end of key stage 4 and post-16, their attainment in public examinations places the school amongst the highest performing schools in Wales.

In 2013, by the end of the pre-prep school, almost all pupils attained the expected level 2 in standardised tests in reading, writing and mathematics. A few pupils attained the higher level 3. At the end of key stage 2, all pupils attained the expected level 4 in standardised tests in reading and many attained the higher level 5. However, a very few pupils did not attain level 4 in writing and mathematics, and only around half of pupils attained the higher level 5. The data provided by the school shows that outcomes in these tests over the last three years have been variable.

In key stage 4, pupils' attainment at GCSE over the last three years has been well above that of the highest-performing maintained schools in Wales and local and national averages in all indicators. In 2013, almost all pupils achieved the level 2 threshold including English and mathematics and the core subject indicator (A\* to C grade in English, mathematics and science). Almost two-thirds of all GCSE entries were at the higher A\* /A grades. These are strong outcomes.

At post-16, pupils' performance has been consistently above the averages for Wales in each of the last three years, with 100% of entries achieving level 3. In 2013, 60% of A level entries were graded A\*/A and 73% of pupils attained at least one A\*/A grade. Many of these entries were in mathematics and science courses where most pupils attained the higher grades. A very few pupils were entered for and attained the higher grades in arts and humanity subjects.

In the last three years, no pupil has left the school without a recognised qualification. In 2013, at the end of key stage 4, most pupils continued in further education with 69% of pupils transferring to the school's sixth form. A very few pupils went into employment. Almost all pupils transferred to higher education courses at the end of the sixth form, while the others took a gap year.

There is no significant difference between the progress of boys and girls. Pupils with additional learning needs and those who learn English as an additional language make at least good progress and this is reflected in their attainment at GCSE.

In the lessons observed, most pupils make good progress. From a young age, almost all pupils listen attentively to the teacher and each other in lessons. They are thoughtful and follow instructions carefully. Throughout the school, most pupils have very good oral skills. They are confident and articulate. For example, in the pre-prep school, many pupils enjoy addressing their peers in assembly to promote their skills as potential members of the school council.

Older pupils have extensive vocabulary, and communicate and co-operate well with each other. They respond well to challenging questions when given the opportunity.

In the pre-prep school, pupils' reading skills are variable. More able pupils read confidently, with good expression, and enjoy the activity while a few beginners are still developing basic decoding skills. By the end of key stage 2, most pupils read fluently but do not always choose texts that match their reading ability. While standardised assessment data shows that most of these pupils read at above the expected level for their age, their progress and enjoyment are limited if a book is too easy or too difficult. Older pupils in the senior school have appropriate reading skills to access the curriculum.

In the pre-prep school, pupils' writing skills are under-developed. Although they begin to form letters and cursive handwriting correctly, their workbooks show few examples of extended writing in their own words, such as to retell a story. However, by the end of key stage 2, pupils write in a good range of genres. They write at length, construct stories effectively and use lively dialogue. Many senior school pupils present their work neatly and show a good command of spelling, punctuation and grammar. They write accurate extended work in a few subjects, for example in English and history.

Pupils' numeracy skills are very secure in mathematics. They apply these appropriately to produce charts and graphs in subjects such as science and geography. However, they do not apply and extend their use of numeracy across other subjects of the curriculum in line with their ability.

In information and communication technology (ICT) lessons, more able senior school pupils use a few applications accurately and effectively. However, overall throughout the school, pupils' ICT skills are underdeveloped.

Although pupils are highly motivated and work hard to improve, they do not develop their independent learning skills well enough. Across the school, they rely too much on the teacher and do not demonstrate enough ability to think for themselves in order to broaden their experience and increase the depth of their knowledge.

Pupils in the preparatory school develop an appropriate Welsh vocabulary, which they use to complete simple written tasks, such as labelling a picture. Standards in Welsh language are variable as pupils move through the senior school although, by the end of key stage 4, pupils speak confidently and they read and write about complex issues competently. A few pupils take GCSE Welsh language examinations and they achieve high outcomes.

