



*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**

**Coleg Llanymddyfri  
Queensway  
Llandovery  
Carmarthenshire  
SA20 0EE**

**Date of inspection: March 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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**Publication date: 10/05/2013**

## Context

Llandoverly College is a co-educational independent boarding and day school that was established in 1848. It is situated in the town of Llandoverly in Carmarthenshire. The school caters for pupils aged from four to 18 years. The preparatory section, for pupils aged from four to 11 years, and the secondary section of the school are housed in separate buildings on the same site.

There are currently 294 pupils on roll. These include 69 pupils in the preparatory school. In the secondary school, there are 225 pupils, including 80 sixth form students. Almost two-thirds of pupils are boys although the proportion varies between different age groups.

Most pupils come from the wider local area stretching from Llanelli, Ammanford and Lampeter into Carmarthenshire and towards Pembrokeshire. A minority of boarders are drawn from the rest of Wales, other parts of the United Kingdom and overseas.

About 6% of pupils, almost all of whom are in the secondary school, are from minority-ethnic backgrounds. A very few pupils, largely in key stage 3 and key stage 4, speak English as an additional language. Slightly fewer than 8% of pupils in the preparatory school, and around 6% of pupils in the secondary school, speak Welsh as a first language or to an equivalent standard.

There are 49 pupils on the school's register of pupils with special educational needs. Most of these pupils have specific learning difficulties, such as dyslexia and dyspraxia. No pupil has a statement of special educational needs.

The preparatory school considers the admission of pupils through the use of national standardised tests. Pupils wishing to enter the secondary school are assessed in English, mathematics and non-verbal reasoning. Pupils wishing to be admitted to Year 9 and Year 10 are expected to be capable of gaining at least eight GCSEs at grade C or above. Students admitted to Year 12 are expected to have gained six or more GCSE passes at grades C or above.

Lessons are in English. The school teaches Welsh as a second language to all year groups in the preparatory school. In the secondary school, Welsh is taught as a first and second language in Year 7 and Year 8, and is offered as an option to pupils in Year 9 to Year 13.

The school was last inspected in October 2006. The current warden (headteacher) was appointed in April 2012. Following liquidation procedures in July 2012, a new Board of Governors was established to replace the previous Board of Trustees.

Because of the legalities of liquidation no member of the previous Board of Trustees is involved in the new company. It is only in the last few months that the membership, structure and terms of reference of the new Board of Governors and its sub committees have been finalised.

## Summary

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

### Current performance

The good features in the school's work include:

- consistently good performance in external examinations at key stage 4 and post 16;
- the progress most pupils make in the majority of lessons in developing their knowledge, understanding and skills;
- pupils' high levels of wellbeing, well-developed sense of the school as a community and positive attitudes to learning;
- the broad and balanced curriculum supported by an extensive and varied extra-curricular programme;
- the high level of care and support that contributes effectively to pupils' standards and wellbeing, and to the development of their personal and social skills; and
- the inclusive, supportive and nurturing community within which diversity is respected, and the valuable opportunities provided for pupils to explore and celebrate other cultures.

However, current performance is judged as adequate overall because:

- in a minority of lessons, pupils do not make enough progress because teaching does not engage or challenge them fully;
- strategies to develop pupils' literacy, numeracy and information and communication technology skills across the curriculum are not planned well enough; and
- the quality of marking and feedback to pupils varies too much.

### Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- the warden has a well-communicated vision for securing the school's future, and provides purposeful leadership and clear direction to the school's work;
- the revised management structure is helping to define roles, expectations and levels of accountability more clearly;
- senior leaders have a realistic understanding of the school's strengths and areas for improvement; and
- very recently a more robust culture of self-evaluation and improvement planning has been instituted throughout the school.

However:

- many of the new processes and structures are too recent to have their planned impact;

- the school development plan does not focus explicitly on standards and does not prioritise and set out clearly the actions to be taken in the short term; and
- the school has made limited progress in addressing the recommendations from the previous inspection.

## **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 planning for pupils to apply their literacy, numeracy, and information and communication technology skills across the curriculum
- R2 Improve the quality of teaching to match best practice in the school and, in particular, to challenge more able pupils
- R3 Improve the quality and consistency of marking and assessment so that pupils understand how well they are doing and receive clear advice that helps them to improve
- R4 Ensure that managers at all levels give clear direction for improving standards and quality and are accountable for their areas of responsibility
- R5 Increase the rigour and consistency of self-evaluation and improvement planning arrangements

### **What happens next?**

Estyn advises the proprietor to amend the current development plan to show what action 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

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Pupils achieve generally good standards across the school.

