



A report on:

**St Clare's School
Porthcawl
Bridgend
CF36 5NR**

Date of inspection: April 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

St Clare's School is an independent non-denominational, non-selective day school for boys and girls from aged two and a half to eighteen years. The school was founded in 1938 by a Roman Catholic religious community. Since 2006, the school has been owned by an education company that operates a large group of independent schools across the world. St Clare's maintains the ethos and character built up during its founding years.

The school is located on a large site at Newton, on the outskirts of Porthcawl. The catchment area for the school is wide and ranges as far east as the Vale of Glamorgan and Merthyr Tydfil, and as far west as Neath and Carmarthenshire.

The school is organised into prep and senior schools. Currently there are 299 pupils on roll, including 22 children in the nursery. There are 135 pupils in the prep school and 164 in the senior school, of whom 41 are in the sixth form. There are a very few more girls than boys and the balance varies slightly in year groups across the school.

In September 2014, 65 pupils and 7 staff joined St Clare's School when a neighbouring independent school closed at the end of the previous term.

Almost all pupils speak English fluently. Fewer than 3% of pupils speak Welsh as their first language at home. The school does not aim to make pupils bilingual in English and Welsh. About 11% of pupils come from minority ethnic backgrounds. At the end of Year 6, almost all pupils transfer from the prep to the senior school.

The school provides additional learning support for a few pupils, to support development of their literacy skills. A very few pupils have a statement of special educational needs.

The school's last inspection was in March 2009. The current headteacher took up his appointment in April 2013.

The school aims to provide a stimulating, caring and secure environment and seeks to help every child fulfil his or her potential. The school welcomes pupils of all faiths and cultures. It seeks to encourage a multi-cultural environment that promotes tolerance, consideration and respect for all whatever their background or beliefs

Summary

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

Current performance

The school is good because:

- Most pupils achieve high standards by the time they leave school at the end of key stage 4 or the sixth form
- Almost all pupils behave well, are highly motivated learners and have a strong sense of wellbeing
- The well-structured curriculum provides appropriate opportunities for all pupils to learn and progress to the next stage of learning
- The quality of teaching helps most pupils to make consistently good progress as they move through the school.
- Pupils' progress is measured against ambitious targets and the whole-school tracking system enables staff to monitor, report and take prompt action if necessary
- There is effective guidance for pupils within a caring and supportive environment
- Support for pupils with additional learning needs is good
- Fairness, respect and consideration for others are endorsed in all aspects of school life

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides astute leadership and has acted decisively to address appropriate development priorities
- Senior leaders provide purposeful direction to the school's work and have been particularly successful in managing change.
- The proprietor has a secure and well-informed view of the school's performance and provides appropriate levels of challenge and support
- Leaders have a clear and accurate understanding of the school's strengths and areas for improvement
- There has been good progress in addressing the recommendations from the last inspection, especially in the prep school

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 those areas where there is relative underperformance, particularly in English in the senior school
- R2 Improve the quality of teaching and assessment by sharing best practice more widely across the school
- R3 Ensure that all individual education plans for pupils with additional learning needs fully meet those pupils' needs
- R4 Strengthen self-evaluation and improvement planning processes by focusing more specifically on pupils' standards and outcomes

What happens next?

Estyn advises the proprietor and headteacher to amend the current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school, pupils have a wide range of abilities. Value added data shows that most pupils make good progress relative to their prior attainment. Most pupils achieve good standards by the time they leave school at the end of key stage 4 or the sixth form.

The prep school uses a range of standardised tests to compare pupils' performance. In 2014, at the end of key stage 2, almost all pupils attained at least the expected level 4 in reading, writing and mathematics and about half of them attained the higher level 5. Reading test data show that, from a young age, almost all pupils read at a level well above that expected for their age. Most pupils make at least good progress as they move through the prep school.

In the senior school, at key stage 4, pupils' performance in GCSE examinations is consistently high when compared with national averages. For the last four years, more than 80% attained the level 2 threshold including English and mathematics, and the core subject indicator. In 2014, pupils' performance in mathematics and science was particularly strong. Results in many non-core subjects are also well above national averages. At the same time, 35% of entries at GCSE were graded A*/A compared with a national figure of 19%.

