



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:

**St Gerard's School Trust
Ffriddoedd Road
Bangor
Gwynedd
LL57 2EL**

Date of inspection: November 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Context

St Gerard's School is a co-educational independent day school for pupils from age three to eighteen years, situated in the city of Bangor, Gwynedd. The school was founded in 1917 by the Sisters of Mercy and, although it has a Catholic foundation, it has a long tradition of welcoming pupils of all faiths and none. It became a lay charitable trust in 1990.

There are currently 182 pupils on roll. These include 54 in the junior school for pupils from the age of three to eleven years, and 128 in the senior school, of whom 23 are in the sixth form. There is little difference in the total number of boys and girls, although the balance varies in year groups across the school.

The school has a wide catchment area that covers the Llŷn Peninsula, Snowdonia and the counties of Anglesey, Gwynedd, Conwy and Denbighshire. About 16% of pupils come from minority ethnic groups. Almost all pupils speak English fluently and about 4% speak Welsh as a first language at home. A very few pupils 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.

The school offers additional learning support for a few pupils, mainly to support literacy development for learning English as an additional language. A very few pupils have a statement of special educational needs.

New pupils may join the school at any stage, depending on the availability of places. There is no pre-entry assessment of pupils for the junior school and most pupils transfer from the junior school to the senior school at the end of Year 6. New pupils who wish to join the senior school from Year 7 onwards take assessments in literacy and numeracy to help ensure that the school can meet their needs. The school requires pupils wishing to join the sixth form to have five or more GCSEs at grades A*-C.

The last inspection of the school was in 2008. The current headteacher and most of the senior leadership team were in post at this time, although a new head of the junior school and business manager have been appointed since this time.

The school describes its ethos and aim in the following way: "We seek the all-round development – academic, social and spiritual – of all pupils in our care, aiming for the highest standards each can attain, equipping them as fully as possible for their life beyond school. We wish to help pupils develop as happy, confident people whose contribution to society as adults will be responsible, positive, disciplined and unselfish."

Summary

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

Current performance

The current performance of St Gerard's School is good because:

- by the time pupils leave school at the end of Year 11 or the sixth form, overall, they achieve very high standards;
- in many lessons pupils make consistently good progress developing their knowledge, understanding and a range of skills;
- pupils of all ages are well-motivated, enthusiastic learners;
- attendance rates have been consistently high for the past three years;
- the quality of teaching in many lessons across the school is good, with outstanding work in a few classes;
- the school's supportive environment, where pupils feel confident to seek help and know that their concerns will be addressed, promotes a strong sense of trust between pupils and staff that impacts positively on pupils' thirst for knowledge and independence in learning; and
- the school is an inclusive community with an ethos based on mutual respect for others.

Prospects for improvement

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

- the headteacher provides committed leadership and has been particularly successful in establishing a close-knit family community;
- senior managers promote clear values, principles and behaviours that underpin all aspects of the school's work, contributing effectively to a common sense of purpose, well-motivated staff and the particularly positive learning environment;
- the school's well-established approach for planning for improvement has had a positive impact on aspects of the school's outcomes and provision; and
- the school manages its resources carefully to address strategic priorities.

However, there are important areas for improvement because:

- arrangements to monitor the quality of teachers' work are not always applied rigorously;
- collaboration between the senior and junior sections of the school is not strong enough;
- the school's self-evaluation activities do not draw well enough on the first hand evidence of teaching and learning and, in the senior school, the views of pupils and parents; and
- since the last inspection, senior managers have not had enough impact in addressing the recommendations to raise standards in the junior school and improve the provision for pupils with additional learning needs.

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 Raise standards in writing and numeracy in the junior school
- R2 Share best practice in teaching and assessment across the school, in particular to ensure that it meets the needs of pupils' differing abilities
- R3 Improve arrangements for the assessment and coordination of provision for pupils with additional learning needs and English as an additional language
- R4 Strengthen collaboration between the senior and junior sections of the school
- R5 Further develop arrangements for improving quality

What happens next?

Estyn advises the governing body and the headteacher 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?

