



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:

**Cardiff Muslim Primary School
Merthyr Street
Cathays
Cardiff
CF24 4JL**

Date of inspection: June 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 04/07/2014

Context

Cardiff Muslim Primary School is an independent day school, educating boys and girls from the ages of 4 to 11 years. The school was founded in 2006 and is a limited company, owned by Cardiff Muslim Primary School Ltd. The school is managed by a board of trustees and a new chair of the board was elected in April 2014. The school has a Muslim ethos and the curriculum includes the teaching of Arabic, the Qur'an and Islamic Studies. The school accepts pupils of all faiths and none. Currently, all pupils and staff follow the Islamic faith.

The school is situated close to the centre of the city of Cardiff in premises that had formerly housed a maintained primary school. There are currently 106 pupils in the school, including 59 pupils in the Foundation Phase and 47 pupils in key stage 2. There are currently six classes in the school with a mixed age class in years 5 and 6. Most pupils live in Cardiff and the surrounding area. Many pupils join the school at different stages either from other schools or from overseas.

The school operates through the medium of English although very few pupils speak English as their first language at home. Almost all pupils come from minority ethnic groups, with the majority from Africa, Asia and the Middle East. Their home languages include Arabic, Bengali, Somali, Urdu and a range of Pakistani dialects. About 17% of pupils receive support in learning English as an additional language. No pupils speak Welsh at home and the school does not include Welsh language teaching in the curriculum.

Pupils are interviewed by the headteacher for admission to the school. Pupils who enter the school have a wide range of ability. The school identifies about 8% of pupils as having special educational needs. There are no pupils with a statement of special educational needs.

The school was last inspected by Estyn in May 2008. The headteacher was appointed in September 2013.

Summary

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

Current performance

Performance at Cardiff Muslim Primary School is good because:

- most pupils attain good standards;
- all pupils in the school make good progress including those with additional learning needs and those who speak little English when they enter the school;
- most pupils develop good language skills, speak with confidence and make good progress in improving their reading and numeracy skills;
- most pupils engage well in lessons and are keen to learn;
- the curriculum is broad and balanced. It gives pupils suitable opportunities to develop their key skills appropriately, learn about the history and culture of Wales, as well as learn about their faith;
- all teachers establish good working relationships with their pupils and engage them well in learning; and
- the school provides a warm, welcoming and positive learning environment.

Prospects for improvement

The school's prospects for improvement are adequate. Its strengths include:

- the effective leadership of the headteacher;
- useful arrangements for managing the performance of teachers;
- the strong commitment of the staff and the board of trustees to the school and its future development;
- successful partnerships that impact positively on pupils' wellbeing; and
- the school's realistic self-evaluation and commitment to improving professional practice.

However, there are areas for improvement including that:

- roles and responsibilities for important aspects of the school's work are under-developed;
- the school's improvement plan does not link strongly enough with the areas identified for improvement in the school's self-evaluation report;
- the changes in the leadership of the board of trustees are very new and it is too early to evaluate the impact of their work on the school; and
- the school does not meet all the requirements of the Independent School Standards (Wales) Regulations 2003.

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

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:

- draw up and implement effectively a written policy to safeguard and promote the welfare of pupils at the school which complies with Welsh Government Guidance 'Safeguarding Children in Education' 2008 by the proprietor ensuring that the school has procedures for dealing with allegations of abuse against members of staff that comply with the locally agreed inter-agency procedures and all staff who work with children undertake appropriate training that equips them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, and that it is kept up to date by refresher training; [3(2b)] and
- safeguard and promote the health and safety of pupils on activities outside school by having regard to 'Educational Visits – A safety guide for learning outside the classroom' 2008, and improving risk assessment. [3(2c)]

The suitability of proprietors and staff

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

- prior to confirmation of their appointment, ensure that all necessary checks are carried out on members of staff and that outcomes are recorded carefully. [4bb and 4c]

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 Comply fully with the Independent School Standards (Wales) Regulations 2003
- R2 Provide more opportunities for pupils to develop their writing and presentation skills so as to raise standards
- R3 Improve the consistency of teaching and ensure that work is planned effectively to meet the learning needs of pupils of differing abilities
- R4 Review management responsibilities to address the current needs of the school
- R5 Ensure that the school's improvement plan reflects the needs identified through the self-evaluation process.