### **Wellbeing: Good**

Pupils enjoy coming to school and say that they feel safe. They work well together and create a strong climate of support for each other. Pupils of all ages are keen to learn. They are confident in seeking assistance from teachers when required.

New pupils to the school are supported by an effective buddy system. This enables them to integrate quickly and feel part of an inclusive school community. For



example, boarding house pupils settle very readily and are positive about the warm welcome they receive.

Pupils behave very well around the school. They are polite, considerate, respectful and helpful, with a well-developed sense of respect for fellow pupils and adults. They listen attentively and courteously to the contributions of others.

The school councils are effective in both the preparatory and senior schools. These groups are currently considering how the school's reward system could be improved. They have been successful in raising money in support of various charities. Pupils are aware of how to make their views known through the school council. However, a few pupils would like greater feedback on the matters they have raised with council members.

Pupils understand the importance of eating healthily.

Many pupils in the senior school take part in community service for the Duke of Edinburgh's Award Scheme. Pupils have a strong awareness of their responsibilities as global citizens. They have respect for their own culture and the culture of other countries, gaining helpful insights from within the school community.

Attendance is good, averaging at just under 95% over the past three years across the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The curriculum in both the preparatory and senior schools meets the requirements of the Independent School Standards (Wales) Regulations 2003.

In the Early Years, the curriculum for the youngest pupils is effective in combining elements of the Foundation Phase with a more formal style of education. From the pre-prep upwards, the preparatory school provides an appropriate subject-based curriculum that is planned loosely around the requirements of the National Curriculum.

The senior school provides a suitable range of subject choices at GCSE. At A level, there is a focus on mathematics and science-related courses and, although the school offers courses in arts and humanities subjects, relatively few pupils choose to follow them.

The school makes good provision for pupils with additional learning needs and for those who learn English as an additional language. Generally, learning experiences meet the needs of most learners. However, opportunities for pupils to develop their communication and numeracy skills are not planned systematically enough to ensure continuity and progression. Provision for the development and progression of ICT skills across the school is at an early stage.

The school provides a small range of extra-curricular activities that includes, for example music and sporting activities.

There is appropriate provision for the teaching of Welsh as a second language throughout the school. Pupils may take the subject at GCSE and A level.

The Eco Schools committee is effective in raising awareness of issues of sustainability. There is no formal programme to develop global citizenship. However, pupils have a very good understanding of the wider world as issues arise quite naturally because of the culturally diverse school community.

### **Teaching: Good**

In most classes, teaching motivates pupils and ensures that most of them make good progress. Teachers have thorough subject knowledge and usually plan interesting lessons that include activities to interest and engage pupils well. They use an appropriate range of approaches and suitable resources effectively to enhance learning. Nearly all teachers have high expectations of pupils' behaviour and this helps to create a calm learning environment. Most teachers know their pupils well and respond successfully to their needs. However, the level of challenge teachers provide through planned activities does not always match pupils' abilities closely enough. For example, where only one activity is offered, it often fails to extend more able pupils, and less able pupils struggle to cope without support.

Most teachers mark pupils' work regularly and their positive written comments provide suitable encouragement. Many teachers give good-quality verbal feedback to pupils during lessons and this enables pupils to respond positively. A few teachers write comments that help pupils know what they need to do to improve their work, but this practice is inconsistent.

The school has a generally appropriate system for measuring pupils' achievement and progress, which includes standardised tests and in-house assessments. The school stores the information gathered from assessment appropriately and it is available for analysis. However, in its current form, it is not easy to extract and track the year-on-year progress of individual pupils, or obtain information about specific groups of pupils.

Regular written reports provide relevant information to parents about their children's achievement, and personal and social development. There are suitable opportunities for parents to discuss these reports and their child's progress with teachers at regular intervals throughout the year.