Good

Standards: Good

Pupils at the school have a wide range of abilities and, based on their attainment prior to entry, many make good progress as they move through the school. By the time they leave school at the end of Year 11 or the sixth form, overall, pupils achieve very high standards.

In the junior school, pupils take a range of standardised tests each term in areas such as reading and spelling. The data provided by the school for these tests shows that the majority of pupils make steady progress and exceed expectations year-on-year, with a few pupils making rapid progress over shorter periods of time.

In the senior school, at key stage 4, pupils' performance in GCSE examinations has been consistently high and well above national averages for the last five years. In 2014, the school's provisional data indicates that almost 90% of Year 11 pupils attained the level 2 threshold (equivalent to 5 GCSEs at grade A* to C) including English and mathematics and slightly over 80% attained the core subject indicator (A* to C grade in English, mathematics and science). Two-thirds of all GCSE entries were graded A* or A, which is a strong outcome when compared with the national figure of about one-fifth.

In the sixth form, pupils perform well. Over the last three years, an average of almost 70% of A level entries were graded A*-B compared with the national average of around 50%. During this period, all Year 13 pupils progressed to higher education.

Over the last three years, no pupil left the school without a recognised qualification and at the end of Year 11 all pupils remained in full-time education.

Throughout the school, there are no significant differences in the performance of boys and girls. Pupils with additional learning needs make good progress over time, relative to their abilities. Overall, pupils with English as an additional language do not make enough progress during lessons, although it is too early to evaluate their progress over a sustained period of time.

In many lessons, pupils make consistently good progress developing their knowledge, understanding and a range of skills. They respond positively to the teaching, with many pupils recalling previous learning quickly and accurately and applying their knowledge to new situations well. The majority of older pupils have a secure understanding of their abilities in many subjects and increasingly challenge themselves to experiment with different methods or approaches to tasks, which helps them to develop greater confidence.

In the junior school, nearly all pupils develop their speaking and listening skills effectively. They listen intently during lessons, with older pupils discussing their ideas confidently in a variety of situations. As pupils move through the junior school,

most develop their writing skills appropriately, although a few younger pupils do not develop the content of their short sentences well enough. At the end of key stage 2, most pupils produce extended writing that shows the successful development of ideas, imaginative use of language and interesting content. However, the written work of a few older pupils is poorly presented and below that expected of their abilities.

Pupils in the junior school make steady progress in developing their reading skills. Many read with confidence, fluency and expression. They use non-fiction books ably, making effective use of their literacy skills to support their work in many subjects.

In the senior school, most pupils have well-developed speaking and listening skills. They listen attentively to the teacher and to each other when working in pairs or groups and they build on each other's ideas well. Most pupils engage enthusiastically in question and answer sessions, speaking confidently and using appropriate vocabulary. Many pupils explain their views clearly, often presenting more than one side of an argument. Pupils are competent readers and, relative to their age, they apply their reading skills effectively in different subjects across the curriculum. Most pupils read fluently and with meaning. The majority show strong analytical and thinking skills when responding to different literary texts such as analysing poetry in English or summarising key information from different sources in history. Almost all pupils are confident writers and adapt their work appropriately to suit a range of purposes in different subjects.

Across the senior school, pupils make good progress in developing their numeracy skills by applying the techniques they learn in their mathematics lessons successfully in different subjects and contexts. This includes, for example, re-arranging formulae in science and, in geography, constructing and interpreting different types of graphs and diagrams accurately. In the junior school, many pupils develop their numeracy skills well in mathematics lessons. However, overall, pupils do not have enough opportunities to use and further develop their numeracy skills in other subjects.

Wellbeing: Good

Pupils of all ages are well-motivated, enthusiastic learners. They have a strong sense of community and respond positively to the school's friendly family atmosphere.

All pupils say that they feel safe and well supported in school. They think that bullying is rare and are confident that the school deals well with any incidents. Almost all pupils' behaviour is exemplary in lessons and around the school. They are polite and courteous. From a young age they develop respect and concern for others and are supportive of their peers.