What happens next?

Since the school does not meet 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 will 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
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Standards: Good

Across the school, pupils have a wide range of abilities. Overall, they make good progress. This includes those with additional learning needs and those who speak little English when they enter the school. There is little difference in the standards achieved by boys and girls although more girls than boys achieve higher levels in English at the end of key stage 2.

Throughout the school, pupils make very good progress in developing their speaking skills. They address the class with confidence and enjoy practising using new English vocabulary.

In the Foundation Phase, most pupils make good progress in learning to form letters and use basic punctuation in their writing well. They enjoy useful independent group work where they discuss how to improve their sentences. In key stage 2, pupils develop good basic grammar, spelling and comprehension skills. They complete many formal exercises competently and make good overall progress in developing their skills in English. However, they do not transfer these skills well enough in their creative and extended writing. They do not develop their writing in a wide enough range of genres, for example in persuasive, instructional or letter writing. A few pupils do not always present their work well.

Overall, all pupils make good progress in reading in relation to their starting point, age and ability. In the Foundation Phase more able pupils read with good expression and have a clear understanding of the plot and characters in their books. Pupils of all abilities use appropriate strategies to decode unfamiliar words and understand how to use punctuation meaningfully.

In key stage 2, pupils read fluently and often with good expression. They know the difference between fiction and non-fiction books. Although they are less confident in using higher order skills, such as to skim a text, their progress in reading is good.

In their mathematical development, by the end of the Foundation Phase, many pupils understand place value of hundreds, tens and units and begin to tell the time correctly using the analogue clock. All pupils make good progress in developing numeracy skills in relation to their age and ability.

In key stage 2, pupils develop competence in the use of number, fractions and shape work well, producing an increasing volume of accurate examples. They set their number work out well and a majority show good understanding of basic computation. They use these skills effectively and accurately in science to measure temperature and forces, and produce bar graphs. More able pupils in year 6 work quickly and accurately in more complex tasks in mathematics.

Pupils develop reasonable skills in using information and communication technology (ICT) to word process and create presentations. However, they do not use ICT enough to learn how to manipulate and present data.

Pupils' performance in a range of regularly administered standardised tests, such as reading, English and mathematics, shows that, in most year groups across the school, almost all pupils attain good standards.

Over the last three years, at the end of the Foundation Phase, all pupils attained at least the level expected for their age. In 2013, 87% of pupils attained the higher level in English and 33% attained the higher level in mathematics.

At the end of key stage 2, in 2011 and 2012, all pupils attained the expected level 4 in mathematics and English. However, in 2013, the cohort of pupils was very small. There was a dip in the overall performance of these pupils, in line with their ability, with outcomes lower than in the previous two years. The school's on-going assessment of pupils' work in Year 6 indicates that almost all pupils are achieving a higher standard in 2014.

Wellbeing: Good

Across the school, most pupils show respect, care and concern for others. They engage well in their lessons and are keen to learn. Many pupils are able to maintain their concentration and persevere well to complete their work. Most pupils work well with others, share their thoughts and support each other readily to develop their ideas. The majority of pupils develop the skills to improve their own learning appropriately, for example, they use their thinking skills well when answering open-ended questions. Most pupils behave well. However, a very few pupils do not listen well enough when adults or other pupils are speaking and this sometimes disrupts the learning of others.

Nearly all pupils feel safe in school and most are confident that the headteacher and other teachers would deal with any issues appropriately. Most pupils arrive punctually for school and their attendance is satisfactory.

Nearly all pupils have a good understanding of how to keep themselves healthy. They understand the importance of eating a balanced diet and of taking part in regular exercise sessions.

