



*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:**

**Rydal Penrhos School  
Pwllcrochan Avenue  
Colwyn Bay  
Conwy  
LL29 7BT**

**Date of inspection: October 2013**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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**Publication date: 3 December 2013**

## Context

Rydal Penrhos School is an independent boarding and day school for boys and girls from the age of two and a half to 18 years. The school is situated in the town of Colwyn Bay in North Wales. The current school was formed from the merger of Rydal School and Penrhos College, both schools having been founded in the 1880s. The school operates as a charitable trust, established by the Methodist Church, and is an associate school in the Methodist Independent Schools Trust.

There are currently 542 pupils on roll. These include 165 in the preparatory school and 377 in the senior school, of whom 136 are in the sixth form. There are about 15% more boys at the school than girls.

In the senior school, almost 40% of pupils are boarders. The largest single nationality of boarders is from the United Kingdom and the remainder come from 20 other countries around the world.

About 14% of pupils come from minority ethnic groups. Most speak English fluently and fewer than 1% speak Welsh as a first language at home. The school offers additional learning support for about 16% of pupils, mainly to support literacy development or learning English as an additional language. No pupil has a statement of special educational needs. Lessons are taught in English and the school does not aim to make pupils bilingual in English and Welsh.

New pupils may join the school at any stage depending on the availability of spaces. Many pupils in the preparatory school transfer to the senior school. New pupils who wish to join the senior school in Year 7 are assessed in literacy, numeracy and non-verbal reasoning. The school requires pupils wishing to join the sixth form to have five or more GCSE at grades A\* - C or to have successfully completed the school's own pre-sixth form programme.

Since the last inspection of the school in 2007, new headteachers have been appointed to the preparatory and senior schools. The headteacher of the senior school is the executive headteacher of both schools

The school describes its ethos and aim in the following way: 'Rydal Penrhos is an inclusive Christian community, based on a Methodist foundation, dedicated to ensuring that the unique potential of each child and young person is realised.'

## Summary

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

### Current performance

The current performance of Rydal Penrhos School is good because:

- pupils achieve high standards in public examinations at the end of key stage 4 and the sixth form;
- pupils of all ages make particularly good progress in developing their speaking, listening and numeracy skills;
- teachers know their pupils extremely well and the strong trust and mutual respect between them helps to maximise pupils' learning;
- the wide range of extra-curricular activities, with extremely high pupil participation rates, contribute significantly to pupils' social and personal development;
- pupils' strong sense of community and well-developed understanding of service to others prepares them extremely well for life and work outside school; and
- the well-maintained grounds, accommodation and specialist teaching areas provide an excellent learning environment.

### Prospects for improvement

The prospects for improvement are good because:

- senior leaders provide effective direction and support, which contributes significantly to the standards pupils achieve and their high levels of wellbeing;
- governors support the school well to bring about improvements;
- the school has a successful track record of implementing significant changes in resource management in order to deliver the business of the school efficiently and effectively; and
- the school is making increasing use of the views of key stakeholders to improve provision and assess progress over time.

## **Compliance with the regulations for registration**

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

### **The quality of education provided by the school**

- The school meets the regulatory requirements for this standard.

### **The spiritual, moral, social and cultural development of pupils**

- The school meets the regulatory requirements for this standard.

### **Welfare, health and safety of pupils**

- The school meets the regulatory requirements for this standard.

### **The suitability of proprietors and staff**

- The school meets the regulatory requirements for this standard.

### **Premises of and boarding accommodation at schools**

- The school meets the regulatory requirements for this standard.

### **The provision of information**

- The school meets the regulatory requirements for this standard.

### **The manner in which complaints are to be handled**

- The school meets the regulatory requirements for this standard.

## Recommendations

- R1 Improve pupils' writing skills in the preparatory school
- R2 Improve curriculum arrangements to ensure that pupils receive balanced subject timetables each day and across the week
- R3 Make sure that teaching is planned well to meet the needs of all pupils and that assessment is more consistent in quality to help pupils improve
- R4 Further develop self-evaluation and improvement planning and, in particular, ensure that arrangements for performance management and evaluating learning and teaching are fully established across the school

### What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

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

Standards in the preparatory school are generally good. Pupils' attainment in a range of standardised tests and teacher assessments shows that many pupils make steady progress over time in reading and mathematics. However, in English, in 2013, although many pupils across the preparatory school made steady progress, a few Year 6 pupils' attainment was lower than to be expected when compared with their previous performance.

