



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

A report on:

**Llangattock School Monmouth
Llangattock-Vibon-Avel
Monmouth
Monmouthshire
NP25 5NG**

Date of inspection: May 2017

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

Llangattock School Monmouth is an independent day school for boys and girls aged 2 to 19 years. The school opened in 2001, as a day school for pupils aged 2 to 11 years. It has recently extended its provision to provide secondary education for pupils aged 11 to 19 years. The school is located in a spacious rural site, situated in an elevated position above Monmouth in south-east Wales.

There are currently 19 children in the nursery and 27 pupils aged 4 to 19 years in the school. Pupils are taught in three classes, lower school, middle school and upper school.

Many pupils live in the immediate locality. A few travel from a wider area, the furthest living in Cardiff.

The school's admission policy is to accept pupils when the school can meet their particular educational or wellbeing needs. There is no formal assessment test prior to entry.

All pupils speak English as their first language. The school has identified a minority of pupils who require additional support with their work. A very few pupils have a statement of special educational needs.

The school aims to 'encourage the development of the whole child, by providing a truly personalised holistic education, cultivating their awareness of the outside world, empathy for others, social ease and self-confidence leading to academic success'.

The proprietor is also the headteacher of the school. The senior leadership team includes the headteacher, deputy headteacher and the head of the secondary school. The school was last inspected in 2011 as a day school for pupils aged 2 to 11 years.

Summary

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

Current performance

The school's current performance is adequate because:

- Standards are generally appropriate to pupils' age and ability
- Pupils' oracy and reading skills are well developed
- Most pupils are well motivated and engage enthusiastically with their learning
- Pupils have a strong sense of wellbeing
- Many pupils who are new to the school make valuable improvements in their attendance and wellbeing
- In many lessons, teachers have high expectations and plan interesting activities, which enables most pupils to make at least suitable progress
- The school has effective arrangements to support pupils' wellbeing with the strong nurturing ethos contributing significantly to developing pupils' confidence and self-esteem

However:

- Pupils' writing lacks accuracy
- The curriculum is not planned well enough to ensure continuity and progression in pupils' learning experiences
- Teaching does not always meet the needs of all learners
- The school does not use assessment information well enough to track and monitor pupils' progress

Prospects for improvement

The school's prospects for improvement are adequate. This is because:

- The headteacher, staff and board of advisers share a clear and strongly-held vision that underpins all aspects of the school's work
- The headteacher knows the school well and has an accurate understanding of its strengths and areas requiring improvement
- The school has particularly effective partnerships with its parents, which make a positive contribution to improving pupils' standards and wellbeing

However:

- The strategic co-ordination and oversight of the school's work are not strong enough to ensure consistency in the quality of teaching and learning across the school
- Leaders do not plan well enough to bring about improvement and do not evaluate the work of the school robustly

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 does not meet the regulatory requirements for this standard.

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards Regulations 2003 the school should

- ensure that there is a framework in place to assess pupils' work regularly and thoroughly, and information from such assessment is used to plan teaching so that pupils can make suitable progress [1(3g)]
- ensure that there is a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or, by national norms [1(4)]

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 does not meet the regulatory requirements for this standard.

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards Regulations 2003 the school should

- ensure the school has regard to the National Assembly guidance on health and safety responsibilities and powers of schools [3(4)]

The suitability of proprietors and staff

The school does not meet the regulatory requirements for this standard.

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards Regulations 2003 the school should

- ensure that prior to confirmation of their appointment, checks are carried out on members of staff to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references [4(c)]

- ensure any foreign national working at or for the purposes of the school is subject to the checks set out in the guidance Keeping Learners Safe 158/2015 [4(f)]

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 Take steps to comply fully with the regulations for registration including those relating to safeguarding
- R2 Improve the accuracy of pupils' writing
- R3 Ensure greater continuity and progression in curriculum planning
- R4 Improve the use of assessment data to track and monitor pupils' progress
- R5 Strengthen self-evaluation and improvement planning arrangements

What happens next?

Since the school does not meet some of the standards required for registration, the National Assembly for Wales will require the school to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.

Estyn advises the proprietor 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?

Adequate

Standards: Adequate

Pupils across the school have a wide range of abilities. Most pupils make suitable progress and achieve standards that are in line with their age and ability. They are well motivated and engage enthusiastically with their learning. A very few pupils make particularly good progress and achieve especially well in subjects such as mathematics.

Most pupils develop strong speaking and listening skills as they progress through the school. They listen to each other and their teachers carefully and respond to their comments well. Most pupils speak clearly and confidently in class discussions and ask thoughtful questions to clarify and extend their understanding. Many pupils in key stage 3 and key stage 4 share clearly their ideas and justify their opinions well, using subject specific terminology accurately.

