



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on:

**Haberdashers Monmouth School For Girls
Hereford Road
Monmouth
NP25 5XT**

Date of inspection: December 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

Haberdashers' Monmouth School for Girls is an independent boarding and day school for girls from the age of 11 to 18 years with a preparatory school, Inglefield House, for girls from the age of 7 to 11 years. The school was founded in 1892 and is one of three schools of the William Jones' Schools Foundation, arising from a bequest in 1614 of William Jones, a member of the Haberdashers' Company. The school is part of the Haberdashers' Monmouth family of schools and is administered by an overarching governing body for the family of schools and a Haberdashers' Monmouth School for Girls committee that oversees the life of the school.

The school currently has 602 pupils on roll. These include 129 pupils in Inglefield House, 335 in the senior school and 138 in the sixth form. Almost one-quarter of pupils are boarders.

About 56% of the school's pupils come from Wales and almost 32% from England. The remainder come from other parts of the world, with the majority from Hong Kong.

About 10% of pupils come from minority ethnic groups. All pupils speak English fluently and a very few pupils speak Welsh as a first language at home. There are a few pupils who speak English as an additional language. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh although provides the opportunity for pupils to study Welsh to GCSE level as a second language extra-curricular activity. The school identifies about 3% of pupils as having additional learning needs. There are no pupils with a statement of special educational needs.

Entry to the school is selective and, where possible, pupils are interviewed. Pupils who wish to join Inglefield House undertake informal, untimed assessments to evaluate their literacy and numeracy skills. For entry into Year 7, pupils sit English, mathematics and non-verbal reasoning assessments. For entry into Years 9 and 10, pupils sit papers in English, mathematics, science and either French, Spanish or German. Entry to the sixth form is dependent upon interview, a minimum of six GCSE A* to B grades and a pupil's previous school report.

The last inspection of the school was in October 2009. Since then, there have been changes to the structure of the leadership team. The senior leadership team now includes the headteacher, two deputy headteachers and a foundation bursar. There is also an extended senior management team which includes the senior leadership team, the headteacher of Inglefield House and the three assistant headteachers. The present headteacher joined the school in April 2014.

The school describes its ethos and aims as follows: 'to provide the finest education possible through a process of enlightening, of opening minds and of enriching experiences, which will enable each pupil to realise her potential in a happy, vibrant and caring environment. She will have many varied opportunities to develop intellectually, emotionally, physically and spiritually. She will be encouraged to grow in tolerance and compassion, to gain self-confidence, independence and to aspire to global citizenship relevant to the 21st Century.'

Summary

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

Current performance

The current performance of Haberdashers' Monmouth School for Girls is excellent because:

- The standards achieved by pupils across the school are extremely high and well above expectations
- Pupils' attendance is exceptionally high
- Pupils' behaviour is exemplary and they have high levels of interest and positive attitudes to their work
- The extensive range of extra-curricular activities, with extremely high pupil participation rates, contribute significantly to pupils' social and personal development
- The quality of teaching is consistently high and makes a significant contribution to pupils' outstanding outcomes
- The high quality arrangements for the care, support and guidance of pupils make an outstanding contribution to pupils' standards, wellbeing and enjoyment in learning
- The school successfully promotes an exceptionally strong ethos, which is inclusive, caring and developmental
- Well-maintained accommodation and grounds provide an outstanding vibrant and stimulating learning environment

Prospects for improvement

The school's prospects for improvement are excellent because:

- Across the school, there is a shared sense of purpose and commitment to the school's vision, values and high aspirations
- Leadership throughout the school is of a high quality and contributes significantly to the outstanding outcomes pupils achieve
- The governing body provides extremely effective leadership and oversees all aspect of the school's work robustly through its well-structured committees
- The school has successfully established a strong culture of self-evaluation and improvement planning, with effective whole-school arrangements that involve a wide range of stakeholders
- The school's arrangements for partnership working make a significant contribution to improved learning opportunities and outcomes for pupils and to the extensive range of valuable development opportunities for staff
- The school has an exceptional track record of ensuring outstanding outcomes in pupils' performance and high levels of wellbeing, sustained by highly effective teaching and wider support

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 assessment to ensure greater consistency across the school

R2 Strengthen the links between whole-school and departmental development plans

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

Pupils of all ages are exceptionally competent learners and they achieve very high standards. When they leave school at the end of key stage 4 or the sixth form, pupils' performance in public examinations is outstanding when compared with that of other schools in both the maintained and independent sectors.

