



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

**A report on:**

**United World College of the Atlantic Ltd  
St Donats Castle  
St Donats  
Llantwit Major  
CF61 1WF**

**Date of inspection: September 2016**

**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
<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: 24/11/2016**

## Context

UWC Atlantic College was established in 1962. The college is the founding member of United World Colleges, a group of 16 independent international schools and colleges. It is a residential co-educational college for pupils from across the world that is situated on the south coast of Wales at St Donat's Castle.

UWC Atlantic College was registered by the Welsh Government as an independent school in April 2014. It offers a range of academic and activity-based opportunities for boys and girls aged 14 to 19 years. In September 2014, the college introduced the Atlantic Pre-Diploma (pre International Baccalaureate) for pupils from the age of 14.

Pupils join the college from around 85 different nationalities. There are currently 368 pupils at the college. These include 31 pupils of statutory school age. There are 346 pupils in the sixth form and 22 following the Pre-Diploma programme. Around 60% of pupils in the college are girls. Nearly all of the pupils are boarders.

Pupils come from a diverse range of cultural, ethnic and socio-economic backgrounds. Around 60% of pupils do not speak English as their first language. There is a wide range of around 42 mother tongue languages spoken including Hindi, Japanese, Russian, Turkish, Urdu and Vietnamese. No pupils speak Welsh as their first language.

UWC Atlantic College has specific criteria for entry that take into account a pupil's ability and attitude. Approximately half of the pupils are offered scholarship places that are awarded by the college or by international selection committees.

Around 11% of pupils are on the college's special educational needs (SEN) register and receive support from the college. There are no pupils with a statement of special educational needs.

The caretaker principal has held this post since November 2015. A substantive principal has been appointed from March 2017. In addition to the caretaker principal, the leadership team includes three vice principals with responsibilities for the curriculum, pastoral care and staffing. The leadership team also includes four directors whose responsibilities include college development, estates management, the outreach programme and boarding.

As part of the United World College movement, the college sets out its mission 'to make education a force to unite people, nations and cultures for peace and a sustainable future'.

## Summary

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

### Current performance

Current performance at UWC Atlantic College is excellent because:

- Pupils achieve high standards in public examinations at the end of key stage 4 and the sixth form
- Many pupils have excellent communications skills
- The high proportion of pupils who speak English as an additional language generally make extremely good progress over time
- Pupils are highly engaged, show great commitment to all areas of school life, and develop the skills to become mature, self-assured and reflective independent learners
- Learning experiences have an extremely positive impact on pupils' standards and wellbeing and prepare them particularly well to progress to the next stage of education or into employment
- Pupils have extensive opportunities to initiate, lead and engage in local and global development projects that embrace the college's vision that pupils should 'be empowered to make a positive difference in our world'
- The high quality of teaching contributes particularly well to pupils' progress and achievement
- The quality of care, support and guidance is highly effective and has a significant impact on pupils' learning outcomes and wellbeing;
- The exceptional international family ethos is particularly successful in encouraging pupils to reflect on their role in society and how their actions can affect and transform the lives of others

### Prospects for improvement

The college's prospects for improvement are good because:

- The caretaker principal and senior leaders offer clear direction, promoting well the United World College ethos and mission that permeate all areas of college life
- The governing body is strongly committed to the distinctive United World College mission and promotes a clear vision for the college
- The governing body monitors all aspects of the college's work closely and provides effective levels of support and challenge to the caretaker principal and leadership team
- There are suitable processes to evaluate the effectiveness of the college's work and to plan for improvement
- The college's approach to developing collaborative partnerships with a wide range of stakeholders is exceptional, particularly in extending pupils' learning opportunities and experiences

## **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 the quality and consistency of marking and formative assessment
- R2 Improve planning to take more account of pupils' differing learning needs and monitor the progress of those with additional learning needs more closely
- R3 Strengthen quality improvement arrangements particularly to ensure closer alignment between faculty and college improvement planning

### **What happens next?**

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

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?