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

The school provides a supportive environment for all pupils. There are appropriate opportunities to develop pupils' spiritual, moral, social and cultural understanding within the school curriculum and during assemblies. For example, an assembly about the Holocaust allowed pupils time for reflection and enabled them to consider their responsibilities as representatives of the next generation. The curriculum ensures that pupils understand the importance of eating healthily and there are a few

opportunities for them to participate in sporting activities. However, planning for pupils' personal and social development is not systematic and it is not consistent across the school.

The school maintains a few effective links with specialist services. For example, the local police liaison officer delivers a programme of sessions that helps older pupils to understand issues such as driving safely and the impact of drugs and substance misuse.

Pupils receive relevant support when choosing courses at key stage 4 and the sixth form, and when applying for university places. Careers Wales attend option evenings to offer pupils additional guidance. Opportunities for pupils to experience the world of work are too limited.

The additional learning needs co-ordinator is developing effective systems throughout the school to identify and support pupils with additional learning needs. Pupils' individual educational plans have appropriate targets that staff review regularly. These processes support pupils to enable them to make good progress in their learning.

The school provides effective support for pupils who are learning English as an additional language. Individual support programmes are designed to meet pupils' needs and this support helps them to achieve successful outcomes.

Although the school has appropriate policies for child protection, the arrangements for the broader safeguarding of pupils give cause for concern. A few health and safety matters were raised with the school during the inspection.

### **Learning environment: Adequate**

The school is an inclusive community where pupils respect and support each other well. Pupil-led assemblies recognise and celebrate the cultural diversity of pupils in the school. This has a positive effect on learning when pupils from different backgrounds are able to share their experiences and develop other pupils' understanding. Pupils have equal opportunities to access all areas of the curriculum. They are confident that bullying is not tolerated within the school.

There is significant variation in the quality of the school's accommodation. For example, the newly established Early Years Centre provides a stimulating and well-maintained learning environment. However, a few classrooms in the main school are too small for the number of pupils or activities for which they are used and many are in need of improvement. There are health and safety concerns with regard to aspects of the accommodation. These were raised with the school during the inspection.

Overall, the school's resources are adequate. However, there is no indoor area suitable for the school to meet together or for sports activities and this impacts on the opportunities that the school can offer.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Adequate</b>
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**Leadership: Adequate**

The headteacher provides sound leadership and direction to the work of the school. Since her appointment in September 2012, she has sought to modify the roles of senior and middle managers so that greater emphasis is placed on accountability for standards and quality at all levels. At the same time, she has maintained the existing ethos of high expectations for pupils' attainment within a close community. The strong commitment to this ethos, which is shared by academic and pastoral staff, contributes significantly to pupils' good standards and wellbeing.

Senior and middle managers have generally responded well to the increased focus on accountability, although the rigour with which they undertake evaluation and improvement planning responsibilities varies too much. There is a clear structure of management meetings. These provide suitable opportunities for staff consultation and involvement in decision-making. They also help to ensure the generally efficient day-to-day operation of the school. However, they vary too much in the extent to which there is an appropriate balance of discussion about improving learning and organising day-to-day issues. As a result many do not give enough emphasis to promoting best practice in learning and teaching.

Teachers have up-to-date job descriptions. These define roles clearly but they do not always focus well enough on their responsibilities for improving standards and provision. The school is in the very early stages of introducing line-management arrangements. However, it is too early to evaluate the impact of recent modifications to management structures on pupils' standards and wellbeing.

Senior leaders and staff within the different sections of the school work together effectively. There is generally close liaison between staff with academic and pastoral responsibilities, which impacts positively on the standards pupils achieve. However, not all staff fully understand and fulfil their roles and responsibilities in relation to pupils' welfare.

The proprietors provide effective business management support to the school through, for example the provision of expertise in marketing and finance. The board ensures that financial management is robust. It provides effective challenge and support to the headteacher through the work of the executive director, who takes a very active part in monitoring the performance of the school and helping to determine its strategic priorities.

The school complies with most of the Independent School Standards (Wales) Regulations 2003.

