



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:

**Howell's School
Cardiff Road
Llandaff
Cardiff
CF5 2YD**

Date of inspection: February 2015

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

Howell's School, Llandaff is an independent day school for girls from the age of three to 18 years and boys from 16 to 18 years. The sixth form is known as Howell's College and has been coeducational since September 2005.

Howell's School was founded in 1860 by the Drapers' Company. In 1980, Howell's School joined the Girls' Day School Trust, a charitable organisation that provides independent education in schools and a few academies across the United Kingdom. The Girls' Day School Trust is the school's proprietor. Most functions of governance are carried out centrally by the Girls' Day School Trust Council and chief executive. The school also has a board of local governors who provide additional support and advice.

The accommodation for the junior and senior schools is on one site that offers a range of specialist facilities and sports grounds. The college shares these facilities and has additional accommodation opposite the school.

There are currently 821 pupils on roll. These include 26 girls in the nursery, 250 girls in the junior school, 320 girls in the senior school and 225 pupils in the college, including 69 boys. There are no publicly-funded pupils in the school. Pupils travel to the school from a wide area of south Wales that includes Newport, Aberdare and Swansea.

A very few pupils speak Welsh as a first language at home. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh. However, all pupils in the junior school and in Year 7 study Welsh second language. Welsh is offered as an optional course from Year 8 onwards and a few pupils enter GCSE and A level examinations in the subject.

A few pupils speak languages other than English or Welsh at home. These include Arabic, Cantonese, Greek, Italian, Korean, Mandarin, Swedish, Indian and Pakistani languages. Almost all of these pupils speak English fluently when they first join the school and no pupils currently receive support in learning English as an additional language. About 20% of pupils are from minority ethnic groups. The school identifies 139 pupils as having additional learning needs. There are no pupils with a statement of special educational needs.

Entry to the school is selective. Young pupils undergo informal assessment to join the nursery or key stage 1. For entry to key stage 2 and key stage 3, pupils sit entrance tests that include mathematics and English. Entry to the college is dependent upon interview, GCSE grades and a pupil's previous school report.

The last inspection of the school was in November 2008. Since then, there have been changes to the structure of the leadership team. The core leadership team includes the principal, three deputy principals, an assistant principal, the director of finance and operations, and the director of development and marketing. There is also an extended leadership team that has been established to widen leadership roles at each key phase of the school.

The school describes its core purpose as 'nurturing excellence'. It states that its core principles are to 'encourage our learners to be confident, creative and compassionate'.

Summary

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

Current performance

The current performance of Howell's School is excellent because:

- Pupils achieve exceptionally high standards at all stages of their learning
- Performance in GCSE examinations at key stage 4 has been outstanding and well above expectations over the last three years
- Most pupils of all ages have excellent communication skills
- Pupils are extremely committed, mature and effective independent learners who engage confidently and productively in all areas of school life
- Learning experiences have an extremely positive impact on pupils' standards and wellbeing
- The extensive extra-curricular and enrichment programme contributes particularly well to pupils' academic progress and to their well-developed social and life skills
- Across the school, teaching is of a consistently high quality, building successfully on pupils' earlier learning and preparing them particularly well for the next stage of their learning
- The school's nurturing ethos, and its rigorous approach to health and safety and safeguarding pupils, helps them to become mature, self-assured and responsible contributors to society
- The school is a highly inclusive, multi-cultural and vibrant community where all pupils feel valued as individuals

Prospects for improvement

The school's prospects for improvement are excellent because:

- The principal and senior leaders provide decisive and purposeful leadership, promoting clear values and providing firm direction in pursuing the school's aim of 'nurturing excellence'
- There is a strong corporate commitment to the school's values and aims that underpins all areas of the school's work
- The proprietor of the school, the Girls' Day School Trust, provides extremely effective leadership
- The school uses a wide range of quality-assurance activities and processes to evaluate the effectiveness and impact of all areas of its work
- The improvement plan sets out clearly the school's high-level strategic direction and identifies an appropriate range of key priorities
- The school has a strong track record in improving the quality of provision and ensuring that pupils achieve excellent standards and high levels of wellbeing
- The school's collaborative partnerships with a wide range of stakeholders are

exceptional and contribute significantly to the development of pupils' and teachers' skills and experiences

- The school manages its resources exceptionally well with highly effective arrangements to develop the skills of its staff

Compliance with the regulations for registration

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

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

- R1 Improve the quality of individual education plans for pupils with additional learning needs to help staff assess pupils' progress more accurately
- R2 Strengthen quality improvement arrangements to ensure greater consistency across the school

What happens next?