Data from standardised tests provided by the school indicate that the majority of preparatory school pupils achieve appropriate standards in relation to their age and stage of development.

At key stage 4, performance in GCSE examinations has been good over the last three years. In 2012, the percentage of pupils who attained the level 2 threshold including English and mathematics was well above national averages. Data provided by the school shows that the percentages of pupils entered for GCSE examinations who achieved the level 2 threshold and the core subject indicator were also well above national averages. In each of the last three years, more than 80% of entries have been at grades A\*-C with around 60% of entries being at the higher A\*-B grades. Around 35% have been at grades A\*/A. These figures are well above national averages. In 2012, no pupil left the school without a recognised qualification.

At post-16, students achieve well and broadly in line with their ability. In 2012, 64% of all entries were at grades A\*-B with 30% awarded the highest A\*/A grades. These figures are above the averages for Wales.

Value-added measures at GCSE and A level over the last three years show that pupils make generally good progress relative to their prior performance.

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

In the majority of lessons and over time, most pupils make sound or better progress in line with their abilities. They recall their previous knowledge well and acquire a secure understanding of new concepts and topics. They apply their earlier learning effectively to solve problems. However, in many lessons, more able pupils do not make enough progress.

Pupils of all ages develop their communication skills well. Most pupils listen attentively to teachers' instructions and the views and opinions of other pupils. Most pupils across the school speak confidently and clearly, using a good range of vocabulary, and the majority express their ideas articulately. Pupils speaking English as an additional language make good progress.

Generally, pupils in the preparatory school develop their reading skills well, although a minority do not use a wide enough range of strategies to decode words. As they progress through the school, pupils read with increasing accuracy and

understanding. Most enjoy reading an appropriate range of books. By the time they are in key stage 3, most pupils read fluently and with increasing expression, clarity and understanding. They locate information from a range of texts with many pupils selecting and analysing information well to draw reasoned and balanced conclusions. More able pupils use inference well, for example to make suitable deductions.

Nursery and reception pupils understand that writing conveys meaning. By the end of key stage 2, many pupils write well for their age and ability, across a wide range of genres. Spelling, punctuation and grammar are generally accurate. At key stage 3, in a few subjects such as English and history, pupils of all abilities produce a suitable range of extended pieces showing good awareness of audience and purpose. More able pupils produce particularly well-structured creative and evaluative accounts using punctuation and grammar appropriately. However, at all key stages, pupils do not develop their extended writing skills well enough. A minority of pupils make too many spelling errors, do not use grammar and punctuation accurately and do not present their work well.

Pupils do not develop their information and communication skills well enough across the curriculum, for example to research, present and display information to an appropriate level.

The majority of pupils in the preparatory school who learn Welsh as a second language make sound progress in developing oral skills. Those who are already fluent in the language speak Welsh confidently with adults. However, as pupils move through the school, they do not always build on their existing skills well enough. GCSE results in Welsh are good although a relatively small proportion of pupils choose to follow GCSE courses in the subject.

A high proportion of pupils remain in full-time education at the end of key stage 4. Many pupils proceed to higher education at the end of the sixth form.

### **Wellbeing: Good**

Nearly all pupils feel safe and know whom to talk to if they are worried. Most pupils understand how to keep healthy through diet and regular exercise. Participation rates in extra-curricular activities are high. Many pupils make particularly good use of the range of activities and achieve high standards, for example in developing their sporting and cultural interests. Last year, twenty-five pupils achieved the Duke of Edinburgh's Gold Award.

Attendance rates and punctuality are good. Nearly all pupils behave well in lessons and around the school, and display positive attitudes to learning. They are polite and courteous, welcoming to visitors and show concern for others. The level of fixed-term exclusions is low.

Pupils have a well-developed sense of the school as a community. Many pupils are involved in a range of worthwhile projects within the local community. The school council makes a positive contribution to the life and work of the school. For example, it has influenced changes to the school day and to menus in the canteens. However, pupils do not contribute routinely to decisions about what and how they learn.



In their work, for example as prefects, mentors to younger pupils, sports leaders or officers in the Combined Cadet Force, many pupils take on a range of responsibilities, provide good role models and contribute significantly to the school's strong sense of community.

Pupils work well collaboratively in groups and pairs, for example to solve problems and discuss issues, and show respect for the ideas and views of others. When there are suitable opportunities, many pupils are able to work well independently and take responsibility for their learning. Most pupils are well prepared for the next stage in their learning and for life outside school.