Excellent

#### Standards: Excellent

Standards at UWC Atlantic College are extremely high. In the sixth form, pupils' performance in the International Baccalaureate Diploma Programme is particularly strong when compared with that in other schools internationally and compares well with those within the United World College family. In each of the last three years, the average points score per pupil has been around 35 points compared to the worldwide average of around 30 points. The average grade per pupil has been above the worldwide average in most subjects.

In 2016, around 94% of pupils passed the International Baccalaureate Diploma. This figure is well above the worldwide pass rate. Of those pupils awarded the International Baccalaureate Diploma, 86% achieved above the world average of 30 points while 20% achieved more than 40 points. The percentage of pupils awarded the higher grades 6 and 7 has also been well above candidates worldwide.

At key stage 4, pupils achieve very well in International GCSE (IGCSE) examinations. In each of the last two years, more than four-fifths of all entries have been at grades A\*-C with around one third of entries at the highest A\*/A grades. Provisional results for 2016 provided by the college show that around three-quarters of pupils achieved five A\*-C passes including English, mathematics and science.

The high proportion of pupils learning English as an additional language generally make extremely good progress over time.

In many lessons, pupils make secure progress in developing their knowledge and understanding. Many pupils have extensive knowledge and a deep understanding of the topics and aspects they study, which is often informed by their varied cultural experiences. These pupils build on previous learning well, for example to appreciate new concepts, solve problems, explain events and draw reasoned conclusions. More able pupils ask informed questions to extend their understanding and are prepared to challenge established perceptions.

Nearly all pupils apply themselves enthusiastically to learning activities. They work productively and develop the skills to become successful and reflective independent learners. Most listen attentively to teachers' explanations and the views of others. They work effectively in pairs or small groups, for example to explore, share and develop their thoughts and opinions. Many pupils support others well in explaining particular concepts and ideas.

As they progress through the college, many pupils speak confidently, expressing their views and opinions clearly using an extensive and often sophisticated vocabulary. Most pupils read effectively to locate information, which they record in a logical manner, for example to summarise, evaluate and report on particular themes and issues. Many pupils produce well-structured, persuasive and balanced written

accounts, using coherent paragraphs with suitable grammar and punctuation. In many cases, they use a rich range of vocabulary, including subject-specific terminology to express their ideas and for effect.

Most pupils develop their mathematical skills well. They carry out accurate calculations and use measuring skills effectively to work to scale. In completing coursework in subjects such as global perspectives, they use a range of data well to identify particular trends and patterns. For example, these pupils consider potential national and international challenges and reach sound and reasoned conclusions about topics related to human activity, the sustainability of resources and climatic change.

Many pupils use information and communication technology applications well, for example to create refined word-processed reports, produce graphs of quadratic equations and design interesting presentations.

At the end of key stage 4, all pupils remain in full-time education while most sixth form pupils proceed to higher education.

### **Wellbeing: Excellent**

Pupils have an exceptional sense of 'belonging' to the wider United World College community. They are mature, self-assured and have a high level of awareness of their own wellbeing and the impact of their behaviour on others.

Nearly all pupils feel safe in the college and believe that any incidents of bullying or concerns about their wellbeing will be dealt with effectively. Almost all pupils have a clear understanding of how to eat healthily and many engage regularly in a range of physical activities.

Nearly all pupils behave in an exemplary manner both in lessons and around the college. They are courteous to each other, staff and visitors. Pupils show considerable respect and care for each other, listen sympathetically to each other's views and co-operate well when working together. Those trained as peer listeners make a valuable contribution to enhancing the wellbeing of others.

Nearly all pupils arrive at lessons punctually, apply themselves diligently to their work and are particularly effective independent learners. Pupils' overall rate of attendance is exceptionally high.