Estyn will invite the school to prepare written case studies, describing the excellent practice identified during the inspection.

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

Howell's pupils achieve extremely high standards at all stages of their learning. At key stage 4 and post-16, pupils' performance in public examinations is outstanding when compared with that of other schools in both the maintained and independent sectors.

In the junior school, pupils' performance in a range of internally administered standardised tests, such as reading, writing, English, mathematics and science, is well above national averages. The data indicates that many pupils make significant progress and exceed expectations year-on-year. Work in junior school books shows that many pupils reach particularly high standards for their age.

In the senior school, at key stage 4, performance in GCSE examinations has been outstanding over the last three years. In 2014, almost all pupils achieved the level 2 threshold including English and mathematics, and the core subject indicator. These proportions are well above national and independent sector averages and above those of the highest-performing maintained schools in Wales. In each of the last three years, more than 70% of all GCSE entries have achieved the highest A*/A grades. Value-added measures at GCSE over the last three years show that pupils make particularly good progress relative to their abilities.

In the college, pupils' performance at A level has been consistently above averages for Wales, particularly at the higher grades. In each of the last three years, more than 80% of A level entries were at grades A*-B with more than 50% awarded the highest A*/A grades. Pupils make good progress relative to their prior attainment.

Pupils with additional learning needs make strong progress relative to their abilities.

In almost all lessons across the school, pupils make consistently good and often excellent progress in extending their knowledge and refining their skills. Many have a wide-ranging and deep understanding of the topics, concepts and issues they study. They apply this confidently in new contexts and to solve problems.

In 2014, no pupil left the school without a recognised qualification. At the end of Year 11, all pupils remained in full-time education. Almost all Year 13 pupils progress to higher education.

Most pupils have excellent communication skills. They listen intently to teachers' explanations and with consideration for the opinions of others. Many speak confidently and articulately, contributing particularly effectively to group or class discussions.

In the junior school nearly all pupils read fluently and with good expression. Older key stage 2 pupils skim texts quickly and extract specific information accurately from

the text. The quality of pupils' writing is outstanding. They write engaging and extended pieces, using a wide vocabulary, for a variety of purposes to support their work across the curriculum. By the end of key stage 2, most pupils present their work well, spell accurately and use punctuation appropriately.

As pupils progress through the senior school, they develop their literacy skills extremely well. They retrieve and synthesise information successfully from a range of texts, for example to explain and inform. Many make perceptive comments, producing well-considered interpretations and thoughtful, reasoned analyses of the texts they study. Many pupils produce accurate independent writing of a high quality and take great pride in the presentation of their work. They use a variety of techniques and employ a rich range of vocabulary to express their ideas and for effect, for example in creative or persuasive writing. Only a very few pupils make occasional spelling and grammatical errors.

Nearly all pupils in the junior school make good progress in developing numeracy skills in mathematics lessons over time. By the end of key stage 2, most have a secure knowledge of multiplication facts and use an appropriate range of methods to add, subtract, multiply and divide. Many use these skills confidently to solve complex problems. For example, they plan a holiday within a set budget, taking into account accommodation and travel expenses, food costs and activities.

As pupils progress through the senior school, they develop strong number and algebraic skills. They apply these very well in mathematics lessons. They also use their mathematical skills well in other subjects across the curriculum. For example, in science pupils use their algebraic skills effectively to manipulate formulae and solve problems. In other subjects, pupils use their data handling skills well to record and analyse data and they present findings accurately in graphical form.

By the end of key stage 2, most pupils achieve good standards in Welsh language. Younger pupils understand and respond to classroom instructions in Welsh and answer simple personal questions. Year 6 pupils use an extensive range of vocabulary related to familiar topics. They speak clearly and confidently, often with accurate pronunciation. Pupils studying Welsh in the senior school build well on these sound foundations. At key stage 4 and post-16, these pupils achieve high standards in Welsh second language GCSE and A level examinations.

Wellbeing: Excellent

Across the school, pupils are extremely committed, enthusiastic learners who take pride in their work and their achievements. They are mature and self-assured, engaging confidently and productively in lessons and other areas of school life. Most show high levels of self-discipline and are particularly successful independent learners. Pupils are courteous and respectful towards each other and adults. Overall, attendance rates are good.