At A level for the last two years, around a third of entries were at the highest A*/A grade. In 2014, 79% of entries were graded A*/B, which is almost 30 percentage points higher than the national figure.

Senior school pupils progress well in most lessons. They build successfully on their previous learning to develop further their knowledge, understanding and a wide range of skills. Over the last three years, no pupil has left the school without a qualification. Almost all pupils remain in full-time education at the end of key stage 4 and most of them move on to higher education at the end of the sixth form.

Across the school, there are no significant differences between the relative performance of boys and girls. Pupils with additional learning needs make good progress.

Almost all pupils listen well to staff and each other in lessons. In the prep school, pupils speak well, and read and carry out instructions independently with confidence. Older more able pupils in the senior school present their ideas well and enjoy the challenge of discussion. A few senior pupils speak with less confidence but interact well in small groups.

In the nursery, children enjoy telling a story in their own words from a picture book and make good progress in developing basic phonic skills. As they progress through the prep school, almost all pupils develop appropriate reading strategies. For example, they know how to decode words that are new to them, scan texts to identify important information and make a text come alive when they read aloud. Older pupils use their skills effectively to research information and analyse texts thoughtfully. Increasingly, they develop understanding in how to interpret information

from their texts. More able pupils question the importance of context well, for example when learning about Robert Cormier's writing in English lessons.

Throughout their time in the prep school, pupils make systematic progress in developing good quality writing skills. They have a sound understanding of basic spelling, punctuation and grammar strategies and present their work well. In the senior school, the quality of pupils' writing is more variable. In the best practice, for example in science and history, pupils convey information clearly and express their ideas well. They also present their work neatly with mostly accurate spelling, punctuation and grammar. However, in a minority of subjects, pupils do not always take enough care with their work. Although the content may be of appropriate quality, they often pay too little attention to presentation, spelling and punctuation.

Pupils develop strong numeracy skills as they progress through the school and apply these successfully in mathematics lessons and many other subjects to support their learning. For example, in geography younger pupils use their estimating skills accurately to approximate distances for orienteering activities. In science, many pupils from across the age ranges competently collect, analyse and present data from a variety of experiments.

In the prep school, pupils' good progress in developing key skills enables most of them to become independent learners from a young age. These pupils make appropriate choices and work well with others to solve problems. Older pupils in the senior school continue to develop their independence and thinking skills well through tasks that involve them in investigations and group discussion. They give thoughtful, well-reasoned responses to questions and are confident to express their ideas, for example in dramatic presentation about the work of Bertolt Brecht.

Wellbeing: Good

Pupils feel safe in school and most of them believe that the school responds well to any incidents of bullying. Pupils at all key stages have a high level of awareness of the importance of diet and exercise on their health. Nearly all pupils make healthy choices from the well-balanced lunch menus. They participate enthusiastically in a wide range of sporting activities, for example as part of the inter-house competition and as members of school teams.

Most pupils are highly motivated learners. Nearly all of them behave particularly well in lessons and around the school. They are courteous and polite to visitors and respectful and considerate towards each other. For example, the pupils' caring attitudes have helped the new pupils who joined this year to integrate quickly and be part of an inclusive community.

A majority of pupils are confident that the school listens to their views. Pupils play an important part in school life and are suitably involved in making decisions through the prep and senior school councils. For example, they made a valuable contribution to the review and implementation of the anti-bullying policy. They have arranged regular fund-raising activities in support of charities in the local and wider community. Pupils are also involved usefully in the appointment process for new staff.

There are high levels of pupil participation in the school's wide range of extra-curricular activities. These activities contribute well to pupils' personal development. For example, most pupils in the senior school develop beneficial life skills through taking part in the Duke of Edinburgh's Award scheme. Pupils in the prep school gain self-confidence and enhance their social skills effectively through attending dance, drama and cookery clubs. These pupils are also aware of their responsibilities as global citizens through their active involvement in the eco club.

Attendance rates are good when compared with those of similar schools.