Pupils' social and life skills are highly developed. Many pupils make significant contributions to life in the local and wider community, for example as part of the lifeguarding team at Ogmores beach. Most pupils take advantage of the numerous opportunities to lead or be a representative on one of the many college groups, including the peace council and the curriculum group. Members of these groups take their responsibilities seriously. They make a valuable contribution to the life of the college and their views have influenced a range of changes to aspects of its work.



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

The college provides a broad and balanced curriculum that fully meets the Independent School Standards (Wales) Regulations 2003. Learning experiences offered by the college have an extremely positive impact on pupils' standards and wellbeing. They prepare pupils particularly well to progress to the next stage of education or into employment.

The highly-innovative Pre-Diploma and Atlantic Diploma programmes provide pupils with extensive opportunities to take part in a stimulating range of academic courses and experiential learning activities. For example, the global perspectives course for pre-diploma pupils contributes particularly effectively to their understanding of a broad range of topical, cultural, political, environmental and ethical issues.

These experiences enable pupils to develop their communication, team work and leadership skills and to acquire self-confidence. They prepare pupils well to obtain relevant International GCSE qualifications and to achieve the International Baccalaureate Diploma.

Arrangements to support the development of pupils' literacy, numeracy and information and communication technology skills across the curriculum are effective. This approach integrates well with the college's strong emphasis on promoting pupils' wider skills including problem-solving, independent research and self-reflection. The college celebrates diversity successfully for example, through providing opportunities for pupils to study a wide range of languages.

Pupils have extensive opportunities to initiate, lead and engage in a wide range of local and global development projects. These projects embrace the college's vision that pupils should 'be empowered to make a positive difference in our world'. The exceptional conference programme, addressing issues such as social justice, sustainability and peace, helps pupils to acquire great awareness of major social and global issues.

### **Teaching: Good**

The high quality of teaching contributes particularly well to pupils' progress and achievement. It is characterised by teachers' strong subject expertise, their extensive experience, for example in delivering the International Baccalaureate Diploma Programme, and the mutual respect and constructive working relationships between teachers and pupils.

In most lessons, teachers set out learning objectives clearly and have high expectations of pupils. They plan a range of challenging activities and use a variety of resources that engages pupils and helps them to extend their knowledge and understanding of new concepts and issues and to develop their skills. Most teachers model language skilfully and give particular attention to developing pupils' subject-specific and wider vocabulary.

In many lessons, there are useful opportunities for pupils to work in pairs or small groups to express their views and opinions, and to develop their communication skills. There is a strong emphasis on providing opportunities for pupils to learn independently and take responsibility for their learning.

In a few classes, where teaching is particularly effective, detailed explanations and the use of probing questioning encourages pupils to think deeply, draw links with earlier learning and extend their understanding. In these lessons, teachers use their knowledge of pupils' abilities well to facilitate helpful peer support arrangements.

In a few lessons, teachers do not plan learning activities that meet the needs of pupils of differing abilities well enough. This limits the progress of a minority of pupils in these lessons.

Most teachers give constructive verbal feedback during lessons that helps pupils to make progress. There is a growing emphasis on providing pupils with clear written feedback that indicates what they are doing well and how they can improve the quality of their work. However there is too much inconsistency in the regularity and quality of written feedback and in ensuring that pupils respond to the advice they receive.

There are suitable arrangements to monitor and track pupils' progress. This helps staff to identify those pupils who are not performing in line with their abilities and to provide additional targeted support where necessary.

Frequent reports to parents provide helpful information about their child's achievement and progress. The majority of reports include clear subject-specific strategies for improvement.

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

The comprehensive arrangements for care, support and guidance that the college provides for pupils make a significant contribution to their wellbeing, enjoyment of learning and to their achievement. Staff know their pupils particularly well and have high expectations of pupils' behaviour and engagement in learning.

The provision for pupils' spiritual, moral, social and cultural development is a strong feature of the college's work. This aspect of provision is greatly enhanced by the rich diversity of the pupil population and the individual personal experiences that pupils bring to college life. Pupils have many beneficial opportunities to reflect on their own values and beliefs and those of others, for example during 'national evenings' and the diploma week conferences. These are particularly effective in helping pupils to show concern and respect for others, and to become mature and responsible contributors to society.