Most pupils understand how to follow a healthy lifestyle and many take an active part in a range of extra-curricular physical activities. All feel safe in school and know whom to talk to if they have any concerns about their wellbeing.

Many pupils undertake leadership roles with maturity and commitment, for example working as part of the school council, through their involvement in pupil forums and as charity prefects. Their views and opinions influence many positive changes within the school. Many pupils contribute enthusiastically and benefit from the school's peer mentoring schemes. For example, pupils support each other particularly well as part of the school's transition arrangements and in developing their subject knowledge and skills.

Many pupils make significant contributions to life in the local community through their extensive fundraising activities for specific charities. Many develop highly-effective social and life skills through, for example, involvement in the school's own award schemes, and older pupils through taking part in the Duke of Edinburgh's Award.

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

Learning experiences have an extremely positive impact on pupils' standards and wellbeing. The school provides a broad and balanced curriculum that meets the Independent School Standards (Wales) Regulations 2003.

The junior school's creative approach provides pupils with a particularly broad and stimulating curriculum that focuses well on developing their skills and meets the needs and interests of all pupils successfully. The senior school curriculum builds effectively on these foundations and provides a broad range of courses at GCSE and at A level.

Throughout the school, schemes of work provide extensive opportunities for pupils to develop their literacy, numeracy and information and communication technology skills. Provision for developing pupils' literacy skills is highly effective. There are appropriate opportunities for pupils to apply their numeracy skills across the curriculum.

There is an extensive range of extra-curricular activities and a high-quality enrichment programme for pupils of all ages. These activities are complemented successfully by the innovative Howell's internal awards schemes. This programme provides pupils with valuable opportunities to participate in cultural, aesthetic and sporting activities as well as community work and charity events. It contributes particularly well to pupils' academic progress and to their well-developed social and life skills, and prepares them extremely well for future learning and employment.

The school provides valuable opportunities for pupils to develop their Welsh language skills in formal and social situations. The school promotes a strong awareness of the culture of Wales and the Welsh language.

Learning experiences contribute well to pupils' growing awareness of global citizenship, for example through activities such as fair trade and charity work, international links and visits. Pupils have a thorough understanding of sustainability through successful participation in eco-councils and specific award schemes.

Teaching: Excellent

Across the school, teaching is of an extremely high quality. In almost all classes, the quality of teaching is good or better. It builds successfully on earlier learning and prepares pupils particularly well for the next stage of their learning. Teaching is characterised by high levels of mutual respect and extremely constructive working relationships between teachers and pupils.

Teaching often has excellent features. These include teachers' extensive subject knowledge and the high expectations they have of pupils of all abilities. Teachers' detailed explanations and probing questioning help pupils to think carefully, engage in productive dialogue, draw links with earlier learning, and acquire an extensive understanding of new concepts and subject skills.

In many classes, teachers plan a range of challenging and interesting tasks. They employ a variety of resources and stimulus materials that capture pupils' imagination and take note of pupils' differing learning styles and abilities. These engage pupils effectively and provide them with regular opportunities to learn independently and solve problems. In particular, teachers meet the needs of pupils of different abilities through careful organisation of groups and appropriate levels of support. There is an extremely strong focus across the school on extending pupils' communication skills and on providing regular opportunities for pupils to write high-quality pieces for a range of purposes.

In a very few classes, learning activities do not engage or challenge pupils well enough or ensure pupils have a strong grasp of new concepts.

Pupils receive frequent and constructive verbal feedback about how they are doing that reinforces their understanding and helps them make progress. In a minority of classes, well-designed peer assessment activities, linked to clear criteria, help pupils to appreciate how they can improve their work. In most classes, teachers mark pupils' work regularly. In many cases, teachers' comments indicate how well pupils are doing and include precise subject-specific comments to help them improve the quality of their work.

There are well-designed arrangements to set suitable, challenging targets for pupils and to assess and monitor their progress. This helps teachers to identify those pupils who are not achieving in line with their potential and to provide appropriate support and challenge for them.

Reports to parents are detailed and provide a clear indication of pupils' progress in each area of the curriculum. In many cases, teachers' comments offer clear advice and helpful targets for improvement.

Care, support and guidance: Excellent

Ensuring consistently high levels of pupil wellbeing is at the heart of the school's work. The school's nurturing ethos and its rigorous approach to health and safety and safeguarding pupils help them to become confident, mature and responsible contributors to society.