In key stage 2, in Inglefield House, almost all pupils make consistently good progress over time in relation to their abilities prior to joining the school. At the end of Year 6, pupils' attainment in a range of standardised tests in spelling, reading and mathematics is well above national averages.

In the senior school, at key stage 4, pupils' performance in GCSE examinations over the last three years is outstanding. Almost all pupils achieved the level 2 threshold including English and mathematics and the core subject indicator. During this same period, about 75% of all GCSE grades were A* or A. This is extremely high when compared with the national average of about 20% for all entries in Wales. The proportion of pupils gaining five or more grades A* or A at GCSE is also extremely high. In 2015, over 80% of pupils achieved this indicator, which is well above the average for both independent and maintained schools. Based on value-added measures, pupils' performance in GCSE examinations exceeds expectations in almost all subjects.

In the sixth form, pupils' performance at A level over the last three years is extremely high. For each of these years, over 50% of all A level grades were A* or A and about 80% of grades were A*- B, which is significantly higher than the national average. In 2015, almost 40% of pupils achieved three A levels graded A* or A compared with about 7% nationally. Pupils make consistently good progress relative to their prior attainment.

Across the school, in relation to their abilities, pupils with additional learning needs achieve above expectations.

In 2015, no pupil left the school without a recognised qualification. At the end of Year 11, all pupils remained in full-time education and at the end of Year 13 almost all pupils progressed to higher education.

In almost all lessons, pupils of all ages make good or excellent progress in developing their knowledge, skills and understanding. They settle quickly at the start of the lesson and show high levels of interest in their work. Most pupils respond extremely well to the teaching and sustain their concentration during lessons. They are particularly adept at taking responsibility for their work, both inside and beyond the classroom, and managing their time capably. This makes a valuable contribution to them becoming more effective independent learners as they progress through the school. Most pupils recall their prior learning quickly and accurately and understand

how it underpins their current work. More able pupils use their thinking skills very effectively to make connections between topics, analyse their work and generate and assess different solutions or approaches to the task.

In Inglefield House and the senior school, nearly all pupils listen attentively and with discernment. Most pupils are articulate and thoughtful with their views, expressing them with clarity in group and whole class discussions. In relation to their age, many pupils use extended and ambitious vocabulary and are able to explain, persuade and question highly effectively.

Across the school, nearly all pupils are very confident readers. They read with concentration and understanding, successfully developing and employing a wide range of reading skills and strategies. For example, they scan texts for detailed information and skim documents for key ideas and themes, around which they build thoughtful responses and draw conclusions. Nearly all pupils read widely for research and for pleasure, taking advantage of the selection of challenging and extensive classroom texts to enhance their knowledge and understanding.

In Inglefield House, almost all pupils make consistently good progress in developing their writing skills. By the end of Year 6, most pupils write to a high standard. They adapt their writing ably for particular purposes in different subjects and show well-developed vocabulary and use of punctuation and grammar. For example, in an extended writing task on the Blitz topic, many Year 6 pupils used outstanding structure and layout to write lengthy, thoughtful and engaging pieces about this period. In the senior school, pupils successfully build on these secure foundations to develop their writing skills further. Most pupils write accurately, adapting their style to suit purpose, audience and form. They use sophisticated vocabulary and write a wide range of high-quality extended pieces.

Throughout the school, most pupils develop and display strong numeracy skills in their mathematics lessons, which they apply successfully in a variety of situations and subjects across the curriculum. For example, in geography lessons in the senior school, pupils employ their number, data and measuring skills accurately. They analyse data thoroughly and draw and interpret different types of graphs and charts showing features such as the growth in population of individual countries or global climate change.

As pupils progress through the school, most of them develop the capacity to think critically and imaginatively in a variety of different contexts. They apply a wide range of skills to gain understanding, make judgements and self-analyse and reflect. This makes a significant contribution to their pleasure in learning and outstanding performance.

Wellbeing: Excellent

Across the school, pupils have a first-rate understanding of the importance of keeping healthy. They know that they should eat a balanced diet and take plenty of exercise. This is reflected in nearly all pupils participating in a wide range of extra-curricular sporting and physical activities with enthusiasm and enjoyment. Nearly all pupils say they feel safe in school and they are confident that the school will act swiftly and appropriately to deal with any incidence of bullying.

Pupils of all ages have high levels of interest and positive attitudes to their work. From a young age, pupils develop a mature approach to learning. They co-operate particularly well with others from across the school both in and beyond the classroom such as when they organise and participate in the busy calendar of house events.