Although only re-established in September 2013, the school council makes a suitable contribution to developing school life. Teachers listen to the views of school councillors and act on their suggestions such as, improving outside play resources and using the pupils' work to make classrooms brighter and more interesting.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

The school provides a broad and balanced curriculum that meets the Independent School Standards (Wales) Regulations 2003. Teachers use published schemes to

plan topics thoroughly and provide good learning opportunities for pupils of all ages. Lessons in Arabic, the Quran and Islamic studies enhance pupils' learning and reflect the character and ethos of the school successfully.

The school gives high priority to developing pupils' skills in mathematics and English. Planning provides appropriate opportunities for pupils to use and develop their reading, speaking and numeracy skills across all areas of the curriculum.

Through topic work and a wide range of trips and visits, the curriculum provides good opportunities for pupils to learn about history and geography. For example, pupils have learned about the Vikings and Tudors, and visited local historical sites such as St Fagan's Museum. Visitors to the school and special themed weeks also impact positively on pupils' enjoyment and understanding. The school makes valuable use of local amenities such as the museum and library. There is an appropriate range of extra-curricular activities that include, for example drama, art and karate clubs.

Since the last inspection, the school has improved the provision for physical education, for example by using specialist staff and offering swimming lessons at a local pool.

Pupils actively promote sustainable development through recycling and have received awards for their efforts. The school is successful in promoting global citizenship with pupils gaining caring certificates. Pupils regularly take part in activities to raise funds to help others in challenging circumstances in different parts of the world

Teaching: Adequate

All teachers establish good working relationships with their pupils. They share learning objectives appropriately at the start of the lesson, recap well on pupils' previous learning and generally engage pupils' interest effectively. Most teachers encourage pupils to develop and use language well.

A majority of teachers plan well to meet the different learning needs of all pupils in the class. These teachers have good subject knowledge and use questioning effectively to encourage pupils to think for themselves, for example in science where pupils learn to plan how to carry out an investigation. In good quality lessons, teachers plan interesting tasks that provide appropriate challenge and stimulate pupils' interest. They organise the class well to make effective use of support staff, as for example in Arabic lessons.

However, overall, the quality of teaching varies too much so that pupils do not all make enough progress. This is most commonly because teachers expect all pupils to complete the same task, regardless of the pupils' ability. Too often, teachers rely on worksheets and workbooks that do not allow pupils to write in their own words. As a result, although pupils develop good formal grammar and spelling skills, they do not have enough opportunity to use these creatively in extended writing. In a few lessons, teachers talk too much and do not hold pupils' attention or ensure that they listen well enough.

The school collects data on pupils' performance regularly and analyses this well. Teachers use the information appropriately to track individual pupil performance and, in the most effective lessons, plan the next steps in their learning. All teachers mark pupils' work conscientiously. In the best practice, comments show pupils what they need to do to improve. However, pupils have limited opportunities to assess their own and each other's work.

The school provides well-written annual reports for parents that give clear information about pupils' progress and advice about how their child can improve. Parents have the opportunity to respond and many parents provide the school with useful feedback.

Care, support and guidance: Adequate

The school's provision helps pupils to improve their physical and emotional wellbeing appropriately. The school places valuable emphasis on pupils' personal development and makes good provision for pupils' social, moral, spiritual and cultural development. Trips, visits and the curriculum all help pupils gain a comprehensive insight into their role in the wider community and help to promote understanding and tolerance. Whole school prayer sessions help pupils develop a strong sense of their Islamic identity and community. Circle time activities help pupils to explore their feelings and learn about respect, rights and responsibilities. In anti-bullying weeks, pupils learn that they have the right to be happy but also have the responsibility to ensure that their actions do not hurt anyone else. Pupils have suitable opportunities to learn about the importance of eating a healthy diet and taking care of themselves.