In key stage 4, pupils' performance in GCSE examinations is consistently high when compared with national averages. In 2013, the school's provisional data indicates that 86% of Year 11 pupils attained the level 2 threshold including English and mathematics, and 82% achieved the core subject indicator. Slightly over 40% of all GCSE entries were at the highest A\*/A grades compared with the 2012 national figure of 20%.

In 2013, 64% of A level entries were graded A\* - B, which is about 15 percentage points higher than the national figure. Over the last three years, the overall pass rate in the International Baccalaureate Diploma has been at least 10 percentage points higher than the worldwide pass rate. The percentage of pupils awarded the higher grades 6 and 7 has also been well above candidates worldwide. These are strong outcomes.

Over the past three years, no pupil has left school without a qualification. Almost all pupils remain in full-time education at the end of key stage 4 and almost all pupils proceed to higher education at the end of the sixth form.

Across the school, there are no significant differences in the performance of boys and girls. Pupils with additional learning needs, particularly those learning English as an additional language, make good progress over time.

Pupils make good progress in most lessons. They build successfully on their previous learning to develop further their knowledge, understanding and a wide range of skills.

Throughout the preparatory school, pupils speak clearly and confidently, especially when talking about topics or stories they like. They concentrate and listen well to each other and the teacher, and they make suggestions to answer questions enthusiastically. As pupils progress through the preparatory school, they make steady progress in developing their reading skills. Older pupils are keen to read.

However, a minority choose reading books that either do not challenge them enough or are too difficult.

Younger pupils in the preparatory school generally make steady progress in developing their early writing skills. However, the quantity and range of pupils' written work as they progress through the preparatory school is too limited. As a result, a few pupils do not make enough progress in developing their writing skills by the end of key stage 2.

Across the school, a minority of pupils make too many errors in spelling, punctuation and grammar, and the presentation of younger pupils' work is too untidy.

Throughout the senior school pupils have strong communication skills. They listen to each other well, sharing and exploring ideas in a mature way in order to deepen their knowledge and understanding. Most pupils speak clearly and confidently for a range of different purposes and audiences, making accurate and effective use of subject specific terminology. Pupils' overall standards in reading are good. Most pupils write well for a variety of different purposes.

Across the school, pupils make very good progress in developing numeracy skills. Almost all recall number facts quickly and accurately and they develop suitable measuring and data handling skills as they progress through the school. Most pupils apply these skills effectively in different subjects such as older pupils using algebra skills competently when manipulating formulae in physics.

Pupils in the preparatory school make steady progress in developing their Welsh language skills. In the senior school, a few pupils take GCSE Welsh first or second language examinations and they achieve high outcomes.

### **Wellbeing: Excellent**

Pupils throughout the school have an outstanding knowledge of how diet and exercise contribute to healthy lifestyles. They put their knowledge into practice particularly well in influencing the choice of food available in the school.

Across the school, there are extremely high pupil participation rates in a wide range of extra-curricular sporting and creative activities. Pupils enjoy these activities, which make a significant contribution to their health and wellbeing. Pupils throughout the school feel safe and free from harassment.

Pupils of all ages behave extremely well in lessons and around the school. They are courteous to each other, staff and visitors to the school. Pupils respect each other, listen carefully to each other's views and co-operate well when working together. They provide good support to their peers. Pupils arrive at lessons punctually and settle down to work quickly and enthusiastically. The rates of pupils' attendance are excellent.



Pupils' social and life skills are highly developed. They have a strong sense of community and undertake a wide range of responsibilities enthusiastically. This includes membership of the two school councils, the food forum, boarders' forum, eco committees and a variety of working groups that organise fund-raising activities. Pupils gain a thorough understanding of their role in the wider community through participation in events such as the 'Community Action Day', when they clear local parks and other public spaces or through voluntary work in local organisations.

Pupils have an appreciation of and high level of respect for their own culture and the culture of other countries. This helps them to develop as responsible learners and citizens.

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

The school provides a broad and balanced curriculum that fully meets the Independent School Standards (Wales) Regulations 2003.