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

The school provides a broad and balanced curriculum that meets the requirements of the Independent School Standards (Wales) Regulations 2003. The curriculum is well-structured throughout the school and provides appropriate opportunities for all pupils to learn and make progress towards the next stage of their learning. There is an extensive choice of academic courses both at GCSE and A level, and flexible curriculum planning accommodates the option choices of most pupils.

In many subject areas, there are valuable links between the prep and senior schools in planning for progression, particularly where staff work across both sections. However, in a few curriculum areas transition arrangements between key stage 2 and key stage 3 do not build systematically on pupils' existing knowledge, understanding and skills.

In the prep school there are well-planned, effective opportunities for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills. Strategies for the development of skills across the senior school are less well developed.

There is a comprehensive extra-curricular programme for pupils in all key stages. This includes, for example, the Duke of Edinburgh's Award scheme, foreign languages, creative arts and sporting activities. The prep school eco club has established links with a partner school in Uganda that helps pupils to develop their awareness of global citizenship. Pupil volunteers in the senior school run a paper recycling scheme to promote sustainable development and to encourage pupils to take responsibility for caring for the environment.

Teaching: Good

The quality of teaching helps most pupils to make consistently good progress as they move through the school.

Throughout the school, nearly all teachers have good subject knowledge and very strong working relationships with pupils. They have well-established classroom routines, which maximise the time for pupil learning. In the best practice, the teaching provides highly personalised support for pupils, which meets pupils' needs particularly well and helps them to make fairly rapid progress in relation to their ability.

In many lessons, teachers share clear learning objectives with pupils and monitor their progress towards these closely. They use effective questioning techniques to probe pupils' understanding and identify where they need to reinforce pupils' knowledge at key points during the lesson. This, together with a comprehensive and imaginative range of well-planned activities, skilful use of progression tasks and confident delivery at a brisk pace, helps many pupils to achieve strong outcomes. In particular, many teachers make valuable use of their knowledge about pupils and their abilities to organise successful pair and group work. For example, in the prep school, 'talking partner' activities are organised routinely by the class teacher to meet the curricular objectives of the lesson. These types of activities help pupils to share their ideas, respond thoughtfully to others and ask pertinent questions to help them increase their confidence and make consistently good progress.

However, in a few lessons the teaching does not challenge pupils well enough and limits their progress. Often, this is because planned activities are not appropriate for pupils' age and ability, are too teacher directed or there is an over-reliance on using or copying from worksheets.

During lessons, many teachers provide pupils with useful oral feedback. In particular, they use starter and plenary sessions skilfully to assess pupils' recall of prior learning and to reflect and reinforce the content of their current learning. However, in a very few lessons teachers' questioning and oral feedback skills are under-developed.

Most teachers mark pupils' work regularly, with many making consistently good use of individual pupil targets to provide pupils with helpful feedback on their progress and on how to improve their work. However, in the senior school, there is too much variation in the quality of marking.

The recently introduced whole-school tracking system enables leaders and teachers to monitor, report and take prompt action on pupils' progress measured against ambitious targets. This is also contributing to increased consistency in assessment processes, which are well established in the prep school and developing in the senior school.

Parents and guardians receive useful reports on the progress of their children. The reports identify clearly the strengths in a pupil's work and most identify areas requiring further development.

Care, support and guidance: Good

The school provides effective guidance for its pupils in a caring and supportive environment. Nearly all teachers have high expectations of pupils' behaviour and engagement in learning, which are largely met. This has a positive impact on pupils' progress, attendance and inclusion.

The school's highly effective arrangements for the induction of new pupils are a strong feature of the provision. For example, the well-planned arrangements to support the integration of the large intake of new pupils in September 2014 were beneficial to the wellbeing of all pupils across the school.

The school actively encourages pupils to have healthy lifestyles and makes appropriate arrangements for healthy eating and drinking.

The school promotes pupils' spiritual, moral, social and cultural development well through curriculum subjects, thought provoking assemblies and a wide range of extracurricular activities. External agencies provide useful support for the personal social education programme. For example, the police liaison officer provides advice for pupils and parents across all key stages on important issues such as e-safety and, for older pupils, guidance on substance misuse and safe driving. In the prep school the well-planned personal, social education programme provides pupils with appropriate information on moral issues, personal safety and hygiene. However, the delivery of personal social education across the senior school varies too much.