The rate of pupils' attendance is exceptionally high at an average of about 97% over the last three years. Pupils' behaviour within lessons and around the school is exemplary. They are polite and respectful of each other, the staff and visitors.

Nearly all pupils play a full part in the school community. They participate eagerly in meaningful decision-making through a variety of valuable opportunities. For example, older pupils are actively involved in the interview process to select new staff.

Many pupils make an important contribution to the community through their involvement with the Haberdashers' family of schools, local projects and charity work. For example, through 'The Bridges Project', Year 11 pupils provide companionship for local senior citizens, which enables them to extend their responsibilities by showing care and concern for others.

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

The school's provision for pupils' learning experiences has a powerful positive impact on their performance and wellbeing. The curriculum fully meets the requirements of the Independent School Standards (Wales) Regulations 2003.

Curricular links between Inglefield House and the senior school are organised very effectively, enabling pupils to make a smooth transition and integrate successfully into the senior school. This is being strengthened further by a recently introduced cross-phase curriculum for Years 5 through to Year 8 with a focus upon skills.

The senior school provides an extensive range of examination courses. In the sixth form, the variety of A level courses is enhanced considerably by the school's highly effective partnership with Monmouth School. The sixth-form curriculum is further enhanced by innovative extension classes such as 'maths for non-mathematicians', provided for pupils of business studies, economics and science who do not study A level mathematics.

The school's high quality and extensive range of extra-curricular activities significantly enriches the learning experiences of pupils across the school. This includes the opportunity for involvement in community activities, performing arts, sporting clubs and fixtures, as well as the Combined Cadet Force and Duke of Edinburgh's Award Scheme for older pupils. This aspect of provision contributes extremely well to developing pupils' confidence and social and life skills.

The school's arrangements for developing pupils' literacy, numeracy and information and communication technology skills across the curriculum are highly effective. This provision integrates very well with the school's distinctive programme for the

development of pupils' wider skills such as research, problem solving and self-evaluation. This includes the holistic 'St Catherine's Diploma' in Inglefield House, the innovative 'Learning to Learn' programme in Year 7, the highly imaginative Year 9 challenge and the demanding extended essay in Year 10. These structured and progressive activities make an outstanding contribution to pupils' learning.

Pupils develop thorough awareness of sustainability through the curriculum. The school's provision for developing pupils' understanding of global citizenship is comprehensive. Pupils explore a wide range of ethical and social issues, making considered personal responses to these, such as older pupils reflecting upon human trafficking.

Teaching: Excellent

The consistently high quality of teaching across the school makes a significant contribution to pupils' outstanding outcomes.

Throughout the school, there are often excellent features to the teaching. This includes extremely well-planned activities, with imaginative and dynamic delivery that captures pupils' interest exceedingly well and enables them to make rapid progress. Teachers use their strong subject knowledge exceptionally well to challenge and enthuse pupils. For example, in oral questioning they intervene very carefully to stimulate pupils' thinking and enable them to give of their best.

Across the school, teachers know pupils and their learning needs particularly well. This fosters extremely effective working relationships, where pupils settle quickly to their work and are challenged fully. Many lessons include skilful use of group and paired learning activities that support pupils to think deeply and creatively and to gain strong independent learning skills. In nearly all lessons, teachers create a culture of high expectations where pupils enjoy their learning. The stimulating and challenging learning activities help pupils to engage fully, develop new skills and understand concepts. In nearly all lessons, teachers are highly effective language role models and encourage pupils to use correct technical terms from an early stage.

Throughout the school, teachers provide pupils with constructive oral feedback about their learning and the quality of their work. They mark pupils' work regularly. In most cases, teachers provide pupils with detailed written comments on what they have done well and provide helpful guidance on how pupils can further improve their work. Although comments and remarks are always supportive, in a very few cases they do not provide enough detail of targets for improvement. Where appropriate, many teachers also encourage pupils to be self-critical and to challenge their own performance.

The school's six-weekly cycle of tracking and reporting on pupils' attainment and effort is managed particularly well. Pupils, staff and parents have a thorough understanding of this robust and rigorous system, which enables teachers and pupils to identify and take prompt actions, where appropriate.

Care, support and guidance: Excellent

The school has high quality arrangements for the care, support and guidance of its pupils. These make an outstanding contribution to pupils' standards, wellbeing and enjoyment in learning.

The school promotes healthy living particularly well. There are extremely effective arrangements for promoting healthy eating and drinking. This includes school meals that are of exceptional quality and offer a variety of popular healthy choices. The school's extensive range of physical activities encourages pupils' enthusiasm for fitness very successfully.