The curriculum gives pupils of all abilities good opportunities to progress effectively to the next stage of learning. The senior school curriculum generally builds well on pupils' experiences in the preparatory school. In the sixth form, the curriculum is particularly flexible, allowing pupils to follow either A level courses or the International Baccalaureate Diploma Programme. However, in both the preparatory and senior schools, a few subject lessons are not balanced evenly across the week. As a result, too much time is spent on one subject or area of learning on a particular day.

Schemes of work provide helpful opportunities for pupils to develop their literacy, numeracy and information and communication technology skills.

Across the school, there is an extensive extra-curricular programme. This includes opportunities for involvement in community service, creative arts and a range of clubs, sporting activities and fixtures, which make a significant contribution to pupils' personal and social development.

Pupils' understanding of sustainable development is promoted well through the curriculum, school eco committees, projects and national award schemes.

Provision to develop pupils' awareness of global citizenship is strong. In addition to being a member of the International Baccalaureate Organisation, the school provides a valuable range of opportunities for pupils to consider and discuss local and world affairs. Pupils also have the opportunity to participate in international projects.

### **Teaching: Good**

The quality of teaching in many lessons across the school is good or better. Teachers know their pupils extremely well and the strong trust and mutual respect between them helps to maximise pupils' learning.

In those lessons where teaching is particularly effective, teachers provide a high level of challenge to pupils and help to instil confidence in them that they will succeed in meeting the challenge. They allow pupils time to think, reflect and respond to the appropriateness of their answers, often making very skilful use of pupils' incorrect or incomplete responses to probe or identify misconceptions and address them. As a result, pupils develop deep curiosity in their learning and their perseverance in meeting new challenges strengthens their knowledge and understanding considerably.

In many lessons, teachers plan a range of well-chosen activities to support and extend pupils' learning. This, together with a brisk pace and the effective use of teachers' strong subject knowledge to question pupils skilfully, helps most pupils to make fairly rapid progress.

In the few lessons where the quality of teaching is no better than adequate, this is most commonly because learning activities do not always match the needs of pupils of differing abilities. Often, this is because of an over-reliance on worksheets and published schemes of work.

The school has effective systems for tracking older pupils' progress against target grades. Pupils in the senior school know and understand the school's criteria for effort and attainment grades and how this system is linked to their work. Staff use regular progress reports well to discuss pupils' progress with them and to take prompt action when pupils are not making the expected progress.

Teachers mark pupils' work regularly and most teachers provide pupils with helpful advice on how they can improve their work. However, there are different assessment and marking practices in the preparatory school and individual subject departments in the senior school. This results in too much variation in the quality of feedback given to pupils.

Reports to parents are clear and provide helpful information about their child's progress. A few reports are not clear enough about what pupils need to do to improve the standard of their work.

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

The school has effective arrangements to support pupils' health and wellbeing within a caring environment. The extensive range of sports provision involves all pupils and ensures that they take regular exercise. The curriculum helps pupils learn effectively about the importance of eating healthily.

The school promotes pupils' personal development well. Chapel services and assemblies support pupils' moral and spiritual development successfully. In the senior school, the personal and social education curriculum ensures that pupils receive appropriate guidance into key areas related to their wellbeing.

The school's health centre has effective arrangements to support pupils' health and wellbeing. Staff liaise appropriately with specialist services including health

professionals and an educational psychologist. The school also provides a counselling service to support pupils' emotional wellbeing.

Across the school, support for pupils with additional learning needs is well organised. Specialist staff know individual pupils' needs well. They develop good-quality individual education plans with appropriate targets that are reviewed regularly. Support staff liaise closely with pupils' subject teachers and parents to help ensure a cohesive approach to reinforcing pupils' learning.

The school provides a highly effective programme of support for pupils who learn English as an additional language. It is tailored to address pupils' individual needs and has a significant impact on raising their standards of attainment.

Generally, older pupils receive good advice to help them make subject choices. However, a few pupils find that the quality of the guidance varies too much between subjects.

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

### **Learning environment: Excellent**

The school is a highly inclusive community, with a strong emphasis on respecting and celebrating diversity within a Christian Methodist foundation. As an International Baccalaureate Organisation World School, the school takes into account and values greatly the diversity of pupils' backgrounds and nationalities. Pupils receive equal access to all aspects of the school's provision and they participate fully and enthusiastically in school life.