Most pupils' reading skills are strong. Lower school pupils develop their sight vocabulary and phonics well in line with their stage of development. Pupils who are more able read confidently, using suitable expression and showing empathy with characters. In key stage 2, pupils read with fluency and accuracy. These pupils show a strong understanding of and engagement with the text. Many key stage 3 and key stage 4 pupils use their skimming and scanning skills effectively, for example to extract information from a text. Many of these pupils use their inference skills well to develop their opinions about the impacts of drug or alcohol abuse.

Many pupils make suitable progress in developing their writing skills. Lower school pupils can accurately sequence events to recall a story. Pupils in key stage 2 use a wide range of vocabulary, for example to describe what they see, hear and feel. These pupils are beginning to communicate meaning clearly in their writing. However, they are not secure in spelling high frequency words and using basic punctuation accurately. Many key stage 3 and key stage 4 pupils show improvement in the presentation of their work over the course of the year. They communicate meaning effectively using an extensive range of vocabulary. For example, in key stage 3 they use persuasive techniques and emotive language well to argue against holding animals in captivity. These pupils can adapt their language appropriately to engage the audience and capture the interest of the reader. In key stage 4, pupils apply their writing skills appropriately in subjects across the curriculum, for example when writing a letter in history. However, in their independent writing many pupils do not always use punctuation accurately.

Most lower school pupils make appropriate progress in developing their mathematical skills. They can double single digit numbers and sort basic two-dimensional shapes. Most key stage 2 pupils develop their number skills effectively in their mathematics lessons. For example, they have a secure understanding of mean, mode, median and range and can construct pie charts accurately. In key stage 3 and key stage 4, many pupils transfer their mathematical skills to other subjects successfully, for

example when drawing cross sections in geography. Many key stage 3 pupils have secure mental calculation skills. For example, these pupils calculate a half, one-third and a quarter of whole numbers and decimal numbers. Many key stage 3 and key stage 4 pupils convert improper fractions to decimal numbers accurately and use technical subject vocabulary well.

Wellbeing: Good

Pupils' sense of wellbeing is strong. Pupils feel safe in school and nearly all report that they have never experienced or witnessed any bullying. Nearly all pupils understand the importance of a healthy lifestyle. They have a thorough understanding of the importance of a healthy diet, and what they need to do to keep fit.

Nearly all pupils behave well in class and around the school. They are extremely courteous and relate well to one another, to their teachers and to other adults. Pupils co-operate well with each other and work effectively in pairs, small groups or as a whole class. Many older pupils support younger pupils well both in and out of lessons. In their actions and behaviour, they show respect and concern for each other.

Since joining the school, many pupils in key stage 3 and key stage 4 have improved their attendance rates and wellbeing notably. These pupils make strong progress in improving their attitude towards learning and their ability to work with others.

Most pupils have positive attitudes towards their studies. Nearly all pupils are involved actively in decision-making about the curriculum. For example, they have influenced the subjects they wish to study, topics they would like to learn about, and how lessons are delivered. Most pupils apply their thinking skills effectively and work well independently in lessons. However, too few pupils know how to improve their own learning.

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

The school's curriculum fully meets the requirements of the Independent School Standards (Wales) Regulations 2003. The curriculum aims are set out clearly and reflect the school's ethos that 'children learn through experience and engagement'.

The curriculum is broad and balanced and meets learners' needs well. In the lower school, pupils experience creative and exciting activities, for example when constructing a London street scene and then burning it to replicate the Fire of London. These pupils also benefit from the opportunities to start to learn French, Spanish and Welsh. In the upper school, through the study of philosophy pupils develop their understanding and ability to discuss important ethical and moral issues. However, the school does not provide enough opportunities for pupils to develop their technical skills including information and communication technology.

The school enriches pupils' learning experiences by providing swimming lessons and access to science workshops at a local secondary school.

Curriculum planning across the school is not detailed enough to ensure continuity and progression in pupils' subject knowledge and skills. For example, there are insufficient opportunities for pupils to apply their literacy and numeracy skills to real-life contexts.

The school helps pupils to develop a worthwhile understanding of sustainability. For example, the bee-friendly area in the school garden assists pupils to develop their understanding of ecological systems.

Teaching: Adequate

All staff have strong and supportive working relationships with pupils. This helps to create a purposeful working atmosphere that supports pupils' learning well. Most teachers have strong subject knowledge and a clear understanding of pupils' learning needs. They work well with pupils, involving them beneficially in making decisions about their own learning.

In many lessons, teachers plan an interesting range of activities, which engage pupils positively in their learning. These teachers have high expectations, model high-quality responses and use questioning effectively to extend pupils' thinking and understanding.

However, in a few lessons, teachers' expectations are too low and the pace of the lesson is too slow. In these lessons, learning activities generally do not match the needs of pupils of differing abilities. As a result, not all pupils make the progress they are capable of achieving.