The school provides well-planned opportunities for pupils to experience the world of work, and comprehensive careers education and guidance. This helps pupils to make informed choices at key stage 4 and the sixth form.

The school has developed effective systems across all key stages to identify and support pupils with additional learning needs. For example, high quality specialist support for pupils with specific learning difficulties and effective intervention by well-trained teaching assistants help most pupils with additional learning needs to make good progress and achieve successful outcomes. The majority of these pupils' individual education plans set appropriate targets and are reviewed regularly. However, a few plans for pupils in the senior school lack detail and do not provide useful targets and strategies to support the identified learning needs.

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

Learning environment: Good

The school is a fully inclusive community with a caring ethos based firmly on traditional family values. Fairness, respect and consideration for others are endorsed in all aspects of school life. This is evidenced most clearly by the extremely flexible arrangements the school made to integrate the large number of new pupils this year. Together with their peers, these pupils participate fully in the life of the school, with all pupils receiving equal access to all areas of the school's provision.

The school has suitable resources that are well matched to pupils' needs, including access to new technologies. Many classrooms have attractive topic information or displays of pupils' work, which celebrate their achievements and support their learning well.

The buildings, grounds and specialist outside teaching and learning areas are well maintained, and the decoration is largely fitting. In the last few years, the school has successfully implemented a rolling programme of redecoration and refurbishment. This includes a new dining hall and refurbished science laboratories, which enhances the learning environment and impacts positively on pupils' experiences.

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

There is a clear vision, developed by staff, pupils and parents that underpins the school's aims, principles and all areas of its work.

The headteacher provides astute leadership. He has identified and acted decisively to address appropriate development priorities, in particular strengthening management structures. This has helped to create a climate in which members of the school community feel valued.

Together with the headteacher, the senior leadership team provide purposeful direction to the school's work. They have been particularly successful in managing change in a number of areas. By distributing leadership responsibilities more widely, through the creation of a middle management tier, staff have increasing opportunities to influence and promote particular priorities and initiatives. This approach is contributing to the professional development of these staff, improving line-management arrangements and having a positive impact on standards and provision across the school.

The school operates efficiently on a day-to-day basis. Through an informative website, newsletters, a wide range of comprehensive policy documents and regular minuted team meetings, expectations for staff and pupils are set out clearly. Staff have specific job descriptions and understand their roles and responsibilities well. Team meetings at all levels address appropriately key matters including the quality of learning and teaching, pupils' progress and pastoral issues.

There is a developing performance management culture with systematic arrangements. This process helps identify staff professional development needs. It provides an increasing degree of accountability as well as appropriate levels of support and challenge where necessary. Where senior leaders identify aspects of underperformance in teachers' work, they address these appropriately.

The proprietor has a secure and well-informed view of the school's performance and related issues, and provides appropriate levels of challenge and support. In conjunction with the headteacher, the proprietor helps determine the school's strategic direction and key priorities.

The proprietor organises a range of improvement network meetings for its schools with a particular emphasis on strengthening leadership capacity. It provides particularly helpful specialist support and expertise in the areas of education, property, finance and human resources. The proprietor also ensures a strong focus on compliance with relevant legal responsibilities and best practice in these areas. The school meets all of the Independent School Standards (Wales) Regulations 2003.

Improving quality: Good

Since the last inspection, the school has made strong progress in establishing more systematic self-evaluation and improvement planning arrangements across the school. As a result, the leadership team has a clear and accurate understanding of the school's strengths and areas for improvement.

Both the school and the proprietor use a broad range of useful procedures to evaluate all aspects of the school's work. The leadership team collects first-hand evidence such as from lesson observations and book scrutiny to inform their judgements about pupils' standards and the quality of teaching and learning. However, these judgements are often too generous and do not focus enough on the quality of learning and pupils' outcomes.

The views of staff, parents and pupils are collected regularly and these help to inform future planning. For example, pupils' views were surveyed during the recent review of the anti-bullying policy.