The school promotes pupils' spiritual, moral social and cultural development exceptionally well through the curriculum, its pastoral and boarding arrangements, and the programme of extra-curricular activities. For example, the school's innovative personal and social education programme, 'Confidence for Life', captures pupils' enthusiasm and engages them well in considering spiritual, moral and social issues. Pupils' involvement in planning this aspect of the curriculum enables them to have ownership and stimulates their interest. They identify topics of particular value that meet their needs and the school responds well to their ideas. For example, staff focus on drama activities to raise Year 8 pupils' confidence and help Year 9 pupils to develop their understanding of alcohol abuse.

Pupils have many worthwhile opportunities to take responsibility. For example, pupils act as school officers, are buddies to new pupils joining the school and take part in community service projects.

The school works with a variety of external agencies to provide effective guidance and advice to support individual pupils' wellbeing and to help older pupils make informed choices about courses and their future careers. There is valuable support for pupils with additional learning needs and for those who learn English as an additional language that helps these pupils to achieve above expectations.

There are appropriate policies and arrangements for safeguarding that meet requirements and give no cause for concern.

Learning environment: Excellent

The school successfully promotes an exceptionally strong ethos, which is inclusive, caring and developmental. The staff and pupils clearly exhibit the well-established core values, firmly reflected in the Inglefield House motto: 'we care, we share, we dare'. The high level of trust between staff and pupils underpins all aspects of school life and promotes pupils' learning and social development extremely well.

Staff and pupils celebrate and respect equality and diversity fully. The school is highly effective in developing the pupils' sense of individual identity as well as their responsibility to wider communities. For example, the assemblies in which pupils share cultural experiences or explore social issues are very beneficial. In addition, nearly all pupils take part in an extensive range of charity and community work.

The school's well-maintained accommodation and grounds provide an outstanding vibrant and stimulating learning environment for pupils. The school's high quality resources, such as the wide range of sporting facilities, the new climbing wall and the impressive library facilities, enrich pupils' learning experiences and all-round development particularly well.

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

Leadership across the school is of a very high quality. It contributes significantly to the outstanding standards pupils achieve and their exceptional levels of wellbeing.

The headteacher and senior leaders provide clear direction and promote high expectations in all areas of the school's work. Leadership and management functions are distributed appropriately. The roles and responsibilities of staff are set out clearly and there are well-defined lines of accountability. Effective line-management arrangements ensure staff are supported well and also held accountable for their work. This approach underpins a strong focus on improvement. In particular, it is contributing to an increasing consistency and rigour in the work of middle-managers, for example in tracking pupils' progress, monitoring the work of their departments and planning improvement.

Across the school, there is a shared sense of purpose and commitment to the school's vision, values and high aspirations. Communication channels are particularly effective. Staff are well informed about whole-school priorities and understand how their work contributes to achieving these objectives. The comprehensive staff handbook and extensive range of policy documents provide extremely detailed guidance and helpful support for staff on all aspects of the school's work. Regular meetings and briefings at all levels are an effective means of sharing information, reviewing performance and pupils' wellbeing and addressing emerging issues. These meetings contribute well to the efficient running of the school. They also provide valuable opportunities for staff to influence school improvement strategies.

Performance management arrangements are well established. Through a process of self-evaluation, lesson observations and discussions with their line manager, staff agree appropriate targets that relate directly to school, departmental and personal professional development priorities. Where underperformance is identified, this is dealt with in a positive and constructive manner.

The governing body provides extremely effective leadership. It is reflective and forward-looking. Members have expertise in a broad range of educational and other professional areas. Through its well-designed committee structure, the governing body oversees all aspects of the school's work robustly. Members are well informed about the school's performance. They act as conscientious critical friends and provide challenge where appropriate. Together with the headteacher, governors play a central role in articulating the school's vision and values and determining its strategic direction.

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

Improving quality: Excellent

The school has successfully established a strong culture of self-evaluation and improvement planning. This supports the leadership's aspiration to achieve excellence in all aspects of the schools work extremely well. Throughout the school, there is a clear emphasis placed on the value of self-evaluation and acting on the outcomes to drive forward improvement. As a result, the school has an exceptional track record of ensuring outstanding outcomes in pupils' performance and high levels of wellbeing, sustained by highly effective teaching and wider support.