**Improving quality: Adequate**

Under the leadership of the new headteacher, leaders and managers are beginning to develop an appropriate approach to gathering evidence to support self-evaluation and planning for improvement. The process draws on a relevant but limited range of first-hand evidence, including analysis of examination data, lesson observations,

scrutiny of pupils' work and faculty evaluations. Staff are aware of the school's self-evaluation report and improvement plan and have had some opportunities to contribute to the process. The recently written self-evaluation report describes many of the school's strengths, but it is not always evaluative enough and it does not identify the school's areas for development clearly.

The school improvement plan provides a broad overview of proposed future targets. However, it contains too many targets and it does not prioritise clearly the actions to be taken in the short term. Timescales and staff responsibilities are identified, but success criteria do not focus well enough on outcomes for pupils.

Since the last inspection, the school has made limited progress in addressing the recommendations in the report. Many of the areas identified as needing improvement then, such as developing pupils' ICT skills, self-evaluation and planning for improvement, are still issues requiring improvement now.

### **Partnership working: Adequate**

The school has useful links with parents. For example, it is supported well by its parent teacher association, which raises funds to provide resources. Pupils have benefited from the expertise of a few parents who help them prepare for university entrance by providing interview practice.

The school works with other schools and organisations, and makes use of local amenities to provide a few additional opportunities for extra-curricular activities, for example for pupils to participate in competitive sporting events.

Pupils are encouraged to develop life skills through the Duke of Edinburgh's Award scheme. They provide worthwhile support for local and national charities through activities organised by the sixth form charity committee.

The school liaises appropriately with a small range of outside agencies such as the police and Careers Wales to support pupils' health and social education.

The school is at an early stage in developing partnerships with other independent schools, for example with the proprietor's group of schools, to improve opportunities for staff professional development, but it is too soon to judge the impact.

Overall, the school's partnership working is under-developed and does not have a strong impact on pupils' outcomes.

### **Resource management: Good**

The proprietor's well-considered capital project planning has enabled the construction of the early years centre and new boarding accommodation. Along with effective promotion and marketing this has enabled the recent recruitment to the school of a significant number of pupils. The proprietor, headteacher and bursar ensure that the school's finances are managed well.

Careful financial planning has resulted in improvements in the quality of ICT resources, extending the available classroom accommodation and the retention of beneficial pupil-to-staff ratios. Across the school there are generally sufficient learning resources. In most respects, the school makes effective use of available classrooms and specialist accommodation.

The school has sufficient well-qualified and experienced staff who are deployed efficiently to meet pupils' needs. In several subjects, such as physical education, music, drama and modern foreign languages, specialist teachers enhance provision for pupils in the preparatory school.

The majority of staff have taken part in appropriate professional development activities. This is particularly the case for examination boards' subject-related training for teachers in the senior school. However, the school's procedures to identify and meet the professional development needs of staff are under-developed because the school does not have systematic performance management arrangements.