The personal and social education programme provides pupils with an extensive range of information and guidance. This helps pupils to acquire beneficial life skills including self-awareness and self-confidence, and to develop positive attitudes towards their personal health and wellbeing. There are supportive transition arrangements for pupils, both joining the college and when moving on to the next

stage of their education. In particular, staff and external professionals provide high-quality support for pupils when making choices about their post-16 courses or university applications.

The college works well with a wide range of external agencies to provide effective support for both the academic progress and wellbeing of pupils. There are appropriate procedures to identify and monitor pupils who have additional learning needs, including those who speak English as an additional language. Although teachers are aware of these pupils' needs, they do not always take enough account of them in planning learning. The college does not analyse sufficiently the impact of its support programmes on pupils' standards and progress.

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

### **Learning environment: Excellent**

The college is an extremely inclusive body with an exceptional international family ethos based on a 'common humanity'. It is particularly successful in embodying the United World College mission to 'unite people, nations and cultures for peace and a sustainable future'.

The extensive diversity of the pupil population provides rich opportunities for cultural differences to be explored and celebrated. There is a strong emphasis on showing respect for, and understanding the customs, views and opinions of others. Pupils are encouraged to reflect on their role in society and how their actions can affect and transform the lives of others. These principles underpin all aspects of college life but most particularly learning experiences and the arrangements to foster pupils' wellbeing. There is a positive and purposeful atmosphere around the college that is characterised by the high levels of mutual respect between staff and pupils.

In many areas of its work, the stimulating physical environment and attractive premises enhance learning experiences. The accommodation and grounds are generally well maintained. Although fit for purpose, a few areas of the college are less attractive and do not benefit sufficiently from displays that celebrate pupils' achievements and promote learning.

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

The caretaker principal and senior leaders offer clear direction, promoting well the United World College ethos and mission that permeate all areas of college life. These senior leaders exemplify strongly the college's values and aims, and communicate them highly effectively to all members of the college community. This shared ethos and common purpose influences all areas of the college's work and contributes well to the exceptional outcomes pupils achieve and their high levels of wellbeing.

The caretaker principal provides astute and perceptive leadership that has helped ensure stability and supported the successful development and continued progress of the college.

Leadership roles and responsibilities are set out clearly with a consistent focus on raising standards and improving provision. The comprehensive range of regularly-reviewed policies and a structured programme of team meetings help leaders convey expectations clearly to staff and ensure that the college operates efficiently.

Nearly all middle leaders carry out their responsibilities appropriately. Through increasingly formal line-management arrangements, these leaders are being held to account effectively for the performance of their respective teams.

Performance management arrangements are developing well. They provide a suitable level of accountability and help identify appropriate professional development needs that address primarily faculty priorities as well as staff aspirations.

The governing body monitors all aspects of the college's work closely. It is well informed about the college's strengths and areas for development. Members of the board are strongly committed to the distinctive United World College mission and promote a clear vision for the college. Together with the leadership team, the governing body has identified suitable goals and ambitions that are mindful of the needs of both current and future pupils. Governors provide effective levels of scrutiny, support and challenge to the caretaker principal and leadership team and offer valuable guidance and expertise, for example in legal matters.

The college complies with all of the Independent School Standards (Wales) Regulations 2003.

### **Improving quality: Good**

The college has suitable processes to evaluate the effectiveness of its work and to plan for improvement. The governing body has played a key role in strengthening self-evaluation arrangements within the college.

Self-evaluation arrangements provide a secure review and evaluation of all areas of the college's work. Senior leaders use a broad range of evidence that includes helpful analyses of performance taking particular note of national, international and United World College family benchmarks. There is an increasing emphasis on using a range of first-hand evidence such as lesson observations and external reviews. The focus on consulting pupils and on seeking the views of staff and parents is a particular strength. The self-evaluation report is largely evaluative. It identifies specific areas of strength and indicates relevant priorities for improvement.