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

The school provides a broad and balanced curriculum that fully meets the Independent School Standards (Wales) Regulations 2003. The preparatory school provides pupils with a good range of academic learning experiences based on the National Curriculum. The secondary school curriculum gives pupils good opportunities to obtain relevant qualifications, across an appropriate range of GCSE and A level courses and to progress successfully to the next stage of learning.

The use of subject specialists in the preparatory school enables pupils to achieve well in a few subjects such as music and physical education. However, transition arrangements between key stage 2 and key stage 3 are not sufficiently well developed, particularly to inform pupils' next steps in learning.

Throughout the school, schemes of work lack detail and do not ensure appropriate continuity and progression in learning. In particular, staff do not plan systematically to provide pupils with suitable opportunities to apply their literacy, numeracy and information and communication technology skills across the curriculum.

There is an extensive and varied extra-curricular programme. Pupils have extremely good opportunities to participate and excel in sport, cultural and creative activities. These activities, together with pupils' involvement in the Combined Cadet Force and the Duke of Edinburgh's Award contribute particularly well to developing pupils' personal and social skills, and their wellbeing.

The school promotes a strong awareness of the culture of Wales, through events such as the annual Eisteddfod, the Urdd and a residential visit to Llangrannog for pupils in Year 7. Many schemes of work contain relevant references to developing pupils' understanding of Welsh history and culture. However, there are not enough opportunities for pupils to use their Welsh language skills outside Welsh lessons.

There are suitable arrangements for pupils to develop their awareness of global citizenship, for example by celebrating the Chinese new year. The school recently held a successful international day that emphasised its Welsh heritage while celebrating the rich cultural diversity of the school community.

## **Teaching: Adequate**

In most lessons, teachers establish effective working relationships with pupils and provide helpful support and guidance that enables pupils to overcome difficulties and acquire greater confidence. In the majority of classes, teaching helps pupils to make good progress. In these lessons, teachers:

- show secure subject knowledge;
- set clear objectives and plan well-designed activities that build on previous learning;
- engage pupils, for example through the use of stimulating resources, and help them to develop their subject-specific and wider skills; and
- provide clear explanations and use questioning well to extend pupils' understanding of particular concepts and issues.

In a very few lessons, learning activities are particularly well planned, for example to take account of pupils' differing learning styles, or to provide pupils with opportunities to act as peer mentors. This helps pupils to develop their communication skills and to reinforce their understanding of the particular topic.

In a significant minority of lessons, pupils, particularly the more able, do not make enough progress. This is most commonly because:

- the pace of lessons is too slow;
- concepts or processes are not explained clearly;
- teachers do not have high enough expectations of pupils; and
- learning activities are not suitably challenging or adapted appropriately to meet pupils' needs.

In these lessons, there are not enough opportunities for pupils to work independently, for example to produce extended written responses, or to work in small groups to develop their communication skills, share their ideas and solve problems.

The quality of marking and feedback to pupils varies too much. Almost all teachers mark pupils' work regularly. In a few instances, teachers' comments provide detailed feedback that enables pupils to understand what they need to do to improve. In the majority of cases, feedback does not give pupils a clear indication of the standards they achieve and how to improve. Teachers do not always challenge unfinished and poorly presented work. There are limited opportunities for pupils to assess their own and others' work.

Teachers are beginning to monitor pupils' progress more rigorously using regular assessments and the school's recently revised tracking system. Teachers use the outcomes of these assessments to identify underachievement and the specific needs of individuals and groups of pupils, and to arrange appropriate action.

Parents are well informed about their child's progress. Termly reports provide detailed information on pupils' progress and effort. In the majority of cases, teachers' comments indicate how pupils can improve aspects of their work.

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

The school has effective arrangements to promote pupils' welfare and to support their health and wellbeing. Pupils are encouraged to adopt healthy lifestyles and have extensive opportunities to take part in team and individual sports. The school promotes pupils' spiritual, moral, social and cultural development well through the curriculum, its pastoral arrangements, boarding experiences and the programme of extra-curricular activities.

Pupils and their families receive appropriate individual support on educational and other issues. For example, pupils value the helpful guidance they receive when choosing courses at key stage 4 and when applying for university places in the sixth form.

Provision for pupils with additional learning needs throughout the school is generally suitable. Teachers in the preparatory school use testing and teacher assessment with increasing confidence to identify pupils' individual needs. Identified pupils receive effective targeted support that helps them to improve their basic literacy skills. There are sound arrangements to identify the additional learning needs of those pupils who join the school in key stage 3. These arrangements ensure most pupils in key stage 3 and key stage 4 receive appropriate individualised intervention and support.