The school uses specialist services to provide information and guidance appropriately. For example, staff have received outside support and training from specialists to improve their understanding and practice of managing pupils' behaviour. The school uses on-entry assessment data appropriately to identify pupils with additional learning needs. Individual education plans and targets for those pupils who are new to English are appropriate. Parents are involved suitably in reviewing pupil progress and setting their future targets. However, the school does not currently have a member of staff to co-ordinate the additional needs provision and this has meant that in a few classes work is not always matched well enough to pupils' needs.

Although the school's arrangements for safeguarding pupils meet most requirements, a few safeguarding matters, which give cause for concern, were raised with the school during the inspection.

Learning environment: Good

The school provides a warm, welcoming and positive learning environment, with a strong and respectful Islamic ethos. Relationships are good between staff, pupils and visitors. Staff recognise the range of pupils' cultural backgrounds and respond skilfully to pupils' questions to help pupils develop an understanding of each other's differences.

In almost all the classes observed, boys and girls mix freely together and enjoy each other's company. Boys follow the Islamic tradition to lead daily prayers, but in other activities pupils have equal opportunities, for example to take responsibility or participate in games activities.

The accommodation is in a former Victorian primary school premises. Although the premises are secure and suitably maintained, some areas need updating. The school makes appropriate use of the space and resources available. Classrooms and common areas have a useful range of attractive displays to enhance the learning environment. Since the last inspection, the school has improved the playground provision by providing a covered area for outdoor learning, with suitable play equipment for younger pupils, and a separate games area.

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

The school's leaders and managers have a clear vision for the future development of the school in which pupils can develop their Islamic faith alongside their academic studies.

The recently appointed headteacher has led the school effectively since taking-up her post. In particular, she has been very successful in developing a whole school ethos following major changes in staffing during the previous year. Many teachers joined the school at the start of this academic year and they have worked together well with their colleagues as a whole school team, supporting each other effectively to develop the school.

Although the school's regular staff meetings are useful in establishing good communication, overall, leadership roles and responsibilities are under-developed. For example, the school has only recently appointed subject coordinators but has no coordinator for additional learning needs and there is no senior management team to support the leadership of the school.

The school has good and effective arrangements for managing the performance of teachers. These include a robust system of lesson observation and book scrutiny to identify any shortcomings in practice. Teachers are supported well to make the necessary improvements.

The board of trustees is strongly committed to the school and its future development. However, it is too early to evaluate the impact their work has had on the school. committee structure. The changes in the leadership of the board are very new. The school complies with almost all of the Independent School Standards (Wales) Regulations 2003.

Improving quality: Adequate

The school's self-evaluation report provides a clear and honest analysis of the work of the school. It uses appropriate evidence of pupils' achievements and draws on good evidence from a wide range of sources such as lesson observations and

surveys of pupils' and parents' views. It usefully identifies areas to be included in the future school improvement plan. However, the report underplays some strengths of the school, for example the thorough analysis of data and good practices in improving the standards of teaching through challenging and appropriate performance management. The report does not include an analysis of the extent to which the school meets the requirements for registration as an independent school.

The school's improvement plan for 2012 to 2014 has clear and measurable targets. It covers most of the core needs such as building the reputation of the school, improving its finances, improving the buildings and developing the staff. It also recognises the need to improve pupils' learning and the standards that they achieve. However, the plan has not been updated or reviewed in the current year and does not match the areas for development identified in the self-evaluation report produced recently.

The school has made good progress in meeting many of the recommendations of the previous inspection although in a few areas, such as improving opportunities for pupils to extend their writing skills, the recommendations have not been fully addressed.

Partnership working: Good

The school has good links with a range of partners who extend pupils' learning experiences, support their personal and social development and impact positively on their wellbeing. For example, the local community police officer helps pupils understand how to keep themselves safe and free from harm.

Parental partnerships are strong. Effective support from parents contributes well to the work of the school and the pupils' learning. Parents value the academic progress their children make and the significant contribution the school makes to their children's confidence.

