



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:

**Ffynone House School Trust
36 St James's Crescent
Uplands
Swansea
SA1 6DR**

Date of inspection: September 2013

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

Ffynone House School is a co-educational independent day school for pupils aged from 11 to 18 years. The school was founded in 1973. It is situated in the Uplands area of Swansea. The majority of pupils live in Swansea and the surrounding area ranging from the Gower to Port Talbot.

The school currently has 101 pupils, including 29 students in the sixth form. There are similar numbers of boys and girls. Approximately half of new pupils in Year 7 transfer from a neighbouring independent preparatory school, while most others join from local primary schools. The school's admissions policy is to accept pupils where it considers it can meet their educational needs appropriately.

There are nine pupils on the school's register of pupils with special educational needs. Most of these pupils have specific learning difficulties, such as dyslexia or speech, language and communication difficulties. There are two pupils who have a statement of educational needs.

Around 10% of the school's pupils are from a minority-ethnic or mixed-race background. There are 15 pupils for whom English is not their first language. Very few 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 nine full-time and 12 part-time teachers. There are a further six support staff, of whom two are part-time.

The school was last inspected in November 2006. Since the last inspection there have been significant changes to the school's proprietary arrangements. In 2007, a private education company became the proprietors of the school taking over ownership from Ffynone House School Trust. The current headteacher was appointed to her post in January 2009. In September 2010, the school ceased to provide education for pupils in Year 5 and Year 6.

In September 2012, Ffynone House School Trust resumed ownership of the school, which once again became a charitable trust. Four new trustees were appointed, three of whom are current parents. A governing council, which includes the trustees, headteacher, bursar and representatives of the parents and staff, oversees core areas of the school's work.

Summary

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

Current performance

Ffynone House School is a good school because:

- pupils achieve extremely high standards across the school with outstanding GCSE outcomes when compared with those of other schools, both in the independent and maintained sectors;
- most pupils show high levels of interest and apply themselves diligently to their work to make consistently good and often excellent progress in extending their knowledge and understanding and refining their skills;
- most pupils have particularly good communication skills and secure mathematical skills that they apply competently in a range of subjects across the curriculum;
- the curriculum builds effectively on earlier learning experiences and prepares pupils of all abilities well for the next stage of education or for employment;
- the quality of teaching is a particularly strong feature of the school's work; and
- the school provides a high level of care, support and guidance, which contributes well to pupils' health, wellbeing and learning.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong and purposeful leadership;
- the school's management team has an accurate understanding of its strengths and areas for improvement;
- the school improvement plan focuses appropriately on improving pupils' outcomes and enhancing provision;
- the school has made good progress in addressing the recommendations from the previous inspection; 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 Provide more opportunities for pupils to influence the school's work
- R2 Improve the quality of teaching and assessment further by promoting best practice more widely
- R3 Improve target-setting, tracking and monitoring arrangements
- R4 Ensure that performance management arrangements apply to all staff and support their professional development effectively
- R5 Strengthen quality improvement arrangements to ensure closer alignment between department and school improvement planning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Pupils achieve extremely high standards across the school.

At key stage 4, pupils' performance in GCSE examinations has been outstanding over the last three years. In this period, the percentage of pupils who attained the level 2 threshold including English and mathematics has been well above national averages. Performance in those indicators that include a wide range of qualifications has also been consistently above national averages. In each of the last three years, more than 95% of entries have been at grades A*-C. In 2012, all entries were at grades A*-C with 86% of entries at grades A*-B and 66% at the highest A*/A grades.

Unverified GCSE data provided by the school for 2013 show that about two-thirds of entries were at the highest A*/A grades. In both English and mathematics, about three-fifths of pupils attained A*/A grades while in biology and chemistry more than 90% of entries were at these grades. These outcomes are outstanding when compared with those of other schools, both in the independent and maintained sectors.

Value-added measures at GCSE over the last three years show that in many subjects, including the core subjects of English, mathematics, and science through biology and chemistry, pupils make good or very good progress relative to their prior performance.

At post-16, performance has been consistently above averages for Wales, particularly at the higher grades. In 2012, all pupils attained the level 3 threshold. There has been a steady improvement in the percentages of entries awarded grades A*-B and A*-C over the last three years. In 2012, more than 70% of entries were at grades A*-B with almost half of entries at the highest A*/A grades. Unverified data provided by the school for 2013 show that 84% of entries were at grades A*-B with about a third of entries at A*/A grades.