Most pupils understand the importance of a healthy lifestyle and taking regular exercise. Many pupils participate in a suitable range of extra-curricular activities. The junior school council enables young pupils to take responsibility and share their ideas about the school. However, although senior school pupils are confident that the school listens to their views, they have limited formal opportunities to influence the school's work or have a say in what and how they learn.

Most pupils are actively involved in school life. They provide valuable support to joint activities with the local community such as fundraising for the local hospice. This helps pupils to develop their social and life skills well, preparing them effectively for their next stage of education or work.

Attendance rates have been consistently high for the past three years and above the national average. During this period, there have been no permanent exclusions.

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

Throughout the school the curriculum is broad and balanced and fully meets the requirements of the Independent School Standards (Wales) Regulations 2003.

In the senior school, most schemes of work are well planned to show progression. The majority of the schemes of work in the junior school also show progression but curriculum links between key stage 2 and key stage 3 are not developed well enough. Overall, learning experiences prepare pupils well for the next stage of their education or their adult life.

The school offers a satisfactory range of options for pupils to study in key stage 4 and the sixth form. Its planning of option choices for GCSE, AS and A2 level is flexible and, in most cases, enables pupils to follow their preferred subject combinations.

The school provides a range of educational visits that supports pupils' learning effectively and there is a reasonable variety of extra-curricular activities to enhance pupils' development.

Throughout the school, planning for improving pupils' literacy skills is strong. In many lessons there are valuable opportunities for pupils to use and develop these skills, which contributes to the high standards that pupils achieve. Planning for numeracy is more advanced in the senior school than in the junior school. However, a strong focus on English and mathematics in the junior school helps pupils to achieve well in these subjects.

The school offers valuable opportunities for pupils to study Welsh as either a first or second language from the junior school through to a GCSE option. This enables pupils to make good progress and achieve high standards. Across the school pupils develop secure knowledge and understanding of Wales and Welsh culture by participating in activities such as the school Eisteddfod and visits to local sites and cultural events.

The school offers a few useful opportunities for pupils to develop an awareness of sustainable development and global citizenship.

Teaching: Good

The quality of teaching in many lessons across the school is good, with outstanding work in a few classes. Throughout the school, teachers know their pupils extremely well and there is a high level of mutual respect and trust between them. This contributes to productive working relationships in lessons, where classroom routines are clearly understood and adhered to in a tension-free atmosphere, which helps to maximise pupils' learning.

The planning of a few teachers is particularly thorough and their expectations are extremely high. In these lessons, teachers develop pupils' subject knowledge and skills very effectively by using a wide range of teaching and learning approaches. This includes, for example, rich questioning by the teacher followed by pupils teaching their peers to extend and reinforce their understanding. This motivates and stimulates pupils to play a full and active part in the lesson, which contributes to the high standards they achieve.

Many teachers share clear lesson objectives with the class and plan a range of relevant activities to help pupils meet these objectives. This, together with a brisk pace and well-balanced timing spent on each activity, helps pupils to make steady or fairly rapid progress during the lesson. Many teachers use their strong subject knowledge skilfully to question and challenge pupils. This helps pupils to deepen their understanding. Many teachers make particularly good use of stimulating resources to help pupils approach topics in different ways and feel more confident in their learning.

However, in a few classes, particularly in the junior school, learning activities do not always match the needs of pupils of differing abilities. In these classes, too often more able pupils are not challenged enough and the work is too hard for pupils who have the greatest difficulty in the subject. In a very few lessons, the activities are dominated too much by the teacher and this means that younger pupils do not have the opportunity to develop skills independently.

Teachers mark pupils' work regularly and their comments are generally supportive. However, within and across a few subjects in the senior school and different classes in the junior school, there is too much variation in the quality of marking and feedback to pupils.

Across the school, teachers provide parents with clear and mostly detailed information about their child's attainment, effort and personal development in regular reports.

Care, support and guidance: Adequate

The school provides a safe, supportive environment where pupils feel confident to seek help and know that their concerns will be addressed. It promotes a strong sense of trust between pupils and staff that impacts positively on pupils' thirst for knowledge and independence in learning.