The school works successfully with a local secondary school to develop effective transition arrangements. Year 6 pupils benefit from regular transition days during the summer term. Teachers from the secondary school deliver occasional maths, science, and information and communication technology lessons to learn about and form effective working relationships with the pupils. Teachers have had good opportunities to meet those from other local primary and secondary schools to share ideas and resources, and participate in training events. Staff are enthusiastic about these arrangements and value the chance to develop their professional expertise so as to improve the school. For example, following a review of marking practices at other schools, the staff revised and implemented a new whole-school marking policy.

Volunteers from the community and further education establishments support pupils' learning well.

Resource management: Good

The school has enough staff to meet its needs and deploys them effectively. Nearly all teachers and support staff have good academic and professional qualifications.

The school has good arrangements to meet the development needs of the staff. Most weekly staff meetings focus appropriately on the development needs of the school and the strategies that all staff should adopt to ensure that teaching and assessment practices are consistent and effective. Staff meetings also take good account of national initiatives to improve standards. Through these meetings the school is developing well as an effective professional learning community as staff learn good practice from each other.

The school's arrangements for monitoring and improving the performance of teachers also contribute well to meeting their development needs.

The school allocates its limited resources effectively through prioritising expenditure on its identified areas for improvement. For example, it has recently invested well in improvements in its ICT infrastructure to improve communication within the school and with parents.

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.	40	38 95%	2 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	33	22 67%	11 33%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		91%	9%	
I know who to talk to if I am worried or upset.	40	36 90%	4 10%	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	40	38 95%	2 5%	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.	40	36 90%	4 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	36	34 94%	2 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.	37	34 92%	3 8%	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.	40	39 98%	1 2%	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.	38	33 87%	5 13%	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.	37	26 70%	11 30%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		93%	7%	
Other children behave well and I can get my work done.	35	28 80%	7 20%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		79%	21%	
Nearly all children behave well at playtime and lunch time	40	22 55%	18 45%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		85%	15%	

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.		27	18 67%	8 30%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	32%	4%	1%		
My child likes this school.		28	18 64%	8 29%	1 4%	1 4%	0	Mae fy mhentyn 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.		28	19 68%	8 29%	0 0%	1 4%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			71%	26%	1%	1%		
My child is making good progress at school.		28	17 61%	10 36%	0 0%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			61%	33%	3%	1%		
Pupils behave well in school.		28	14 50%	11 39%	0 0%	2 7%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			51%	40%	4%	1%		
Teaching is good.		28	15 54%	11 39%	0 0%	1 4%	1	Mae'r addysgu yn dda.
			57%	37%	3%	1%		
Staff expect my child to work hard and do his or her best.		28	19 68%	8 29%	0 0%	1 4%	0	Mae'r staff yn disgwyl i fy mhentyn 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.		28	17 61%	10 36%	0 0%	1 4%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
			51%	36%	4%	1%		
Staff treat all children fairly and with respect.		28	22 79%	5 18%	0 0%	1 4%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			59%	31%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.		28	20 71%	7 25%	0 0%	1 4%	0	Cai ff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			59%	35%	2%	1%		
My child is safe at school.		28	19 68%	7 25%	1 4%	1 4%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
			67%	30%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		27	14 52%	8 30%	1 4%	1 4%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			53%	32%	4%	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.	28	14 50%	11 39%	1 4%	1 4%	1	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.	27	15 56%	10 37%	1 4%	1 4%	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.	27	14 52%	8 30%	2 7%	1 4%	2	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.	28	12 43%	12 43%	1 4%	1 4%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		62%	33%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	12 43%	11 39%	1 4%	1 4%	3	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.	28	18 64%	7 25%	2 7%	1 4%	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)	23	8 35%	7 30%	0 0%	1 4%	7	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		36%	22%	1%	1%		
The school is well run.	26	16 62%	8 31%	0 0%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		57%	34%	5%	1%		

Appendix 2

The inspection team

Rosemary Lait	Reporting Inspector
Eleanor Davies	Team Inspector
Liz Miles	Team Inspector
Jane Elizabeth Marie Stevens	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5 roles
Safina Omar	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.