The established whole-school self-evaluation processes involve a wide range of stakeholders. For example, the governing body regularly uses external agencies to review the work of the school by conducting independent parental satisfaction surveys. The outcomes of these surveys are used constructively to improve the work of the school. Pupils also play an important and active part in the school's self-evaluation arrangements. They regularly evaluate their experiences in and beyond the classroom. The school uses this information to make appropriate changes such as an examination board change for a GCSE subject following Year 11 feedback.

Senior leaders make effective use of a comprehensive range of first hand evidence to support the self-evaluation process, including work scrutiny, lesson observations, pupil and parental surveys and detailed data analysis. This provides an accurate assessment of the school's strengths and areas for development. Senior leaders use this information very effectively to set clear priorities for school improvement.

The school development plan identifies a realistic number of core objectives. These objectives focus appropriately on areas that include standards, provision, pastoral care and the development of pupils as global citizens. Clear targets, with identified staff responsibilities and realistic timescales, support these objectives.

In the senior school, heads of subject complete detailed departmental reviews that accurately summarise the strengths and areas for development in their subject. These include thorough analysis of examination performance. From these valuable reviews, heads of subject complete a departmental development plan. Although department development plans identify the key areas for improvement within specific subject areas, the links between the targets set in these plans and the whole-school development plan are not always clear enough.

The school has been very effective in addressing the recommendations from the previous inspection.

Partnership working: Excellent

The school's arrangements for partnership working are particularly strong. They make a significant contribution to improved learning opportunities and outcomes for pupils and to the extensive range of valuable development opportunities for staff. The school has highly effective partnerships within the Haberdashers' Monmouth family of schools. This includes liaising well to develop and widen curriculum opportunities by increasing the range of A level subjects available to sixth-form

pupils. There are robust quality-assurance procedures in place to monitor provision and outcomes for these programmes. There is effective sharing of good practice and resources across the schools, especially with the preparatory schools.

The school's exceptional engagement with community organisations and local businesses provides pupils with increased opportunities to develop their social and life skills extremely well. For example, sixth form pupils have worked successfully for the past three years to establish and develop 'The Monmouth Literary Festival' in collaboration with other providers, in both the maintained and independent sectors, and the local community. Pupils have been highly successful in raising substantial funding for the event and have gained support from authors and poets including the Poet Laureate.

Many staff benefit from the extensive range of professional development opportunities provided through the school's membership of, and links with, a wide range of professional organisations. These activities support staff well with their professional practice in different roles across the school.

The school's partnership with parents is very strong. Parents are kept well-informed about school events and their child's progress through the school's website and parental portal. They feel comfortable about approaching the school with their views or a problem and they are confident that the school will act on this, where appropriate. The parents group, 'Friends', support the school in a range of valuable ways. This includes providing financial support for additional resources, which may be outside the normal budget of the school, such as supporting the joint school literary festival and the purchase of the newly installed climbing wall.

Resource management: Excellent

The school manages its resources extremely well.

The well-qualified teaching staff deliver the curriculum particularly effectively and make a substantial contribution to the school's pastoral, boarding and extra-curricular life. Many staff benefit from taking part in an extensive range of professional development activities and training events. These are identified appropriately through personal aspirations and performance management targets.

The governing body, together with the headteacher and foundation bursar, monitor school finances robustly. Expenditure is budgeted carefully and linked directly to identified school priorities. For example, departmental funding is determined through a robust bidding process based on the department's priorities.

There are well-designed systems and procedures to plan prudently for future development projects through careful strategic budgeting. The school's business plan, marketing strategy and development plan show the school to be a reflective and forward-looking institution. There is a strong emphasis on improving marketing and increasing pupil numbers as well as enhancing provision and achieving efficiencies, for example through the close partnership with Monmouth School. The school makes extremely good use of its resources to achieve excellent standards and high levels of wellbeing for its pupils, and provides value for money

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104		100 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		103 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			93%	7%	
I know who to talk to if I am worried or upset.	104		101 97%	3 3%	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	104		104 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%	
There are lots of chances at school for me to get regular exercise.	104		104 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	104		102 98%	2 2%	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.	104		104 100%	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.	104		101 97%	3 3%	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.	104		100 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			88%	12%	
I have enough books, equipment, and computers to do my work.	104		102 98%	2 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			94%	6%	
Other children behave well and I can get my work done.	104		95 91%	9 9%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			81%	19%	
Nearly all children behave well at playtime and lunch time	103		99 96%	4 4%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			87%	13%	