The school promotes pupils' spiritual, moral, social and cultural development well. For example, assemblies provide pupils with valuable opportunities to reflect on their own beliefs and moral values. This helps to foster principles such as honesty, fairness and respect for others.

Overall, class sizes in the school are small, and so pupils receive helpful individual guidance and support. In the senior school, pupils receive specific advice and career guidance to help them make well-informed choices about subjects and higher education courses.

The school's arrangements for identifying pupils who may have additional learning needs are underdeveloped. As a result, teachers do not always have enough information about individual pupils' specific learning needs to help them plan effectively. Recently, the junior school introduced appropriate individual education plans for a few pupils with additional learning needs. Through this new system, staff and parents share information and monitor pupils' progress against their targets. However, it is too early to evaluate the impact of these new arrangements on pupils' work as they move through the school.

The school's arrangements for supporting pupils who learn English as an additional language are weak. This is a particular concern in the junior school where there is no specialist support and work is not always tailored well enough to meet these pupils' learning needs.

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

Learning environment: Good

The school is an inclusive community with an ethos based on mutual respect for others. The high level of trust and appreciation between and amongst pupils and staff helps them to develop strong empathy with each other and value the diversity of their backgrounds. This has a positive impact on pupils' wellbeing and learning.

Most areas of the school are well maintained and the decoration is good. These areas make for an attractive learning environment. The new teaching block, which houses the English and Welsh departments, is a bright and airy space where stimulating displays of pupils' work inspire and support their learning well. Most classrooms have useful attractive displays to enhance the learning environment.

Pupils have the resources and equipment they need to access the curriculum effectively. In addition, the school makes beneficial use of a local university's sports facilities to provide pupils with a high-quality resource, which enhances their learning.

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

The headteacher provides committed leadership and has been particularly successful in establishing a close-knit family community. Together with the senior

management team, she promotes clear values, principles and behaviours that underpin all aspects of the school's work. These contribute effectively to a common sense of purpose, well-motivated staff and the positive learning environment. Senior managers generally provide appropriate direction and communicate expectations well, for example through the staff handbook, a broad range of policy documents and regular team meetings at all levels.

Since the last inspection, the school has improved its management structures and systems. Leadership responsibilities are now distributed more widely. This is providing useful opportunities for subject leaders to influence the school's strategic direction and to contribute constructively to whole-school priorities, such as improving pupils' literacy skills. Roles and responsibilities are largely well defined. They focus appropriately on improving standards and provision and help ensure that the school runs efficiently on a day-to-day basis. Although there is a clear line-management structure, arrangements to monitor the quality of teachers' work are not always applied rigorously enough. Senior managers have not had enough impact on raising standards and improving the quality of teaching in the junior school.

Performance management arrangements have become more systematic in recent years. The programme is supportive and provides useful opportunities for staff to review and discuss aspects of their work with line managers. It also helps to identify individual and whole-school professional development needs. These processes are beginning to increase levels of accountability. However, they do not lead to suitably robust targets and have not been effective in promoting improvement in significant areas of the school's work such as improving the management and provision for pupils with additional learning needs.

Collaboration between the senior and junior sections of the school is not strong enough. For example, the school does not routinely make effective use of opportunities to share information, promote best practice and enhance continuity in pupils' learning experiences.

The governing body provides suitable oversight of the school's work. Governors are well informed about most aspects of the school's work and contribute appropriately to setting its strategic direction and addressing key priorities. Governors scrutinise the school's finances carefully. However, the governing body does not have a secure understanding of the quality of provision in the junior school and the standards these pupils achieve.

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

Improving quality: Adequate

Senior managers have a well-established approach to planning for improvement that includes appropriate consultation with all staff and governors. Staff in the junior school seek the views of parents and pupils to inform the process of self-review. However, the senior school has no formal systems to involve its pupils or their parents in the review process.

The school's self-evaluation report is a comprehensive document that makes effective use of the rigorous analysis of pupils' performance in the senior school. However, in some areas the report is too descriptive and does not draw well enough on the first hand evidence about the quality of teaching and learning or identify areas for improvement fully.