The strategic plan (2012-2017) is a high-level document that reflects the United World College mission well. The plan sets out clear strategic objectives that relate directly to implementing the core values inherent in that mission. The strategic plan

provides a helpful overarching framework that supports the more responsive short-term college planning arrangements.

In recent years, the college has implemented successfully major curricular initiatives that have had a significant impact on pupils' learning experiences. The current curriculum and pastoral plans align well with the findings in the self-evaluation report. They set out useful headline actions, include broad timescales and identify named responsible staff. However, these shorter-term plans lack sufficient detail of indicative costs and appropriate measurable success criteria. Most faculty improvement plans are specific and relevant to their particular curricular area. Only a few faculty plans are aligned well with college priorities.

### **Partnership working: Excellent**

The college's approach to developing collaborative partnerships with a wide range of stakeholders, both locally and globally, is exceptional. These partnerships are an integral feature in addressing the college's mission and aims. They contribute significantly to the development of pupils' and staff skills and experiences.

Pupils play a highly-influential role in identifying, initiating and organising many of these extensive partnership activities. 'Go Make a Difference' (GoMAD) projects, for example have included sustainable ventures such as tree planting in Nepal, successful partnership working with local schools to support pupils' literacy development, and teaching English to refugees in Cardiff.

Many pupils and staff are involved in activities that demonstrate their strong commitment to serving the local and international communities. These include initiatives such as 'Lifeboat in a box' to train volunteers and support tsunami rescues and the extensive contribution pupils and staff make to the Royal National Lifeboat Institution beach lifeguarding unit.

Partnerships with parents and alumni are particularly strong. They enhance greatly the learning opportunities available to pupils, for example through contributing to the weekly lecture programme and mentoring pupils in considering future careers, and when applying to university. The college has been particularly successful in working with parents and alumni to raise significant funds that have helped to provide targeted scholarships. These scholarships enable many pupils from widely diverse backgrounds to attend UWC Atlantic College. This approach addresses the UWC mission most effectively.

The college works closely with other schools in the United World College family, for example to promote best practice and support exchange programmes.

These partnerships make an exceptional contribution to pupils' personal development and prepare them particularly well for future education and career opportunities.

**Resource management: Excellent**

The college manages its resources efficiently. Staff are well qualified and the college makes effective use of their experience and expertise in delivering the curriculum and through the significant contribution they make to the pastoral and co-curricular life.

The training needs of all staff are identified appropriately through performance management arrangements. Staff benefit from a helpful range of professional development activities, particularly through the regular staff conferences that relate directly to college or faculty improvement priorities.

Leaders manage and monitor the college's other resources robustly to ensure suitable levels of efficiency and cost effectiveness. The caretaker principal, college accountant and the governing body have a secure overview of financial arrangements. Spending decisions are directed towards addressing college priorities and are monitored closely.