Policies and arrangements to support pupils' wellbeing are detailed and relevant. School leaders review them regularly to reflect best practice. Provision to support pupils' spiritual, moral, social and cultural development is of a high quality. The school's induction programmes for pupils are particularly well designed and innovative. They ensure an extremely smooth transition and enable those entering the school at any time to settle well and familiarise themselves quickly with the staff, buildings and routines.

The school uses the expertise of an extensive range of specialist services to enhance pupils' learning and wider experiences. These professionals often provide highly-individualised guidance. For example, a performance coach offers advice and guidance for college pupils preparing for university interviews and there are customised arrangements, where necessary, to help pupils to overcome anxieties at examination time. Parents and other professionals with particular expertise provide beneficial support such as to inform pupils about possible future careers and to raise aspirations from an early age.

Teachers know pupils' capabilities extremely well. As a result, they are quick to identify pupils who are not making appropriate progress. The school approaches pupils' difficulties flexibly and adapts the learning environment and the curriculum sensitively, where necessary, to meet their particular needs.

Where pupils have specific learning difficulties such as dyslexia, they receive specialist support in withdrawal sessions. This individualised approach helps those pupils with the greatest learning needs to access the curriculum, make good progress and achieve well. A few pupils have individual education plans that provide helpful strategies for staff to use to support them in class. However, targets are not always precise enough and as a result it is difficult for teachers to evaluate pupils' progress accurately.

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

Learning environment: Excellent

The school is a highly inclusive, multi-cultural and vibrant community where all pupils feel valued as individuals. The importance of showing respect to others permeates all aspects of the school's work. Staff promote diversity highly effectively through a range of activities and themed topics. All pupils have equal access to the curriculum and the wide range of enrichment activities available. The school is extremely successful in challenging stereotypes. This has a positive impact on the choices that older pupils make in respect of the subjects they study and the careers they choose to follow.

The extensive buildings and grounds are maintained to a high standard. The teaching accommodation is exceptional, providing outstanding facilities for all areas of the curriculum. The extensive outdoor areas for junior school pupils provide plentiful opportunities for outdoor learning and physical activities. Across the school, there are vibrant displays that support pupils' learning well and celebrate their achievements.

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

The principal and senior leaders provide decisive and purposeful leadership. They work together exceptionally well to promote a clear ethos and values and to provide firm direction in pursuing the school's aim of 'nurturing excellence'. Across the school, there is a shared commitment to these values that contributes substantially to the outstanding standards pupils achieve and their high levels of wellbeing.

The recently-revised management structure meets the needs of the school well. A wide range of staff contribute effectively to strategic decision-making.

Communication within the school is highly effective. Through a comprehensive range of detailed policy documents, specific job descriptions and a systematic cycle of meetings and briefings, senior leaders set out clear expectations and hold staff appropriately to account. Extensive use of electronic media helps ensure that all staff, pupils and parents have relevant and up-to-date guidance and information about the school's work.

Leaders at all levels collect a comprehensive range of information and data about aspects of teaching and learning. They use this well to monitor, analyse and review all aspects of teachers' performance. Where senior leaders identify aspects of underperformance in teachers' work, they address these appropriately.

Leaders strive constantly to improve the school's practices. They are keen to innovate but do so in a considered way, for example through working parties of staff to promote best practice. Leaders use an appropriate range of carefully-conducted surveys and consultation with staff, for example to determine ways in which they can continue to improve levels of communication and the management of staff wellbeing.

The proprietor of the school, the Girls' Day School Trust, provides extremely effective leadership. It monitors all aspects of the school's work rigorously and uses a broad range of key performance indicators well to challenge leaders robustly to bring about further improvement, particularly about any planned strategic developments. Together with the principal and local board of governors, the Trust sets out clearly the school's strategic direction and its key priorities. The Trust provides strong support for the school in its provision of legal, personnel, professional development, and management services.

The local board of governors supports the work of the Trust effectively. Governors use their local knowledge well to both support the school and to ask searching questions about the impact of any change in the Trust's practices.

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

Improving quality: Good

Self-evaluation and strategic planning are integral components of the school's work and play an important part in ensuring that pupils achieve excellent outcomes.