The arrangements to develop pupils' understanding of those in circumstances less fortunate than their own are innovative and promote extremely well a highly-inclusive school ethos. For example, in addition to pupils' extensive involvement in voluntary activities, the whole-school community supports the charity 'Action for Children'. The preparatory school raises money for the charity and the senior school pupils invite local young carers to join them for social events and to use the school's sport facilities.

The school's accommodation and grounds are extremely well maintained and provide an excellent environment, which supports pupils' learning particularly effectively. Pupils in the preparatory school benefit from specialist teaching areas for art, information and communication technology, science, physical education and music. Across the school, many classrooms are welcoming and contain relevant and stimulating subject displays.

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

Overall, the quality of leadership across the school is good. Together with the senior leadership team, the headteacher provides effective direction and support, which

contributes significantly to the standards pupils achieve and their high levels of wellbeing. Working together, they have led the school successfully through a challenging period, maintaining high standards while delivering required efficiencies in many operational areas.

There is a strong commitment among staff and pupils throughout the school to being part of a close community, achieving the school's aims and promoting its values. The school's website is particularly well-designed and helps to promote effective communication and clear direction across the whole-school community for all areas of the school's work.

The school's day-to-day arrangements run efficiently. Regular meetings at all levels are a suitable means of communication and help ensure staff are aware of, and contribute to identifying, whole-school and team priorities. These meetings provide useful opportunities for staff to review pupils' progress and wellbeing, and to discuss aspects of provision and other operational matters. However, there is not enough emphasis in these meetings on promoting best practice in teaching and learning.

Staff job descriptions set out clearly specific roles and responsibilities. These responsibilities focus appropriately on raising standards and improving the quality of provision. Job descriptions indicate line-management arrangements and provide for suitable levels of accountability. The phased introduction of a faculty structure is contributing to increasingly distributed leadership and is intended to strengthen line-management arrangements.

Performance management arrangements for staff have become more systematic over the last four years and are helping to improve levels of accountability. Reviews of performance are supportive and help identify whole-school and individual professional development priorities. However, these reviews focus too much on processes rather than achieving measurable success criteria and improving outcomes for pupils. As a result, performance management arrangements have not had enough impact on raising standards.

The governing body provides effective oversight of all areas of the school's work. Governors give appropriate consideration to relevant legislation and help determine strategic priorities. They ensure financial management is robust and hold the school to account for the standards and quality achieved. Governors support the school well to bring about improvements.

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

### **Improving quality: Adequate**

The school's self-evaluation report is comprehensive and mostly evaluative and realistic. It identifies generally appropriate strengths and areas for development, with effective use of the analysis of data and an increasing emphasis on considering the views of pupils and parents to help support self-evaluation and development planning.

The areas for improvement identified in the school's self-evaluation report inform appropriately the separate school improvement plans for the preparatory and senior schools, with a programme of action to address the priorities identified. However, the targets and success criteria against which progress will be measured are not always specific enough.

Subject leaders in the senior school produce self-evaluation reports and related improvement plans. Generally, they make appropriate use of performance data and take account of the outcomes of lesson observations. However, there is too much variation in the rigour with which subject leaders evaluate important aspects of their work and a few plans do not include clear actions and success criteria to address areas for improvement.

As part of the school's recently introduced system of performance management, lesson observations and scrutiny of pupils' work provide first-hand evidence for evaluating the quality of learning and teaching. However, these are relatively new developments and are not fully established, especially in the senior school. In a few departments in the senior school, for example in mathematics, peer observations are helping teachers to share good practice. However, this is under-developed across the school.

Overall, the school's progress in addressing the recommendations in the previous report has been too varied. Although the school has introduced more rigorous systems to assess and track pupils' progress across the school, it has been slower in addressing other recommendations, for example in relation to teacher appraisal arrangements and pupils' writing skills.

### **Partnership working: Good**

The school works well with a range of partners. There are strong links with parents who are well informed about activities and can easily approach the school with any concerns.

Parents contribute positively to the work of the school through the 'Friends of Rydal Penrhos School' activities. The school's alumni, 'Rydal Penrhos Society', are also active in their support of the school. Members offer careers support to pupils and help raise funds to buy equipment.

The school collaborates effectively with local sporting organisations, for example Colwyn Bay rugby and hockey clubs, which provide beneficial opportunities and experiences for pupils. There is a particularly strong link with the 'Rygbi Gogledd Cymru 1404' (Rugby North Wales) rugby academy, which allows a small number of pupils to combine their academic studies with a rugby programme in the sixth form.