Teachers generally provide pupils with useful oral feedback as they complete tasks during lessons. A few teachers provide helpful written comments that support pupils to improve their work. However, overall the quality of feedback is too inconsistent and does not contribute well enough to improving pupils' learning. As a result, many pupils continue to repeat the same mistakes over time.

Senior staff and teachers are in the very early stages of using assessment data. As a result, pupils' performance is not tracked and monitored well enough.

Reports to parents provide clear information about what pupils can do in each subject area. A minority of teachers include worthwhile comments that help parents know what their child needs to do to improve the quality of their work.

Care, support and guidance: Adequate

A particular strength of the school is the comprehensive knowledge staff have of the needs of every pupil and how they use this information to provide high levels of care, support and guidance for them.

The school promotes pupils' health and wellbeing strongly in a caring and supportive environment. It has suitable arrangements for promoting healthy eating and drinking, for example through the delivery of the science curriculum in the upper school. Provision to develop pupils' spiritual, social, moral and cultural development is appropriate. For example, pupils in the lower school learn about expressionist painters through exploring the style of Jackson Pollock. In philosophy lessons, key stage 2 pupils consider thought-provoking concepts such as 'what is wise?'

The school has strong links with a wide range of specialist agencies as well as a few local authorities. These arrangements provide valuable support for pupils and their families. In particular, they support pupils' wellbeing and behaviour well.

There are highly-effective procedures and personalised strategies to help improve attendance. This work has led to notable improvements in attendance for a few pupils who had previously found it difficult to remain in education.

In consultation with parents and staff, the school prepares detailed individual learning plans for all pupils. The school involves parents regularly in assessing their child's progress towards agreed long-term targets. These targets are realistic and suitable although they are not always specific enough to measure progress in the short and medium term. Learning mentors deliver well-timed interventions that help pupils to improve their attendance and to engage more productively in learning tasks. However, in a few lessons, teachers do not plan well enough to ensure that pupils meet their individual learning targets.

The school's arrangements for safeguarding pupils generally meet requirements but a few aspects give some cause for concern. These issues were raised with the school during the inspection.

Learning environment: Good

The school is a caring community where pupils and staff have a strong sense of mutual respect and a well-understood, shared ethos. This helps the school to develop pupils' confidence and self-esteem particularly well.

The whole school community places high importance on celebrating diversity and ensuring that pupils develop both caring and tolerant attitudes. Pupils and staff value the opinions of others and respect their backgrounds. For example, all pupils know and respect the school rule 'Be yourself but not to the detriment of others'.

The school makes full use of the well-maintained site, including the extensive outside area. For example, during art lessons pupils use the school garden well to stimulate their creative skills. However, the school misses opportunities to display and celebrate pupils' work to support their learning.

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

The headteacher is successful in developing the school's provision and providing a stable nurturing environment. The school is a cohesive community with a strong sense of shared purpose. The headteacher and all staff endorse the school's values, aims and objectives. Staff, parents and pupils support the school's vision of achieving pupils' 'wellbeing, engagement and academic potential'.

The leadership structure is appropriate for the size of the school. Senior staff understand their roles and responsibilities clearly and have a strong commitment to the school. The recent strengthening of the annual review process is helping the headteacher to hold staff to account appropriately for the quality of their provision. The headteacher addresses issues of underperformance suitably.

The weekly Friday 'drop-in' meeting provides a useful forum for staff to raise issues and concerns about the progress and wellbeing of specific pupils. Minutes and follow-up documentation show that senior staff address issues raised promptly. However, these meetings are not strategic and do not focus well enough on the school's priorities for improvement. In addition, a lack of monitoring by senior staff has led to inconsistencies in the implementation of processes and policy across the school.

The board of advisers, particularly the chair of the board, provides valuable support and advice to the headteacher. The board has no responsibility for statutory obligations or the overall standards that pupils achieve. This means that the headteacher does not benefit well enough from a critical friend to provide challenge.

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

Improving quality: Adequate

The headteacher knows the school's strengths and areas for improvement well. Over time, the school has responded particularly well to pupils' emotional needs to make improvements to provision and support. For example, the school has a strong track record of reintegrating pupils, especially those in key stage 3 and key stage 4, who for various reasons have not coped well in other settings.

The school's self-evaluation report is largely evaluative and generally realistic. However, it is not underpinned by robust first-hand evidence. For example, lesson observations and evidence from pupils' books are not used as part of first-hand evidence to judge the quality of teaching and learning and identify aspects that require improvement.

The school improvement plan identifies generally appropriate priorities in line with the self-evaluation report. However, many of these priorities focus primarily on aspects of overall provision rather than raising standards and improving the quality of teaching. The plan lacks detail and success criteria are not specific enough. This makes it difficult to judge the impact of particular actions and the extent of progress made.