		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	109	75	33	1	0	Rwy'n teimlo'n ddiogel yn fy ysgol.	
		69%	30%	1%	0%		
		65%	33%	1%	1%		
The school deals well with any bullying	109	30	64	15	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.	
		28%	59%	14%	0%		
		38%	51%	10%	2%		
I have someone to talk to if I am worried	108	34	60	11	3	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.	
		31%	56%	10%	3%		
		42%	48%	8%	1%		
The school teaches me how to keep healthy	109	29	65	15	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.	
		27%	60%	14%	0%		
		26%	56%	15%	3%		
There are plenty of opportunities at school for me to get regular exercise	109	73	32	4	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.	
		67%	29%	4%	0%		
		54%	36%	8%	2%		
I am doing well at school	109	28	72	8	1	Rwy'n gwneud yn dda yn yr ysgol.	
		26%	66%	7%	1%		
		35%	60%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	108	39	62	7	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.	
		36%	57%	6%	0%		
		50%	46%	4%	1%		
My homework helps me to understand and improve my work in school	109	18	68	20	3	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.	
		17%	62%	18%	3%		
		28%	54%	14%	4%		
I have enough books and equipment, including computers, to do my work	109	76	30	3	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.	
		70%	28%	3%	0%		
		50%	42%	7%	1%		
Pupils behave well and I can get my work done	107	33	60	11	3	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.	
		31%	56%	10%	3%		
		26%	59%	13%	3%		
Staff treat all pupils fairly and with respect	107	28	53	24	2	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.	
		26%	50%	22%	2%		
		36%	47%	13%	4%		
The school listens to our views and makes changes we suggest	109	13	71	23	2	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.	
		12%	65%	21%	2%		
		18%	54%	22%	6%		
I am encouraged to do things for myself and to take on responsibility	108	58	47	3	0	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.	
		54%	44%	3%	0%		
		46%	49%	5%	1%		

		Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno		
The school helps me to be ready for my next school, college or to start my working life	108	41 38%	53 49%	13 12%	1 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		43%	46%	8%	2%	
The staff respect me and my background	109	48 44%	57 52%	4 4%	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	107	36 34%	57 53%	14 13%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		45%	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	35	9 26%	19 54%	6 17%	1 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	49%	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	37	6 16%	17 46%	11 30%	3 8%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		33%	48%	14%	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.		83	51 61%	30 36%	2 2%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
			65%	31%	3%	1%		
My child likes this school.		84	47 56%	33 39%	4 5%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
			71%	26%	2%	0%		
My child was helped to settle in well when he or she started at the school.		85	56 66%	25 29%	3 4%	1 1%	0	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.		81	51 63%	29 36%	1 1%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			64%	32%	3%	1%		
Pupils behave well in school.		83	51 61%	30 36%	1 1%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			56%	40%	3%	1%		
Teaching is good.		81	34 42%	46 57%	1 1%	0 0%	4	Mae'r addysgu yn dda.
			59%	38%	2%	1%		
Staff expect my child to work hard and do his or her best.		81	62 77%	19 23%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
			72%	26%	2%	0%		
The homework that is given builds well on what my child learns in school.		80	37 46%	40 50%	1 1%	2 2%	4	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.
			57%	39%	3%	1%		
Staff treat all children fairly and with respect.		80	36 45%	38 48%	4 5%	2 2%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			62%	32%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.		82	55 67%	24 29%	3 4%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			61%	36%	3%	1%		
My child is safe at school.		82	59 72%	21 26%	1 1%	1 1%	1	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'.		77	34 44%	40 52%	2 3%	1 1%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			58%	36%	5%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	84	40 48%	41 49%	2 2%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	36%	6%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	84	42 50%	33 39%	8 10%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		66%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	70	32 46%	32 46%	5 7%	1 1%	15	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		50%	41%	7%	2%		
The school helps my child to become more mature and take on responsibility.	80	51 64%	27 34%	2 2%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		66%	32%	3%	0%		
My child is well prepared for moving on to the next school or college or work.	71	41 58%	29 41%	1 1%	0 0%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		58%	36%	5%	1%		
There is a good range of activities including trips or visits.	81	55 68%	24 30%	2 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	46	26 57%	20 43%	0 0%	0 0%	35	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		61%	36%	2%	1%		
The school is well run.	79	45 57%	30 38%	3 4%	1 1%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	1%		

Appendix 2

The inspection team

Denise Wade	Reporting Inspector
Michelle Gosney	Team Inspector
John Thomas	Team Inspector
Rosemary Lait	Team Inspector
Eleanor Davies	Team Inspector
Stephen Morris	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003
Olwen Davis	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.