The school is developing useful links with local primary schools. For example, the school arranges for Year 2 and Year 6 pupils from two local schools to visit the school for forest and beach school lessons.

**Resource management: Good**

The school manages its resources effectively. There are sufficient well-qualified and experienced staff who are deployed efficiently to meet pupils' needs. In several subjects, such as physical education, art and music, specialist teachers enhance provision for pupils in the preparatory school. There are suitable arrangements to support staff professional development that take appropriate account of performance management reviews and reflect whole-school or departmental priorities.

The director of finance, together with the senior leaders and governors, manages budgets carefully. In the last three years, an extensive efficiencies and operations review led to significant cuts in expenditure and rationalised curriculum and staffing arrangements. This review helped to maintain beneficial pupil-to-teacher ratios, provide a broad range of key stage 4 and sixth-form courses and high-quality accommodation.

The school makes effective use of its resources to provide good outcomes for 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.

PRIMARY	Number of responses Nifer o ymatebion	Yes Cytuno	No Anghytuno	
I feel safe in my school.	84	82 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	84	82 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	84	82 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	84	81 96%	3 4%	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.	84	83 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%	
I am doing well at school	84	79 94%	5 6%	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.	84	84 100%	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.	84	83 99%	1 1%	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.	84	78 93%	6 7%	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.	84	81 96%	3 4%	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.	84	66 79%	18 21%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		81%	19%	
Nearly all children behave well at playtime and lunch time	84	71 85%	13 15%	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.

SECONDARY	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf				Disagree Anghytuno		Strongly disagree Anghytuno'n gryf	
		Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf					
I feel safe in my school.	329	173 53%	146 44%	5 2%	5 2%			Rwy'n teimlo'n ddiogel yn fy ysgol.	
		61%	36%	2%	1%				
The school deals well with any bullying.	327	76 23%	196 60%	44 13%	11 3%			Mae'r ysgol yn delio ag unrhyw fwlio yn dda.	
		35%	52%	11%	2%				
I have someone to talk to if I am worried.	326	118 36%	172 53%	28 9%	8 2%			Mae gen i rywun i siarad â nhw os ydw i'n pryderu.	
		41%	48%	9%	1%				
The school teaches me how to keep healthy	327	79 24%	168 51%	61 19%	19 6%			Mae'r ysgol yn fy addysgu ynghylch sut i gadw'n iach..	
		26%	55%	16%	3%				
There are plenty of opportunities at school for me to get regular exercise.	329	206 63%	108 33%	10 3%	5 2%			Mae digon o gyfleoedd yn yr ysgol i mi gael ymarfer corff rheolaidd.	
		52%	37%	9%	3%				
I am doing well at school	328	82 25%	215 66%	25 8%	6 2%			Rwy'n gwneud yn dda yn yr ysgol.	
		35%	60%	4%	1%				
The teachers help me to learn and make progress and they help me when I have problems.	325	116 36%	183 56%	22 7%	4 1%			Mae'r athrawon yn fy helpu i ddysgu a datblygu ac maent yn fy helpu i pan fydd problemau gen i.	
		47%	48%	4%	1%				
My homework helps me to understand and improve my work in school.	325	58 18%	180 55%	62 19%	25 8%			Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.	
		26%	54%	14%	5%				
I have enough books and equipment, including computers, to do my work.	329	144 44%	170 52%	11 3%	4 1%			Mae gennyf ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.	
		45%	46%	8%	1%				
Pupils behave well and I can get my work done.	329	56 17%	207 63%	54 16%	12 4%			Mae disgyblion yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.	
		22%	61%	14%	3%				
Staff treat all pupils fairly and with respect.	327	84 26%	163 50%	64 20%	16 5%			Mae staff yn trin yr holl ddisgyblion yn deg a chyda pharch.	
		34%	47%	15%	4%				
The school listens to our views and makes changes we suggest.	321	32 10%	170 53%	78 24%	41 13%			Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau sy'n cael eu hawgrymu gennym ni.	
		16%	54%	22%	7%				
I am encouraged to do things for myself and to take on responsibility.	327	132 40%	176 54%	16 5%	3 1%			Rwy'n cael fy annog i wneud pethau dros fy hun a derbyn cyfrifoldebau.	
		44%	51%	5%	0%				