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

# Appendix 1

## Stakeholder satisfaction report

### Responses to learner questionnaires

#### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Yes Cytuno	No Anghytuno	
I feel safe in my school.	69	66 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	68	63 93%	5 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	69	63 91%	6 9%	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	69	62 90%	7 10%	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.	69	66 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	69	65 94%	4 6%	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.	68	67 99%	1 1%	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.	69	66 96%	3 4%	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.	69	62 90%	7 10%	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.	69	66 96%	3 4%	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.	68	47 69%	21 31%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		80%	20%	
Nearly all children behave well at playtime and lunch time	68	58 85%	10 15%	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.	104	68 65%	34 33%	2 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		61%	36%	2%	1%	
The school deals well with any bullying.	104	44 42%	49 47%	11 11%	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.	104	37 36%	52 50%	15 14%	0 0%	Mae gen i rywun i siarad â nhw os ydw i'n pryderu.
		41%	48%	9%	1%	
The school teaches me how to keep healthy	103	24 23%	52 50%	23 22%	4 4%	Mae'r ysgol yn fy addysgu ynghylch sut i gadw'n iach..
		26%	55%	16%	3%	
There are plenty of opportunities at school for me to get regular exercise.	104	36 35%	44 42%	23 22%	1 1%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		52%	37%	9%	3%	
I am doing well at school	104	48 46%	53 51%	3 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		35%	60%	4%	1%	
The teachers help me to learn and make progress and they help me when I have problems.	103	55 53%	46 45%	2 2%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.
		47%	48%	4%	1%	
My homework helps me to understand and improve my work in school.	104	36 35%	57 55%	8 8%	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.	104	39 38%	49 47%	14 13%	2 2%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
		45%	46%	8%	1%	
Pupils behave well and I can get my work done.	104	19 18%	67 64%	17 16%	1 1%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		22%	60%	14%	3%	
Staff treat all pupils fairly and with respect.	104	33 32%	41 39%	21 20%	9 9%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
		34%	47%	15%	4%	
The school listens to our views and makes changes we suggest.	104	19 18%	47 45%	32 31%	6 6%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
		16%	54%	22%	7%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I am encouraged to do things for myself and to take on responsibility.	103	49 48%	51 50%	2 2%	1 1%	Rwy'n cael fy annog i wneud pethau drosof 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..	104	50 48%	43 41%	9 9%	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.	104	50 48%	44 42%	7 7%	3 3%	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	104	53 51%	41 39%	10 10%	0 0%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
		44%	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	39	10 26%	22 56%	5 13%	2 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
		27%	49%	17%	8%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	1	0 0%	1 100%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y chweched
		32%	51%	13%	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.		73	31 42%	36 49%	6 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			65%	29%	4%	1%		
My child likes this school.		73	43 59%	29 40%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
			74%	23%	2%	1%		
My child was helped to settle in well when he or she started at the school.		73	41 56%	31 42%	1 1%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			75%	22%	1%	1%		
My child is making good progress at school.		73	36 49%	31 42%	2 3%	1 1%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			63%	31%	4%	1%		
Pupils behave well in school.		72	26 36%	43 60%	1 1%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			52%	39%	4%	1%		
Teaching is good.		72	32 44%	34 47%	4 6%	0 0%	2	Mae'r addysgu yn dda.
			59%	35%	3%	1%		
Staff expect my child to work hard and do his or her best.		73	40 55%	32 44%	0 0%	0 0%	1	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.		73	27 37%	37 51%	3 4%	2 3%	4	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%	35%	4%	1%		
Staff treat all children fairly and with respect.		72	35 49%	27 38%	3 4%	1 1%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			61%	28%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.		71	27 38%	36 51%	4 6%	0 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	35%	2%	1%		
My child is safe at school.		72	34 47%	33 46%	3 4%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			69%	28%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		68	29 43%	23 34%	7 10%	4 6%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			55%	30%	5%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	72	26 36%	40 56%	4 6%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	33%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	71	34 48%	28 39%	5 7%	3 4%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		64%	26%	7%	2%		
I understand the school's procedure for dealing with complaints.	73	22 30%	30 41%	9 12%	5 7%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	36%	8%	2%		
The school helps my child to become more mature and take on responsibility.	71	30 42%	37 52%	3 4%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		64%	31%	3%	0%		
My child is well prepared for moving on to the next school or college or work.	69	23 33%	29 42%	5 7%	2 3%	10	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		46%	29%	5%	1%		
There is a good range of activities including trips or visits.	71	32 45%	35 49%	3 4%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	31%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	54	16 30%	18 33%	0 0%	0 0%	20	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		36%	17%	2%	0%		
The school is well run.	68	22 32%	40 59%	6 9%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		57%	33%	6%	2%		

## Appendix 2

### The inspection team

Rosemary Lait	Reporting Inspector
Alan Lowndes	Team Inspector
Michelle Gosney	Team Inspector
Sarah Morgan	Team Inspector
Kenneth Underhill	Team Inspector
Debra Rockey	Peer Inspector
Chris Stockton	School Nominee

## Copies of the report

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