The school uses a wide range of quality assurance activities and processes to evaluate the effectiveness and impact of all areas of its work. These approaches include the rigorous analysis of performance data, findings from lesson observations and scrutiny of pupils' work, and evaluations of the quality of schemes of work. The analysis of performance data is comprehensive and includes instructive comparisons with national and Girls' Day School Trust benchmarks, as well as evidence of progress compared with prior attainment. The views of pupils, parents and staff are considered well. In particular, the school reflects carefully on the specific concerns of both teaching and non-teaching staff through its wellbeing committee and through the findings of externally commissioned surveys.

The school's self-evaluation report covers all areas of the school's work and uses a wide range of evidence to support its judgements. The report is evaluative and identifies clearly particular strengths and areas for improvement.

The school's improvement plan is produced in conjunction with the Trust. It sets out clearly the school's high-level strategic direction and identifies a range of key priorities. These include sustaining a high-performance culture and 'ensuring happiness' in the school. These priorities and the supporting actions focus well on improving pupils' outcomes and enhancing the quality of provision.

Middle leaders play an important role in planning for improvement. All staff are involved in these processes and the findings identified help inform departmental plans and, where appropriate, the school's strategic plan.

Although the school places an important emphasis on its quality assurance processes, in a few instances these are not fully robust. As a result, the school's self-evaluation report does not highlight in-school variation between subjects and across key stages clearly enough, and a few departmental reports do not indicate sharply areas for improvement. Overall, improvement plans do not provide enough specific measurable success criteria and, in a few cases, time frames given for action points are too vague.

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

Partnership working: Excellent

The school's approach to developing collaborative partnerships with a wide range of stakeholders is exceptional. These partnerships contribute significantly to the development of pupils' and teachers' skills and experiences.

The school's links with nearby primary and secondary schools as well as local businesses and community organisations are extremely strong. Around 1,500 pupils and staff from maintained schools benefit from an extensive array of well-planned

programmes that develop pupils' literacy, numeracy, scientific, thinking and entrepreneurial skills effectively. For example, pupils from local primary schools benefit from participating in public-speaking workshops and competitions organised in conjunction with the English Speaking Union.

Specific and well-planned arrangements with local schools provide many pupils with valuable opportunities to develop their physical and social skills through activities such as tag rugby, lacrosse, and netball. The school organises very successful 'girls only' football festivals developed in partnership with Cardiff City Ladies' Football Club.

Partnerships with parents are strong. Regular newsletters, email contacts and an open-door policy assist effective communication between parents and the school. Parents are extremely supportive of the school and many contribute effectively to the school's work. The well-established parents' association helps provide pupils with beneficial insights about careers in areas such as law, medicine, journalism and business.

Many staff benefit from a comprehensive range of professional development opportunities acquired through links with other schools in the Girls' Day School Trust and also in the maintained sector.

The school's commitment to engage with other schools to promote best practice is a powerful driving influence that impacts extremely positively on pupils' experiences both in and beyond the school.

Resource management: Excellent

The school manages its resources exceptionally well. Its partnership with the Girls' Day School Trust enables the school to balance its day-to-day operation with its future development needs. Management of the school's finances is robust and enables the school to invest prudently to continue to improve many parts of the estate and its high standards of accommodation.

The school deploys its well-qualified staff efficiently to provide high-quality teaching and pastoral support. The school's systems for developing the skills of its staff are highly effective. They are systematic and based carefully on a thorough analysis of the aspirations of individual staff and school priorities. Staff benefit greatly from the extensive range of professional development opportunities organised either within school or through the Trust.

The school makes exceptionally good use of its resources to achieve excellent standards and high levels of wellbeing for its pupils. It 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.	44	44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	44 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	37 84%	7 16%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		95%	5%	
The school teaches me how to keep healthy	44	43 98%	1 2%	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.	44	44 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	44	44 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		97%	3%	
The teachers and other adults in the school help me to learn and make progress.	44	44 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	2%	
I know what to do and who to ask if I find my work hard.	44	44 100%	0 0%	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.	44	38 86%	6 14%	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.	44	40 91%	4 9%	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.	44	33 75%	11 25%	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	44	40 91%	4 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		85%	15%	

