



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

**Annual monitoring inspection report on
St David's College**

Date of inspection: September 2015

by

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

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

St David's College is an independent day and boarding school that educates boys and girls from age 9 to 18 years. The main school building is Gloddaeth Hall, a sixteenth century mansion set in 34 acres of grounds just south of Llandudno in North Wales.

The school opened in 1965, as an educational charity established by Trust Deed, in order to provide secondary education within a Christian framework. The school's mission is to "develop the whole person through a broad education founded on Christian principles, a wide choice of interest and activity, and an achievable personal programme for each pupil". The school is administered by a board of governors.

There are currently 238 pupils on roll. There are 20 pupils aged from 9 to 11, 130 pupils aged from 11 to 16, and a further 88 in the sixth form. 104 pupils are boarders.

St David's College educates pupils with a broad range of different abilities, including those who are more able academically. Twenty per cent of pupils have a statement of special educational needs and are funded by their home local authorities.

The last full inspection was in October 2012. The headteacher was appointed in January 2009.

Main findings

Strengths

The school's strengths are that:

- Pupils demonstrate positive attitudes towards their learning and have the confidence to ask for help when required
- Pupils are keen to help each other and take pride in each other's success
- Pupils are polite and welcoming to visitors
- Lessons are well planned and maintain the interest of all pupils
- The school has established strong links with Bangor University to develop the skills and expertise of its staff; all teachers are required to take a qualification in special educational needs
- Support teachers and class teachers work well together to address the identified needs of pupils
- The school offers an outstanding range of extra-curricular and off-site activities, which provide pupils with opportunities to achieve success
- There is a well-established system of lesson observations, which includes senior managers and heads of department

Areas for development

The school's areas for development are that:

- There is a well-established system of lesson observations, which includes senior managers and heads of department, although lesson observations do not focus well enough on the standards that pupils achieve in lessons
- Not all policy documents reference up to date legislation and guidance

Recommendations

The school should:

- R1 Improve the lesson observation process to include an evaluation of the standards that pupils achieve
- R2 Develop effective record-keeping processes to ensure that policy documents are kept up to date and reflect the latest Welsh Government guidance

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Continue to develop strategies to support the development of literacy and numeracy across the curriculum

This recommendation has been largely addressed.

The school has made steady progress in relation to this recommendation. It has carried out a mapping exercise across all subjects to establish how effectively literacy and numeracy are being reinforced across the curriculum. Schemes of work include a reference to aspects of the literacy and numeracy framework (LNF). Managers monitor the promotion of literacy and numeracy skills through lesson observations and book scrutiny.

All pupils sit the national literacy and numeracy tests, and the school records this data alongside other test scores. Managers use this data to analyse pupil progress and provide intervention where necessary.

The school has placed a clear focus on literacy over the past year. A literacy marathon, involving all departments, helped staff to develop a greater understanding of ways in which they can develop pupils' literacy skills across the curriculum. The school is planning to hold a numeracy marathon during the coming year. However, overall, the development of numeracy across the curriculum is less well developed.

Recommendation 2: Further refine lesson observation processes so that managers can gather and evaluate first hand evidence about the quality of teaching and learning

This recommendation has been largely addressed.

Heads of department make effective use of a useful lesson observation guide to monitor and evaluate the quality of teaching in their subject areas. This provides senior leaders with consistent information concerning the quality of teaching across the school. Senior leaders and heads of department use this information well to provide teachers with useful written feedback on the strengths and weaknesses observed and set appropriate individual, subject and whole school targets for improvement.

However, the lesson observation process does not focus on well enough on the standards that pupils achieve.

Recommendation 3: Make sure that where teaching is excellent, teachers share their good practice across the school

This recommendation has been fully addressed.

Heads of department make effective use of lesson observations to identify aspects of good practice within their subject areas. They share this information effectively with the wider staff group in regular staff meetings. Teachers benefit from observing their peers where excellent teaching has been identified, and in sharing strategies to improve outcomes for pupils.

Recommendation 4: Continue to develop the role of specialist staff within mainstream lessons

This recommendation has been fully addressed.

All teachers appointed to the school are required to undertake specialist qualifications in relation to specific learning difficulties. This means that staff across the school have a clear understanding of strategies for supporting pupils with additional learning needs.

Support teachers regularly attend mainstream lessons. There is a clear focus for these sessions, which includes supporting and observing individual pupils and discussing teaching strategies with the class teachers in order to help pupils make progress.

By attending mainstream lessons, support teachers gain a better understanding of the difficulties that pupils experience in the classroom. This helps them provide targeted support in withdrawal lessons.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 2: The spiritual, moral, social and cultural development of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 3: Welfare, health and safety of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 4: The suitability of proprietors and staff

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On this visit, Estyn did not inspect Standard 6.

Standard 7: The manner in which complaints are to be handled

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Recommendation regarding registration

When considering this school's registration the National Assembly for Wales may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

School information

School	St David's College
School number	662/6017
Purpose of visit	Annual monitoring inspection
Date of visit	15/09/2015
Proprietor	St David's Trust
Staff	1 headteacher, 1 deputy headteacher, 1 director of policies, 1 director of studies, 1 assistant headteacher, 1 special educational needs co-ordinator, 1 deputy special educational needs co-ordinator, 56 teachers, 1 chaplain, 4 houseparents, 5 assistant house parents, 3 medical staff
Number of pupils	238
Provision	Residential
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorders Specific learning difficulties Moderate learning difficulties
Last Section 163 inspection	01/10/2012
Last annual monitoring inspection	19/03/2014
Last CSSIW inspection	06/09/2012

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Caroline Rees	Team Inspector