Senior managers use the outcomes of self-evaluation to inform the main school improvement plan. The plan details an extensive range of areas for development across the school but does not identify the main priorities for improvement clearly enough.

In the senior school, subject leaders are involved fully in reviewing their curriculum areas and planning for improvement. In the best examples, the documents they produce provide a strong basis for building on the high standards in their subject area. Staff in the junior school produce a well-constructed plan with a small number of specific improvement targets. However, this plan does not focus sufficiently on raising standards.

The process of planning for improvement has had a positive impact on several aspects of the school's outcomes and provision. For example, involving senior school pupils in the assessment of their own learning has helped to maintain or further improve the high standards they achieve.

The school has made steady progress in addressing the majority of the recommendations from the last inspection. However, standards have not risen sufficiently in the junior school and the provision for pupils with additional learning needs is not strong enough.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and wellbeing. This includes valuable links with a variety of higher and further education organisations, which support, for example, staff professional development, the delivery of the curriculum and activities that provide challenge for more able or talented pupils.

There are strong partnerships with parents and most feel comfortable about approaching the school with questions, suggestions or a problem. The school keeps parents well informed particularly through the weekly newsletters from the junior school and by providing information on the school's website. Parents support the school well, particularly in sharing their professional expertise at careers evenings for senior school pupils.

Staff from the junior school are involved in joint working with a group of local schools. This link supports the sharing of good practice and provides staff with a forum to explore current teaching and learning developments.

The school provides pupils with worthwhile opportunities to support local and national charities. This has a positive impact on pupils' awareness of the wider world. Wider engagement with the local community takes place through activities such as the after school facility and holiday club based at the junior school, which provides placements for the school's own pupils and pupils from other local schools.

Resource management: Good

The school manages its resources carefully. During a period of considerable financial challenge, governors and senior managers have ensured prudent expenditure. This has been directed appropriately to address strategic priorities. There have been significant financial gains through activities such as skilful renegotiation of several contracts with service providers and by achieving greater efficiencies.

Since the last inspection, there have been considerable improvements to the quality of the school's information and communication technology (ICT) resources as well as the construction of new teaching accommodation. The school makes particularly good use of the high-quality sports facilities at a local university for physical education lessons.

There is a sufficient number of suitably qualified teaching staff who are generally deployed efficiently. Funding for professional development is allocated appropriately through performance management reviews and on the basis of whole-school or subject-area priorities. Many staff have undertaken a range of relevant training, including involvement in the school's 'teaching and learning communities', which are contributing well to promoting best practice.

The school makes effective use of its resources to achieve good learning outcomes for its pupils and provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	27	27 100%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		99%	0%	1%	
The school deals well with any bullying.	26	25 96%	1 4%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		95%	3%	2%	
I know who to talk to if I am worried or upset.	25	25 100%	0 0%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		95%	5%	0%	
The school teaches me how to keep healthy	27	27 100%	0 0%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		81%	19%	0%	
There are lots of changes at school for me to get regular exercise.	27	26 96%	1 4%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		79%	21%	0%	
I am doing well at school	26	26 100%	0 0%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		98%	2%	0%	
The teachers and other adults in the school help me to learn and make progress.	27	27 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	0%	0%	
I know what to do and who to ask if I find my work hard.	27	27 100%	0 0%	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%	1%	
My homework helps me to understand and improve my work in school.	26	24 92%	2 8%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		81%	15%	4%	
I have enough books, equipment, and computers to do my work.	27	26 96%	1 4%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		92%	7%	1%	
Other children behave well and I can get my work done.	23	22 96%	1 4%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		91%	6%	3%	
Nearly all children behave well at playtime and lunch time	26	24 92%	2 8%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		96%	3%	1%	