Pupils with additional learning needs have appropriate individual education plans, although they do not always take enough account of pupils' views. Support staff use these plans effectively in one-to-one sessions. However, although subject teachers are usually aware of pupils' specific needs, they do not always use individual education plans well enough to provide activities that match pupils' needs. Feedback to parents about the progress of these pupils is regular and appropriate. Tracking systems do not enable the school to measure the progress of pupils with additional learning needs accurately enough from their starting points.

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

### **Learning environment: Good**

The school is an inclusive, supportive and nurturing community where diversity is recognised and respected. Pupils have valuable opportunities to study and celebrate other cultures. The school's ethos contributes effectively to promoting pupils' intellectual, artistic, sporting, spiritual and social development. Pupils' individual abilities are recognised, nurtured and valued by the school. All pupils have equal access to the curriculum and to extra-curricular provision.

The school makes good use of its accommodation. Overall, there are sufficient resources to meet pupils' needs. However, access to information and communication technology resources is not always reliable enough to support learning effectively.

Most buildings are well maintained and provide a welcoming learning environment. The majority of classrooms contain attractive displays that support learning and celebrate pupils' achievements. The school's grounds and facilities for sport are extensive and well maintained.

The school has effective arrangements to promote equality and accessibility.

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

Prior to the re-launch of the school last year, senior leaders did not provide clear enough direction or ensure appropriate levels of accountability to raise standards and address shortcomings in provision.

Since his appointment last year, the new warden has led the school effectively through a very difficult period. He has a clear, well communicated vision for securing the school's future that has contributed to a greater sense of stability among parents and staff. The warden provides purposeful leadership and direction to the school's work. This leadership and a commitment to support staff but also to challenge under-performance are important factors in achieving the school's strategic objectives.

Since September 2012, the warden has introduced a revised and strengthened management structure for the secondary school. This is based on a faculty system and provides a greater level of distributed leadership. Most leaders and managers now have clearly-defined roles and responsibilities that give appropriate focus to improving standards and provision. However, leadership roles in the preparatory school are not defined well enough. The school has also strengthened its policies and procedures to give greater direction and set out clear expectations for most aspects of its work. Senior and middle leaders are making appropriate progress in carrying out their management roles, for example by providing new staff with helpful support and guidance.

Many staff have relevant and up-to-date job descriptions. The school has recently introduced appropriate arrangements for the performance management of all staff. These arrangements identify targets for improvement and are increasing levels of accountability.

It is too early to evaluate the impact of these changes to management structures and the introduction of more systematic performance management arrangements on pupils' standards and wellbeing.

The new governing body is committed to supporting the school as a critical friend and providing a sense of direction to its work. It has developed coherent plans to bring stability to the school. Governors scrutinise the school's finances carefully.

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

## **Improving quality: Adequate**

Since the last inspection, the school has made limited progress in establishing more systematic and comprehensive self-evaluation and improvement planning arrangements. However, very recently the warden and senior leaders have acted purposefully to institute a more robust culture of self-evaluation and improvement planning throughout the school.

Senior leaders have a clear understanding of the school's strengths and areas for improvement. The self-evaluation report is comprehensive, generally evaluative and realistic. It states clearly those areas where there have been important shortcomings, particularly in the continuity and quality of leadership and management, and the effectiveness of assessment and monitoring of pupils' progress.

There is a focused approach to consulting widely, and an increasing emphasis on considering the views of pupils and parents. A systematic programme of lesson observations has been introduced, which together with more regular scrutiny of pupils' work is providing more robust evidence about the quality of teaching and learning. However, these are relatively new developments and are not fully established.

Most middle leaders produce useful self-evaluation reports. These middle leaders generally have a sound understanding of performance in the areas for which they are responsible. A few reports do not analyse performance data rigorously and do not evaluate other important aspects well enough.

The school development plan is visionary and provides a broad strategic overview of proposed future targets and initiatives. It reflects appropriately the areas for improvement identified in the self-evaluation report. Although the plan provides a comprehensive framework for the school's medium-term development, it does not focus explicitly on standards and does not prioritise and set out clearly the actions to be taken in the short term.

Most subject and area improvement plans set out useful actions to raise standards and improve the quality of provision. In a few cases, the number of targets is excessive while success criteria are not specific enough or measurable. Too often, the links between these plans and the school development plan are not clear enough.

The school has made limited progress overall in addressing the recommendations from the previous inspection. Those relating to improving the quality of teaching, improving planning for the development of pupils' key skills, and ensuring better continuity in pupils' learning, particularly between key stage 2 and key stage 3 have not been fully addressed.

Although the school is participating in a number of internal and external activities to support professional development, most are at an early stage of development and have not had a clear impact on quality of provision.