The school development plan provides a sound basis for improvement. It focuses appropriately on standards, teaching, wellbeing and leadership. Targets for improvement are clear; they have appropriate timescales, success criteria and allocated staff responsibilities. The leadership team monitors the school's progress towards meeting these targets regularly.

In both sections of the school, senior leaders and recently appointed co-ordinators and faculty leaders are helping staff to develop skills in evaluating their work. These managers review and evaluate the documentation, teaching, leadership and outcomes of their subject areas. The results of these reviews enable co-ordinators and faculty leaders to produce useful development plans that identify the main areas for improvement across the school.

The school has made good progress in addressing the recommendations from the last inspection. There is now a more clearly defined management structure across the school, there has been strong improvement in curriculum planning and teaching in the prep school, and staff appraisal is well established.

Partnership working: Good

The school has a broad range of effective partnerships that impact positively on pupils' standards and wellbeing, and the development of staff.

The partnership with parents is particularly strong. Parents value not only the academic progress that their children make but also the valuable contribution the

school makes to develop their child's confidence and wellbeing. The parental engagement group provides useful opportunities for the school to consult with and inform parents about the work of the school. Recent topics covered at these meetings include internet safety and a review of the school's catering. The Friends of St Clare's are supportive of the school. They have raised money to fund additional resources, such as portable staging and a piano.

The school has a strong link with its proprietor's group, which has a range of benefits for the school. These include access to high quality professional development opportunities for staff and the opportunity to share good practice and resources with other schools within the proprietor's network. In addition, pupils participate in sports events organised for other schools in the group.

Pupils benefit from the school's links with other local schools. For example, older pupils studying physical education contribute to their examination coursework by organising tournaments for local primary school pupils. Links with local secondary schools, have enabled A level pupils to participate in fieldtrips to enhance their learning experiences.

Partnerships with the community are also well developed. Local businesses support the school by providing valuable opportunities for pupils' work experience and the school has raised a significant amount of money for local charities.

Resource management: Good

The school manages its resources effectively. There are sufficient well-qualified and experienced staff. They are deployed efficiently to deliver the school curriculum and teach the full age range of pupils from the prep school through to the sixth form. Pupils benefit from the relatively low pupil-to-teacher ratios.

The professional development of staff is managed well, in particular through links with other providers as part of the school improvement network. Staff professional development needs are identified appropriately through performance management objectives, and reflect whole-school and team priorities. Recently there has been a particular emphasis on strengthening leadership skills and safeguarding.

The business manager, supported by the proprietor, plans and monitors expenditure rigorously. Funding is targeted appropriately at stated development priorities. In particular, the proprietor has funded developments that greatly improve the quality of the accommodation and resources. There has been a significant emphasis on achieving efficiencies and on increasing revenue streams, for example through marketing the school effectively to attract more pupils.

The school makes effective use of its resources 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	Yes Cytuno	No Anghytuno	
I feel safe in my school.	37	36 97%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	36	34 94%	2 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	37	35 95%	2 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		95%	5%	
The school teaches me how to keep healthy	37	37 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		95%	5%	
There are lots of chances at school for me to get regular exercise.	37	37 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	37	35 95%	2 5%	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.	37	37 100%	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.	37	36 97%	1 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.	36	33 92%	3 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		87%	13%	
I have enough books, equipment, and computers to do my work.	37	37 100%	0 0%	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.	37	28 76%	9 24%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		79%	21%	
Nearly all children behave well at playtime and lunch time	37	34 92%	3 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		86%	14%	