Although there are no formal processes for gathering the views of pupils and parents, both groups feel that their opinions are sought and listened to through the many opportunities to meet with the headteacher and staff. For example, pupils have useful opportunities in dedicated pupil voice assemblies to express their opinions about topics taught in the curriculum or the organisation of school events such as sports day. The headteacher also seeks the views of older pupils on the quality of teaching and their experience of the school.

The school has made steady progress in addressing the majority of the recommendations from the previous inspection report. For example, the school has improved pupils' achievement in mathematics and their independent learning skills.

Partnership working: Good

The school's partnership arrangements make a positive contribution to pupils' wellbeing and improving their educational experiences.

The partnership with parents is particularly effective. Parents appreciate greatly the opportunities the school provides and they strongly support the ethos of the school. Many talk positively about how the school has understood their child, and has taken the time to work with them and other agencies to help give their child a second chance at education. A few parents provide helpful voluntary support to classroom activities.

The school works closely with the local community. For example, pupils lead the community's annual Armistice service and attend celebrations and services in the local church. Pupils submit entries to the local ploughing match and contribute to the church calendar. The school liaises well with a variety of organisations to enhance pupils' learning opportunities. This includes talks from the local fire service and road safety officer. The school has a few suitable links with other local schools that improve pupils' access to specialist facilities and resources.

The school has strong transition arrangements to support pupils when they join and when they leave the school. The headteacher has established beneficial relationships with a range of other providers. These partnerships help to secure continuity in pupils' experiences when they move on to the next stage of their education. Well-established links with neighbouring local authorities help the school to provide valuable support for pupils with additional learning needs.

Resource management: Adequate

The school employs a suitable number of staff that it deploys appropriately. The employment of specialist tutors and teachers to deliver particular areas of the curriculum such as tennis and music enriches pupils' experiences.

Staff benefit from an appropriate range of professional development opportunities. These are linked to their personal objectives as well as the school's priority of continuously meeting the needs of vulnerable pupils. For example, a few staff have recently attended specific courses on helping pupils with autistic traits and supporting pupils with wellbeing issues. Termly staff development days provide useful opportunities for staff to share their knowledge of the pupils and successful strategies used to support them. However, these days do not focus well enough on improving pedagogy or ensuring consistency in the quality of teaching and learning.

The reintroduction of peer observations is beginning to provide worthwhile opportunities for staff to learn from each other. However, the school does not have suitable arrangements to share best practice between the school and its on-site nursery.

The school makes appropriate use of its resources to achieve suitable standards and high levels of wellbeing for its pupils and provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

The number of responses received was fewer than 10. No data will be shown.

Primary Questionnaire (Overall)

The number of responses received was fewer than 10. No data will be shown.

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.	12	11 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	32%	3%	1%		
My child likes this school.	12	11 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	2%	0%		
My child was helped to settle in well when he or she started at the school.	12	12 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		74%	25%	1%	0%		
My child is making good progress at school.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	33%	3%	1%		
Pupils behave well in school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		55%	42%	3%	1%		
Teaching is good.	12	11 92%	1 8%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		58%	39%	3%	0%		
Staff expect my child to work hard and do his or her best.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		71%	27%	1%	0%		
The homework that is given builds well on what my child learns in school.	12	8 67%	2 17%	0 0%	0 0%	2	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.
		56%	40%	3%	1%		

		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	
Staff treat all children fairly and with respect.	12	12	0	0	0	0	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		100%	0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	10	1	0	0	1		Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		83%	8%	0%	0%	1%		
My child is safe at school.	12	12	0	0	0	0	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		100%	0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	12	0	0	0	0	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		100%	0%	0%	0%	0%		
I am kept well informed about my child's progress.	12	11	1	0	0	0	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		92%	8%	0%	0%	0%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	12	0	0	0	0	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		100%	0%	0%	0%	0%		
I understand the school's procedure for dealing with complaints.	12	7	5	0	0	0	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		58%	42%	0%	0%	0%		
The school helps my child to become more mature and take on responsibility.	12	10	2	0	0	0	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		83%	17%	0%	0%	0%		
My child is well prepared for moving on to the next school or college or work.	11	9	1	0	0	1		Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		82%	9%	0%	0%	1%		
There is a good range of activities including trips or visits.	10	8	1	0	0	1		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		80%	10%	0%	0%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)	5	4	0	0	0	1		Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywr a disgyblion preswyl (lle bo'n berthnasol)
		80%	0%	0%	0%	1%		
The school is well run.	12	12	0	0	0	0	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		100%	0%	0%	0%	0%		

Appendix 2

The inspection team

Ms Michelle Gosney	Reporting Inspector
Ms Liz Miles	Team Inspector
Mr Simon Antwis	Peer Inspector
Mr Paul Scudamore	Independent School Standards Inspector
Ms Rosemary Whaley (Headteacher)	Nominee

Copies of the report

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

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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