There is no significant difference in the relative performance of any specific groups of pupils. Pupils with additional learning needs make good progress in line with their abilities.

In the last two years, no pupil has left full-time education without a qualification. Almost all pupils remain in full-time education at the end of key stage 4 either at Ffynone or elsewhere. Most pupils proceed to higher or further education at the end of the sixth form.

In the lessons observed and in their coursework, pupils make consistently good and often excellent progress in extending their knowledge and understanding and refining their skills. Many pupils have extensive knowledge of the topics and aspects they study. They recall previous learning particularly well and use their knowledge

effectively to appreciate new concepts, offer explanations and solve problems. More able pupils ask perceptive questions that show depth in their knowledge and a desire to extend their understanding.

Most pupils have particularly good communication skills. They listen intently to the views and opinions of others. Most speak confidently, expressing their views with clarity in a mature manner. More able pupils are articulate and use an extensive and often sophisticated vocabulary. Most pupils read fluently, with good expression and effectively, for example to locate information, infer meaning, make deductions and draw conclusions.

Many pupils produce well-structured and extensive written pieces for a range of purposes, for example to inform, explain or persuade. More able pupils produce appropriately balanced and reasoned analyses using evidence well to support their views and opinions. A few less able pupils do not present their work well and make occasional spelling and grammatical errors.

Pupils make very good progress in developing their numeracy skills. They have secure mathematical knowledge and understanding, which they apply competently in a range of subjects across the curriculum. This includes using their numerical reasoning skilfully to solve subject-specific problems in different contexts such as calculating a restaurant bill in modern foreign languages or drawing graphs from experimental results in science. Most pupils recall number facts quickly and accurately and use efficient mental and written methods to solve number problems. Almost all pupils use appropriate measuring and data skills well in a range of contexts.

Wellbeing: Good

Pupils have positive attitudes to keeping healthy and safe. All pupils eat the healthy lunch provided by the school and are aware of the factors that contribute to a healthy diet and lifestyle. The majority of pupils take part regularly in a range of physical and sporting activities beyond those offered through the curriculum. All pupils feel safe from any form of harassment and bullying at the school.

Pupils throughout the school are consistently courteous and respectful towards each other and to adults, both in lessons and around the school. They are mature and often self-assured. Older pupils are particularly helpful towards new, younger pupils and this support helps new pupils to settle in well when they first join the school. Overall, attendance rates are very good. Pupils arrive at lessons promptly. They show high levels of interest in their work, applying themselves diligently and enthusiastically to their tasks. Pupils work together well in pairs or small groups, for example to discuss particular issues or to consider solutions to specific problems.

Pupils contribute well to the strong sense of community within the school and participate enthusiastically in activities in the wider community outside the school. Many pupils take part in regular fund-raising activities through organising events and collections for a range of charities agreed by all pupils. Through their participation in the Duke of Edinburgh's Award Scheme, pupils in Year 11 appreciate the value of community involvement, for example by visiting elderly residents in local care homes.

Many Year 10 pupils take an active part in arranging their work-experience placement for themselves. Pupils in this year group also take part in Young Enterprise and Young Dragon schemes. These activities help them to take responsibility for their own learning and to gain an understanding of their wider roles as effective citizens.

Pupils have made helpful suggestions that have led to specific improvements such as the introduction of a house system. However, the school council has only recently been re-formed and overall pupils do not have enough formal opportunities to contribute to decision-making about the school's work.

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

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

The curriculum is broad and balanced. It builds effectively on pupils' earlier learning experiences and prepares pupils of all abilities well for the next stage of education or for employment. The school provides a wide range of opportunities for pupils to obtain relevant qualifications at A-level, GCSE and in equivalent level courses in many subjects. Very often, this includes personalising the curriculum to accommodate pupils' choices despite the relatively small numbers of pupils.

The school is beginning to develop sound transition arrangements with local feeder schools to support pupils' progress between key stage 2 and key stage 3.

The school provides a suitable range of extra-curricular experiences that contribute well to pupils' personal and social development, and to their academic progress. These include the Duke of Edinburgh's Award Scheme, Spanish, sports, and music and drama activities.