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.		132	106 80%	26 20%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			65%	33%	1%	1%	
The school deals well with any bullying.		131	68 52%	57 44%	5 4%	1 1%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
			39%	50%	10%	2%	
I have someone to talk to if I am worried.		132	55 42%	67 51%	10 8%	0 0%	Mae gen i rywun i siarad â nhw os ydw i'n pryderu.
			43%	48%	8%	1%	
The school teaches me how to keep healthy		130	36 28%	79 61%	14 11%	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.		132	90 68%	39 30%	3 2%	0 0%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
			54%	36%	8%	2%	
I am doing well at school		132	48 36%	76 58%	7 5%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
			35%	59%	4%	1%	
The teachers help me to learn and make progress and they help me when I have problems.		132	89 67%	43 33%	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.
			51%	45%	3%	1%	
My homework helps me to understand and improve my work in school.		132	63 48%	58 44%	11 8%	0 0%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			29%	53%	13%	4%	
I have enough books and equipment, including computers, to do my work.		132	103 78%	29 22%	0 0%	0 0%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
			49%	43%	7%	1%	
Pupils behave well and I can get my work done.		132	63 48%	67 51%	2 2%	0 0%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			26%	59%	13%	3%	
Staff treat all pupils fairly and with respect.		131	57 44%	64 49%	9 7%	1 1%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
			37%	47%	12%	4%	
The school listens to our views and makes changes we suggest.		128	43 34%	76 59%	9 7%	0 0%	Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
			18%	53%	22%	7%	
I am encouraged to do things for myself and to take on responsibility.		132	93 70%	36 27%	3 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a derbyn cyfrifoldebau.
			47%	48%	5%	1%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school helps me to be ready for my next school, college or to start my working life..	132	86 65%	41 31%	5 4%	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.
		44%	46%	8%	2%	
The staff respect me and my background.	132	83 63%	49 37%	0 0%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		47%	46%	6%	1%	
The school helps me to understand and respect people from other backgrounds	131	85 65%	45 34%	0 0%	1 1%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
		46%	48%	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	24	16 67%	7 29%	1 4%	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
		29%	48%	17%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	67	25 37%	34 51%	8 12%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y chweched
		34%	48%	13%	4%	

Responses to parent questionnaires

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

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.		353	254 72%	93 26%	5 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
			65%	30%	3%	1%		
My child likes this school.		352	266 76%	81 23%	3 1%	1 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
			72%	25%	2%	1%		
My child was helped to settle in well when he or she started at the school.		353	279 79%	70 20%	3 1%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			74%	24%	1%	1%		
My child is making good progress at school.		352	247 70%	94 27%	5 1%	1 0%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			63%	32%	3%	1%		
Pupils behave well in school.		354	211 60%	124 35%	7 2%	1 0%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			55%	38%	3%	1%		
Teaching is good.		353	225 64%	115 33%	7 2%	0 0%	6	Mae'r addysgu yn dda.
			59%	36%	2%	1%		
Staff expect my child to work hard and do his or her best.		350	270 77%	71 20%	6 2%	1 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
			72%	25%	2%	0%		
The homework that is given builds well on what my child learns in school.		350	221 63%	111 32%	6 2%	0 0%	12	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.
			54%	35%	3%	1%		
Staff treat all children fairly and with respect.		353	227 64%	106 30%	8 2%	1 0%	11	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			61%	30%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.		353	209 59%	121 34%	12 3%	0 0%	11	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			59%	35%	3%	1%		
My child is safe at school.		352	270 77%	79 22%	0 0%	1 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
			70%	28%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		343	195 57%	102 30%	15 4%	0 0%	31	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			54%	32%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	353	204 58%	125 35%	17 5%	4 1%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	35%	6%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	354	255 72%	83 23%	12 3%	1 0%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		66%	26%	5%	2%		
I understand the school's procedure for dealing with complaints.	351	155 44%	132 38%	15 4%	1 0%	48	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		47%	37%	6%	1%		
The school helps my child to become more mature and take on responsibility.	354	257 73%	83 23%	6 2%	0 0%	8	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		65%	30%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	344	203 59%	83 24%	9 3%	1 0%	48	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		49%	30%	4%	1%		
There is a good range of activities including trips or visits.	351	245 70%	95 27%	8 2%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	32%	4%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	178	39 22%	16 9%	1 1%	0 0%	122	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		33%	19%	1%	0%		
The school is well run.	350	240 69%	99 28%	6 2%	1 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	4%	1%		

Appendix 2

The inspection team

Mr John F Thomas	Reporting Inspector
Mrs Sarah Jane Morgan	Team Inspector
Ms Eleanor Davies	Team Inspector
Mr Robert Davies	Team Inspector
Mr Vaughan Elwyn Williams	Team Inspector
Mrs Linda Jane Williams	Peer Inspector
Mrs Judith Ashill	Nominee
Mr Paul Scudamore	Independent School Standards (Wales) Regulations 2003

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.