SECONDARY	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..	322	100 31%	184 57%	29 9%	9 3%	Mae'r ysgol yn fy helpu i fod yn barod ar gyfer fy ysgol neu goleg nesaf neu i ddechrau fy mywyd gwaith.
		42%	48%	8%	2%	
The staff respect me and my background.	326	106 33%	180 55%	31 10%	9 3%	Mae'r staff yn fy mharchu i a'm cefndir.
		44%	48%	6%	2%	
The school helps me to understand and respect people from other backgrounds	323	109 34%	192 59%	17 5%	5 2%	Mae'r ysgol yn fy helpu i ddeall a pharchu pobl o gefndiroedd eraill.
		44%	50%	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	124	18 15%	60 48%	33 27%	13 10%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 new Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4
		27%	49%	17%	8%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	138	19 14%	83 60%	28 20%	8 6%	Atebwch y cwestiwn hwn os ydych chi yn y cheched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yng y chweched
		32%	51%	13%	5%	

## Responses to parent questionnaires

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

PARENTS ALL	Number of responses Nifer o ymatebion		Strongly disagree Anghytuno'n gryf					Don't know Ddim yn gwybod	
			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.	76		39	34	2	0	1	Rwy'n fodlon â'r ysgol yn gyffredinol.	
			51%	45%	3%	0%			
			66%	27%	4%	1%			
My child likes this school.	76		54	22	0	0	0	Mae fy mhlentyn yn hoffi'r ysgol hon.	
			71%	29%	0%	0%			
			75%	21%	2%	1%			
My child was helped to settle in well when he or she started at the school.	76		56	17	2	1	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
			74%	22%	3%	1%			
			76%	21%	1%	1%			
My child is making good progress at school.	75		38	34	1	0	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.	
			51%	45%	1%	0%			
			64%	30%	4%	1%			
Pupils behave well in school.	76		35	36	3	1	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
			46%	47%	4%	1%			
			53%	38%	5%	2%			
Teaching is good.	76		31	41	2	0	2	Mae'r addysgu yn dda.	
			41%	54%	3%	0%			
			60%	34%	3%	1%			
Staff expect my child to work hard and do his or her best.	76		45	29	1	0	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.	
			59%	38%	1%	0%			
			71%	25%	2%	0%			
The homework that is given builds well on what my child learns in school.	76		28	36	3	0	9	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.	
			37%	47%	4%	0%			
			52%	34%	4%	1%			
Staff treat all children fairly and with respect.	75		32	38	2	1	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
			43%	51%	3%	1%			
			62%	28%	5%	2%			
My child is encouraged to be healthy and to take regular exercise.	76		54	20	2	0	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
			71%	26%	3%	0%			
			61%	34%	2%	1%			
My child is safe at school.	76		46	30	0	0	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.	
			61%	39%	0%	0%			
			70%	27%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	76		29	30	2	0	15	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
			38%	39%	3%	0%			
			56%	30%	4%	2%			
I am kept well informed about my child's progress.	76		27	36	10	1	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
			36%	47%	13%	1%			
			57%	32%	8%	2%			

PARENTS ALL	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf					Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
			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.	75		44	25	6	0	0			Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
			59%	33%	8%	0%					
I understand the school's procedure for dealing with complaints.	76		26	41	3	2	4			Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
			34%	54%	4%	3%					
The school helps my child to become more mature and take on responsibility.	76		44	29	1	0	2			Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
			58%	38%	1%	0%					
My child is well prepared for moving on to the next school or college or work.	75		28	27	3	0	17			Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
			37%	36%	4%	0%					
There is a good range of activities including trips or visits.	76		57	19	0	0	0			Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
			75%	25%	0%	0%					
The school makes good provision for its boarders and residential pupils. (where applicable)	72		26	8	0	0	38			Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)	
			36%	11%	0%	0%					
The school is well run.	76		29	38	6	0	3			Mae'r ysgol yn cael ei rhedeg yn dda.	
			38%	50%	8%	0%					
			59%	31%	5%	2%					

## Appendix 2

### The inspection team

Denise Wade	Reporting Inspector
Michelle Gosney	Team Inspector
Eleanor Davies	Team Inspector
Alan Lowndes	Team Inspector
Rosemary Lait	Team Inspector
John F Thomas	Team Inspector
Paul Scudamore	Team Inspector
Tony Winter	Peer Inspector
Roger McDuff	School Nominee

## Copies of the report

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

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

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