In most lessons across the curriculum, there is a particular emphasis on ensuring that learning activities contribute to the development of pupils' literacy skills. For example, in every classroom there are very helpful prompt sheets that support pupils' understanding and use of language. The school's increasingly focused approach to developing pupils' literacy and numeracy skills is having a positive impact on the standards pupils achieve.

The school provides good opportunities for Welsh speaking pupils to practise and continue to develop their Welsh language skills.

Pupils have a good understanding of sustainable development and global citizenship. They recognise their own responsibilities for minimising waste and increasing recycling. Pupils' understanding of the wider world is promoted well through the curriculum and activities in form periods and assemblies.

Teaching: Good

The quality of teaching is a particularly strong feature of the school's work. Teaching is good or better in a high proportion of lessons. Teachers' extensive subject knowledge, infectious enthusiasm, detailed exposition and the high levels of mutual respect between teachers and pupils contribute significantly to engaging pupils and enable them to make particularly good progress.

In many lessons, teachers:

- set clear objectives and plan a variety of interesting and challenging activities, using a range of stimulating resources that captures pupils' imagination and promotes effective learning;
- explain new concepts clearly and ask probing questions that encourage pupils to think carefully and extend their understanding;
- organise constructive small group or paired activities and discussions that enable pupils to express their views and opinions and develop their communication skills well; and
- provide effective individual support that helps pupils to improve their work.

In the very few lessons where teaching has some shortcomings, this is because teachers occasionally talk too much, or set tasks that do not challenge or meet the needs of pupils of differing abilities well enough. As a result, in these lessons, there are not enough opportunities for pupils to learn independently and to extend their skills and understanding.

Teachers know their pupils well and provide constructive feedback during lessons that helps them make progress. In most cases, pupils' work is marked regularly and most teachers provide clear advice on how to improve. There is an appropriate focus on the correction of spelling and grammar in all subjects. However, there are limited opportunities for pupils to assess their own work or that of other pupils.

Teachers make appropriate use of data to inform their planning. The school uses standardised test results to set suitably challenging target grades for key stage 4 and sixth form pupils and has introduced appropriate arrangements to monitor pupils' progress against these targets. At key stage 3, target-setting and tracking arrangements are less well established.

Almost all parents feel well informed about their child's progress. There are regular opportunities for parents to meet with teachers to discuss the progress their child is making. Reports to parents provide helpful information about their child's progress. At key stage 4 and in the sixth form, many subject reports include clear advice for improvement that focuses largely on examination technique. At key stage 3, reports do not always indicate clearly enough how pupils can improve further.

Care, support and guidance: Good

The school provides a high level of care, support and guidance, which contributes well to pupils' health, wellbeing and learning.

Through the curriculum and extra-curricular activities such as the sports, fitness and dance clubs, and the range of healthy options on the daily lunch menu, the school encourages pupils to adopt healthy and safe lifestyles.

The school makes effective provision for pupils' spiritual, moral, social and cultural development. This includes many opportunities for pupils to reflect maturely on their own and other people's lives, beliefs and the environment. For example, the school has a clear focus on developing behaviours such as respect, tolerance and care. This approach is integrated well through the personal and social education programme, assemblies and form tutor times. Visiting speakers from a range of different faiths contribute well to pupils' spiritual and moral development.

Teachers know their pupils well and show a high level of care towards them. They provide appropriate and timely advice and guidance that helps pupils to make well-informed decisions, such as when making subject choices at key stage 4 and in the sixth form. Where appropriate, the school liaises closely with specialist services such as Careers Wales to help plan pupils' work experience placements or to provide advice about the next stage of a pupil's education.

The school's provision for pupils with additional learning needs is sound. In particular, the high level of targeted support arranged through the school's special education needs department helps these pupils to integrate well into school life and achieve strong outcomes. These pupils' individual education plans include suitable targets and are appropriate to each pupil's needs. They are reviewed regularly.

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

Learning environment: Good

The school has a strong, inclusive and supportive ethos. All pupils feel valued as members of the school community and there is a strong sense of mutual respect between pupils and staff.

In all aspects of its work, the school recognises and respects diversity. As a consequence, all pupils have good opportunities to take part in all activities. Pupils feel confident that any form of bullying and harassment will not be tolerated.