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.	64	40 62%	24 38%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		65%	34%	1%	1%	
The school deals well with any bullying.	64	17 27%	39 61%	7 11%	1 2%	Mae'r ysgol yn delio ag unrhyw fwlio yn dda.
		38%	50%	10%	2%	
I have someone to talk to if I am worried.	64	30 47%	26 41%	6 9%	2 3%	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	64	13 20%	35 55%	15 23%	1 2%	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.	64	13 20%	37 58%	12 19%	2 3%	Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.
		53%	36%	8%	2%	
I am doing well at school	64	19 30%	41 64%	3 5%	1 2%	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.	64	29 45%	28 44%	6 9%	1 2%	Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.
		50%	45%	4%	1%	
My homework helps me to understand and improve my work in school.	63	14 22%	35 56%	10 16%	4 6%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		29%	54%	13%	4%	
I have enough books and equipment, including computers, to do my work.	64	26 41%	27 42%	11 17%	0 0%	Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.
		49%	43%	7%	1%	
Pupils behave well and I can get my work done.	64	7 11%	43 67%	13 20%	1 2%	Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		25%	59%	13%	3%	
Staff treat all pupils fairly and with respect.	62	15 24%	34 55%	8 13%	5 8%	Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.
		36%	47%	12%	4%	
The school listens to our views and makes changes we suggest.	63	9 14%	26 41%	25 40%	3 5%	Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.
		18%	53%	22%	7%	
I am encouraged to do things for myself and to take on responsibility.	63	19 30%	39 62%	5 8%	0 0%	Rwy'n cael fy annog i wneud pethau dros fy hun a derbyn cyfrifoldebau.
		46%	49%	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..	64	17 27%	37 58%	8 12%	2 3%	Mae'r ysgol yn fy helpu i fod yn barod ar gyfer fy ysgol neu goleg nesaf neu i ddechrau fy mywyd gwaith.
		43%	46%	8%	2%	
The staff respect me and my background.	64	28 44%	29 45%	7 11%	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	64	24 38%	37 58%	2 3%	1 2%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
		46%	48%	5%	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	22	5 23%	13 59%	3 14%	1 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 new Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
		29%	48%	17%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	20	7 35%	10 50%	3 15%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y chweched
		34%	48%	13%	4%	

Responses to parent questionnaires

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

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.		105	56 53%	43 41%	5 5%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
			64%	31%	3%	1%		
My child likes this school.		105	69 66%	32 30%	4 4%	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.		105	78 74%	24 23%	3 3%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			74%	24%	1%	0%		
My child is making good progress at school.		104	59 57%	36 35%	6 6%	1 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			63%	32%	3%	1%		
Pupils behave well in school.		105	53 50%	47 45%	2 2%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			54%	39%	3%	1%		
Teaching is good.		104	50 48%	49 47%	2 2%	0 0%	3	Mae'r addysgu yn dda.
			58%	36%	2%	1%		
Staff expect my child to work hard and do his or her best.		105	68 65%	37 35%	0 0%	0 0%	0	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.		105	50 48%	46 44%	4 4%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
			54%	36%	3%	1%		
Staff treat all children fairly and with respect.		104	55 53%	33 32%	9 9%	2 2%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			60%	30%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.		105	53 50%	42 40%	5 5%	1 1%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			59%	35%	3%	1%		
My child is safe at school.		104	66 63%	36 35%	1 1%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
			69%	28%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		102	43 42%	37 36%	9 9%	4 4%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			54%	32%	4%	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.	102	54 53%	39 38%	7 7%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		56%	35%	6%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	105	61 58%	32 30%	9 9%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		66%	26%	5%	2%		
I understand the school's procedure for dealing with complaints.	105	41 39%	45 43%	10 10%	3 3%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		46%	38%	7%	1%		
The school helps my child to become more mature and take on responsibility.	105	55 52%	42 40%	4 4%	1 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		64%	31%	3%	0%		
My child is well prepared for moving on to the next school or college or work.	99	40 40%	37 37%	5 5%	1 1%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		49%	30%	4%	1%		
There is a good range of activities including trips or visits.	105	41 39%	46 44%	10 10%	3 3%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	32%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	52	9 17%	7 13%	1 2%	0 0%	35	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		32%	19%	1%	0%		
The school is well run.	104	50 48%	46 44%	7 7%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		59%	33%	4%	1%		

Appendix 2

The inspection team

Rosemary Lait	Reporting Inspector
Denise Wade	Team Inspector
Michelle Gosney	Team Inspector
Anthony Mulcahy	Team Inspector
John F Thomas	Team Inspector
Paula Rogers	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003
Helen Hier	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.