The college makes extremely good use of its resources to achieve excellent outcomes and high levels of wellbeing for its pupils, 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	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	61	35 57%	25 41%	1 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		65%	34%	1%	0%	
The school deals well with any bullying	60	26 43%	30 50%	4 7%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		38%	50%	10%	1%	
I have someone to talk to if I am worried	61	40 66%	20 33%	1 2%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		43%	48%	8%	1%	
The school teaches me how to keep healthy	61	16 26%	38 62%	5 8%	2 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		26%	57%	15%	3%	
There are plenty of opportunities at school for me to get regular exercise	59	37 63%	16 27%	6 10%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		53%	36%	8%	2%	
I am doing well at school	59	18 31%	35 59%	4 7%	2 3%	Rwy'n gwneud yn dda yn yr ysgol.
		35%	60%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	60	17 28%	39 65%	4 7%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		49%	46%	4%	1%	
My homework helps me to understand and improve my work in school	57	20 35%	30 53%	6 11%	1 2%	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	61	35 57%	23 38%	3 5%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		50%	42%	7%	1%	
Pupils behave well and I can get my work done	59	25 42%	26 44%	6 10%	2 3%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		26%	59%	13%	3%	
Staff treat all pupils fairly and with respect	60	25 42%	26 43%	8 13%	1 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		36%	47%	13%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		57	14 25%	24 42%	13 23%	6 11%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			18%	54%	22%	6%	
I am encouraged to do things for myself and to take on responsibility		61	37 61%	23 38%	1 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			47%	48%	4%	0%	
The school helps me to be ready for my next school, college or to start my working life		60	38 63%	22 37%	0 0%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			44%	46%	8%	2%	
The staff respect me and my background		60	34 57%	26 43%	0 0%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			47%	46%	5%	1%	
The school helps me to understand and respect people from other backgrounds		60	42 70%	18 30%	0 0%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			46%	48%	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		19	6 32%	13 68%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	49%	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		36	13 36%	18 50%	5 14%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			34%	48%	14%	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.		118	72 61%	46 39%	0 0%	0 0%	10	Rwy'n fodlon â'r ysgol yn gyffredinol.
			64%	32%	3%	1%		
My child likes this school.		124	89 72%	35 28%	0 0%	0 0%	2	Mae fy mhentyn 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.		124	86 69%	36 29%	2 2%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			74%	25%	1%	0%		
My child is making good progress at school.		101	52 51%	44 44%	5 5%	0 0%	26	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			63%	33%	3%	1%		
Pupils behave well in school.		93	29 31%	61 66%	3 3%	0 0%	33	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			55%	41%	3%	1%		
Teaching is good.		102	38 37%	57 56%	7 7%	0 0%	22	Mae'r addysgu yn dda.
			58%	39%	3%	1%		
Staff expect my child to work hard and do his or her best.		111	69 62%	40 36%	2 2%	0 0%	12	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
			72%	27%	2%	0%		
The homework that is given builds well on what my child learns in school.		74	35 47%	38 51%	1 1%	0 0%	50	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.
			57%	39%	3%	1%		
Staff treat all children fairly and with respect.		99	51 52%	42 42%	6 6%	0 0%	25	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			61%	33%	5%	1%		
My child is encouraged to be healthy and to take regular exercise.		105	52 50%	43 41%	8 8%	2 2%	18	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	36%	3%	1%		
My child is safe at school.		118	61 52%	56 47%	0 0%	1 1%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
			69%	30%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		103	47 46%	52 50%	4 4%	0 0%	18	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			57%	36%	5%	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.		111	32 29%	63 57%	14 13%	2 2%	12	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			55%	37%	7%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		122	60 49%	57 47%	4 3%	1 1%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			65%	28%	5%	2%		
I understand the school's procedure for dealing with complaints.		100	34 34%	58 58%	8 8%	0 0%	25	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			50%	42%	7%	1%		
The school helps my child to become more mature and take on responsibility.		119	86 72%	32 27%	1 1%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoledb.
			66%	31%	3%	0%		
My child is well prepared for moving on to the next school or college or work.		96	66 69%	25 26%	4 4%	1 1%	26	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			58%	36%	5%	1%		
There is a good range of activities including trips or visits.		118	73 62%	43 36%	2 2%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			61%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils. (where applicable)		109	53 49%	48 44%	5 5%	3 3%	15	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
			59%	38%	2%	1%		
The school is well run.		113	55 49%	54 48%	4 4%	0 0%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
			60%	35%	4%	1%		

## Appendix 2

### The inspection team

John Thomas	Reporting Inspector
Michelle Gosney	Team Inspector
Karen Newby-Jones	Team Inspector
Paul Norton	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Inspector
Nick Lush	Nominee

## Copies of the report

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

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.
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	This represents a volume of learning equivalent to five GCSEs 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 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.
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.