The school makes good use of its accommodation although there are some limitations, for example in the facilities for physical education. All specialist rooms and laboratories are well equipped. The school provides a good range of learning resources including up-to-date textbooks and information and communication technology equipment. All classrooms and public spaces have attractive wall displays, which celebrate pupils' work and achievements and support their learning effectively. All rooms are furnished and decorated to a good standard and provide a

stimulating working environment. The school makes good use of the sports' facilities at Swansea University for physical education lessons.

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

The headteacher provides strong and purposeful leadership for the school. Together with the trustees and governing council, the headteacher is successful in promoting a common vision for the school to staff, pupils, parents and the community. This vision is based on shared values, where individuals matter within a culture of high aspirations and a determination to succeed.

The headteacher's firm and caring leadership has provided stability and helped the school maintain excellent standards during a period of considerable uncertainty about the school's future. Through their commitment to the school and close co-operation, the headteacher, management team and staff have helped pupils to flourish in a supportive environment with a strong family ethos.

The school has an effective collegiate management structure. Teaching and support staff have specific job descriptions and understand their roles and responsibilities well. There is a clear structure of regular and purposeful meetings to ensure the efficient day-to-day operation of the school and which enable staff to contribute to promoting improvement.

The school has appropriate arrangements for supporting and managing the performance of teaching staff. These arrangements include peer mentoring and formal performance management procedures, which involve regular lesson observations that help identify teachers' professional development needs. Progress towards improvement is monitored appropriately and, where necessary underperformance challenged suitably. The school does not have formal arrangements to monitor the performance of non-teaching staff.

The school's trustees and governing council take a very active part in monitoring the performance of the school and planning for improvement. They have a secure knowledge of the school's strengths and are aware of those areas that require improvement. There are four sub-committees, which meet regularly to monitor important areas of the school's work such as education and wellbeing, and finance. Through the strong and productive links with the headteacher and staff, the trustees and governing council support the school effectively.

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

Improving quality: Good

Self-evaluation and improvement planning have developed well since the last inspection. The school seeks the views of parents and pupils regularly and uses data well to compare the school's performance with national indicators, similar providers and expected outcomes. As a result, the school's management team has an accurate understanding of its strengths and areas for improvement.

The school's self-evaluation report is generally evaluative and realistic in recognising strengths as well as identifying areas for improvement. Annual departmental reviews focus appropriately on standards and the extent to which subject-specific targets have been achieved. Information from these reviews and lesson observations is used to set departmental priorities and to identify staff training needs. However, the use of data to monitor outcomes is not applied consistently.

The school improvement plan provides a sound basis for development. It focuses appropriately on improving pupils' outcomes and enhancing provision as well as strengthening recruitment strategies. The plan identifies suitable targets for improvement, which are cross-referenced clearly to the self-evaluation report, resource allocation and responsibilities for carrying out specific actions. The plan does not always show how the impact of actions can be measured.

Subject departments also produce annual improvement plans that focus on their specific priorities. However, links between targets in departmental plans and the school improvement plan are not clear enough.

The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school works well with a range of partners to improve pupils' outcomes and wellbeing. There are particularly strong partnerships with parents that have helped the school move forward successfully following the change of proprietary arrangements.

Parents are extremely supportive and contribute well to the work of the school, for example through a very active parents' association. Most parents feel well informed about developments at the school and state that they can easily approach the school with any questions, to express their views or raise concerns.

The school is developing useful links with several local primary schools. For example, it has piloted a drama 'out-reach' programme and invited Year 4 pupils from local primary schools to visit the school to participate in a Shakespeare workshop.

The school collaborates effectively with a range of local and regional business, sporting and cultural organisations that provide beneficial opportunities and experiences for many pupils. These bodies include the Swansea Tennis Academy, Swansea City Football Club, and Swansea University.

Resource management: Good

The school manages its resources well. There are sufficient, well-qualified full-time and part-time staff who are deployed effectively to teach the school's curriculum. There are appropriate procedures to support teachers' professional development that link with their performance management targets and reflect whole-school and departmental priorities. The school is working with a range of partners to strengthen professional development opportunities and promote best practice within the school more effectively. These initiatives are at a relatively early stage.

The trustees together with the headteacher and bursar ensure that the school's finances are managed carefully and that expenditure is directed towards addressing the school's priorities. In recent years, for example there have been improvements to the school's information and communication technology resources. The school has produced short-term and medium-term financial plans. These plans focus appropriately on controlling expenditure robustly while developing strategies to increase revenue streams. This approach includes more effective promotion and marketing to increase pupil numbers, and establishing partnerships with a range of businesses and other bodies.