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.	120	97 81%	22 18%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		64%	34%	1%	1%	
The school deals well with any bullying.	118	67 57%	50 42%	1 1%	0 0%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
		38%	50%	10%	2%	
I have someone to talk to if I am worried.	120	69 57%	48 40%	3 2%	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	117	29 25%	68 58%	20 17%	0 0%	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.	120	71 59%	35 29%	13 11%	1 1%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		53%	36%	8%	3%	
I am doing well at school	119	53 45%	65 55%	1 1%	0 0%	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.	120	82 68%	37 31%	1 1%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.
		49%	46%	4%	1%	
My homework helps me to understand and improve my work in school.	119	51 43%	59 50%	9 8%	0 0%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		28%	54%	14%	5%	
I have enough books and equipment, including computers, to do my work.	120	79 66%	41 34%	0 0%	0 0%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
		47%	44%	8%	1%	
Pupils behave well and I can get my work done.	119	55 46%	61 51%	3 3%	0 0%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		24%	60%	13%	3%	
Staff treat all pupils fairly and with respect.	119	73 61%	45 38%	1 1%	0 0%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
		36%	47%	13%	4%	
The school listens to our views and makes changes we suggest.	114	20 18%	64 56%	29 25%	1 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
		17%	53%	23%	7%	
I am encouraged to do things for myself and to take on responsibility.	119	69 58%	48 40%	2 2%	0 0%	Rwy'n cael fy annog i wneud pethau dros of fy hun a derbyn cyfrifoldebau.
		45%	50%	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..	115	56 49%	50 43%	9 8%	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.
		43%	47%	8%	2%	
The staff respect me and my background.	118	81 69%	35 30%	2 2%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		46%	47%	6%	2%	
The school helps me to understand and respect people from other backgrounds	119	76 64%	42 35%	1 1%	0 0%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
		44%	49%	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	53	17 32%	26 49%	10 19%	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
		28%	49%	17%	7%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	26	13 50%	7 27%	5 19%	1 4%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y chweched
		34%	48%	14%	5%	

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	48 58%	32 39%	1 1%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	31%	3%	1%		
My child likes this school.	83	60 72%	22 27%	1 1%	0 0%	0	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.	83	58 70%	24 29%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	25%	1%	1%		
My child is making good progress at school.	83	54 65%	28 34%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	33%	3%	1%		
Pupils behave well in school.	83	48 58%	31 37%	1 1%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		55%	40%	4%	1%		
Teaching is good.	83	39 47%	42 51%	2 2%	0 0%	0	Mae'r addysgu yn dda.
		59%	19%	3%	1%		
Staff expect my child to work hard and do his or her best.	83	65 78%	15 18%	2 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		71%	29%	2%	0%		
The homework that is given builds well on what my child learns in school.	83	49 59%	30 36%	3 4%	0 0%	1	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.
		56%	39%	4%	1%		
Staff treat all children fairly and with respect.	83	51 61%	25 30%	4 5%	1 1%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		62%	32%	5%	1%		
My child is encouraged to be healthy and to take regular exercise.	83	46 55%	25 30%	6 7%	1 1%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	36%	2%	1%		
My child is safe at school.	82	55 67%	27 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		68%	30%	1%	2%		
My child receives appropriate additional support in relation to any particular individual needs'.	81	40 49%	28 35%	7 9%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		59%	35%	5%	2%		
I am kept well informed about my child's progress.	81	39 48%	31 38%	8 10%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		57%	35%	7%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	81	57 70%	17 21%	4 5%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		65%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	83	48 58%	26 31%	2 2%	1 1%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		50%	40%	8%	2%		
The school helps my child to become more mature and take on responsibility.	82	54 66%	22 27%	5 6%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		64%	33%	3%	0%		
My child is well prepared for moving on to the next school or college or work.	76	35 46%	21 28%	3 4%	0 0%	17	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		56%	38%	5%	1%		
There is a good range of activities including trips or visits.	81	31 38%	31 38%	11 14%	3 4%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	33%	5%	1%		
The school is well run.	81	45 56%	31 38%	2 2%	2 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	37%	2%	1%		

Appendix 2

The inspection team

Denise Wade	Reporting Inspector
Jane Williams	Team Inspector
Rosemary Lait	Team Inspector
John Thomas	Team Inspector
Olwen Elizabeth Davis	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Campbell Harrison	School Nominee

Copies of the report

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

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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