### **Partnership working: Good**

The school works well with a range of partners to improve pupils' outcomes and wellbeing. There is a particularly strong partnership with regional rugby academies to support the development of elite performers and provide pupils with motivating role models. Around half of pupils benefit from their participation in the Combined Cadet Force and the Duke of Edinburgh's Award Scheme. These activities help pupils to develop their self-reliance, resourcefulness, leadership skills and a sense of service to the community.

A minister from the Church in Wales conducts weekly services in the chapel. The school choir performs at several community events during the year, for example the local church advent service.

Partnerships with parents are good. Parents are well informed about developments in the school through regular newsletters and the school website. They feel comfortable about approaching the school with any questions or concerns and are encouraged to be actively involved in the life and work of the school.

Partnerships with a few other schools are developing well. The school provides A level Welsh teaching and organises a sports leadership course for pupils from other local maintained schools.

The school liaises effectively with Careers Wales to support pupils' wellbeing and awareness of the world of work.

### **Resource management: Adequate**

Shortcomings in the management of the school's finances led to the school entering liquidation in August 2012. Since the school's re-launch, leaders and managers have managed its finances prudently with careful strategic budgeting. Governors monitor all expenditure closely.

The school has a sufficient number of well-qualified staff who are generally deployed appropriately to meet pupils' needs. Although there is a limited budget for training and development, this has been used appropriately, for example to review assessment strategies and to ensure that child protection procedures meet requirements. At present, funding for professional development is not allocated closely enough to priorities identified through self-evaluation or performance management reviews and has not had enough impact on improving provision and raising standards.

The school provides value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 142 pupils, selected at random from across the age range. Of these, 42 pupils are in the preparatory section of the school and 100 are in the secondary section.

In almost all cases, the responses of pupils in the preparatory section are more positive or broadly in line with national benchmarks. In the secondary section, pupils' responses to many questions are broadly in line with national benchmarks but these pupils express slightly less positive responses about a few aspects of the school's work.

Almost all pupils agree or strongly agree that they feel safe in school. All pupils in the preparatory section and many in the secondary section believe that the school deals well with any bullying. Many pupils in both sections of the school say that other pupils behave well and they can get their work done.

In the preparatory section, all pupils feel they are doing well and say that teachers and other adults help them to learn and make progress. They say they know what to do and whom to ask if they find their work hard or if they are worried or upset, and that the school helps them to keep healthy. Almost all pupils think they have enough resources and books to do their work and that there are lots of chances to get regular exercise.

In the secondary section, nearly all pupils feel they are doing well and that teachers help them to learn and to make progress. Almost all pupils state that there are plenty of opportunities to get regular exercise. Most say that staff respect them and their background and that the school helps them to understand and respect diversity. Most pupils state that they have someone to talk to if they are worried.

Almost all pupils believe that they are encouraged to take responsibility and most say that the school prepares them well for the next stage in their education.

Many pupils think they have enough resources and books to do their work but about a quarter of pupils disagree. The majority of pupils say that the school listens to their views and makes the changes they suggest but a significant minority of pupils, particularly at key stage 4, are less positive about this aspect of the school's work.

#### Responses to parent questionnaires

Estyn received 41 responses to the parent questionnaires. Of those that responded, more than four-fifths of parents gave a positive or very positive response to all questions. Overall, parents' responses are broadly in line with national benchmarks.

Many parents who responded are satisfied or very satisfied with the school and most believe that their child is making good progress. All parents who responded strongly agree or agree that their child likes school and that their child was helped to settle in well when he or she started school. Almost all say that their child feels safe in school.

Most parents indicate that staff expect children to work hard and to do their best, that the quality of teaching is good, and that staff treat all children fairly and with respect. Almost all parents say that pupils behave well.

Many parents say that their child receives appropriate additional support in relation to any particular individual needs.

Many parents feel comfortable about approaching the school with questions, suggestions or problems and state that they are kept well informed about their child's progress.

Almost all parents feel that there is a good range of activities including trips and visits and that their child is encouraged to be healthy and to take exercise. Almost all parents say that the school helps their children to become more mature and to take on responsibility. Many parents agree that their child is well prepared for when they leave school.



## Appendix 2

### The inspection team

John Thomas	Reporting Inspector
Richard Hawkley	Team Inspector
Sarah Morgan	Team Inspector
Andrew Herdman	Team Inspector
Jennifer Williams	Lay Inspector
Michelle Gosney	Peer Inspector
Gareth Jones	Independent School Standards (Wales) Regulations 2003: 3 and 5
Debbie Rockey	School Nominee

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at aged 16 or at aged 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at aged 16.
Proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing an independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.