The school makes good use of its resources to achieve excellent outcomes for pupils and provide 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.

		Nifer o ymatebion Number of responses	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school.		102	86 84%	15 15%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			61%	37%	1%	1%	
The school deals well with any bullying.		96	63 66%	29 30%	4 4%	0 0%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
			34%	52%	11%	2%	
I have someone to talk to if I am worried.		101	67 66%	33 33%	1 1%	0 0%	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		98	28 29%	60 61%	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.		100	42 42%	49 49%	7 7%	2 2%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
			53%	36%	8%	3%	
I am doing well at school		101	64 63%	36 36%	1 1%	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	82 81%	19 19%	0 0%	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.		98	48 49%	45 46%	3 3%	2 2%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			26%	54%	15%	5%	
I have enough books and equipment, including computers, to do my work.		102	78 76%	24 24%	0 0%	0 0%	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.		101	57 56%	44 44%	0 0%	0 0%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			23%	60%	14%	3%	
Staff treat all pupils fairly and with respect.		101	80 79%	20 20%	1 1%	0 0%	Mae staff yn trin yr holl ddisgyblion yn deg a chyd

		Nifer o ymatebion Number of responses	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
			34%	47%	14%	4%	pharch.
The school listens to our views and makes changes we suggest.	94		40 43%	46 49%	7 7%	1 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
			16%	55%	21%	8%	
I am encouraged to do things for myself and to take on responsibility.	101		65 64%	34 34%	2 2%	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..	88		60 68%	24 27%	4 5%	0 0%	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.	101		73 72%	26 26%	2 2%	0 0%	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	96		72 75%	24 25%	0 0%	0 0%	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	32		17 53%	13 41%	2 6%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 new Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
			27%	48%	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	34		27 79%	7 21%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y cheched
			32%	50%	13%	5%	

Responses to parent questionnaires

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

		Nifer o ymatebion Number of responses	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.		32	30 94%	2 6%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			67%	27%	4%	1%		
My child likes this school.		31	30 97%	1 3%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
			75%	21%	2%	1%		
My child was helped to settle in well when he or she started at the school.		31	31 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			76%	21%	2%	1%		
My child is making good progress at school.		31	28 90%	2 6%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			64%	30%	4%	1%		
Pupils behave well in school.		31	28 90%	2 6%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			53%	38%	5%	2%		
Teaching is good.		31	30 97%	1 3%	0 0%	0 0%	0	Mae'r addysgu yn dda.
			60%	33%	3%	1%		
Staff expect my child to work hard and do his or her best.		31	31 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			71%	25%	2%	0%		
The homework that is given builds well on what my child learns in school.		31	30 97%	1 3%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddsygu yn yr ysgol.
			52%	34%	4%	1%		
Staff treat all children fairly and with respect.		31	29 94%	2 6%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			62%	27%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.		31	19 61%	12 39%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			62%	34%	2%	1%		
My child is safe at school.		31	30 97%	1 3%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			71%	26%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		31	28 90%	3 10%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			57%	29%	4%	2%		

		Nifer o ymatebion Number of responses	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.	31	24 77%	5 16%	0 0%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
		58%	32%	8%	2%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	30 94%	2 6%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		65%	26%	6%	2%			
I understand the school's procedure for dealing with complaints.	31	24 77%	6 19%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		49%	35%	8%	2%			
The school helps my child to become more mature and take on responsibility.	31	28 90%	3 10%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		66%	29%	3%	0%			
My child is well prepared for moving on to the next school or college or work.	31	22 71%	7 23%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		48%	29%	5%	1%			
There is a good range of activities including trips or visits.	31	20 65%	9 29%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		63%	30%	5%	1%			
The school makes good provision for its boarders and residential pupils. (where applicable)	11	3 27%	0 0%	0 0%	0 0%	8	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)	
		38%	15%	2%	1%			
The school is well run.	31	28 90%	2 6%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.	
		60%	30%	5%	2%			

Appendix 2

The inspection team

John F Thomas	Reporting Inspector
Denise Wade	Team Inspector
Eleanor Davies	Team Inspector
Michelle Gosney	Team Inspector
Paul Scudamore	Team Inspector
Rob Carnevale	Peer Inspector
Nicola Walker	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.