



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

A report on:

**Focus School
Sway Road
Morrison
Swansea
SA6 6JA**

Date of inspection: February 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

Focus School, Swansea (previously known as Keystone Education Trust) opened in 2003 as an independent day school for boys and girls aged from 11 to 18 years. A primary department for pupils aged from seven to eleven years opened on a separate site in 2010. In September 2014, the school moved from its former site in Fforestfach to a new site in Morriston. The school, which is wholly funded by charitable giving, provides education for the children of Brethren families who live across a wide area from Cardiff and Swansea.

There are 10 pupils in the primary department and 36 pupils in the secondary department, of whom 12 pupils are in the sixth form. Pupils are not selected on the basis of academic ability. Twelve pupils receive additional learning support. In most cases, this support is for dyslexia or for speech, language and communication difficulties. There are no pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language and all lessons are conducted in English.

Focus School, Swansea, is one of more than 30 schools in the United Kingdom affiliated to the Focus Learning Trust that have been established by parents during the last 25 years. The Focus Learning Trust is a registered charity that provides expertise and support for its schools.

The school states its aim is to 'ensure every young person develops the skills and qualities they need to enter the world able and qualified to play their full part in it'. It sets out to encourage pupils to 'develop their full potential and acquire the discipline of learning how to learn while upholding fundamental Christian teachings and beliefs, especially those of purity, integrity and godliness'.

The last inspection of the school was in October 2011. Since then, there have been changes to the school's leadership arrangements that have distributed leadership responsibilities more widely. The leadership team now includes the headteacher who is supported by a deputy headteacher and four staff who have responsibilities for specific aspects of the school's work.

Summary

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

Current performance

The current performance of Focus School, Swansea is good because:

- Overall, pupils make strong progress and build successfully on previous learning in developing their skills and consolidating their knowledge and understanding
- At key stage 4, pupils' performance in GCSE examinations is strong
- Most pupils are confident and highly-motivated learners who are courteous to others and whose behaviour is exemplary
- The curriculum prepares pupils well for future employment in Brethren businesses with the school's 'career advancement programme' a particularly successful aspect of provision
- The quality of teaching, based on high levels of mutual respect between teachers and pupils, fosters learning and contributes well to pupils' progress and achievement
- The strong family ethos and supportive and nurturing learning environment has a particularly positive impact on pupils' enjoyment of school and enthusiasm for learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team, working closely with the trustees, provide purposeful and clear direction for all areas of the school's work
- The trustees provide the school with extremely strong support and guidance
- Pupils, staff, parents and trustees show a deep commitment to the school's values and to meeting its aims
- There is a clear emphasis on the value of self-evaluation and acting on the outcomes to drive forward improvement
- The school has implemented key strategic plans successfully and secured substantial improvements in priority areas
- Collaborative partnerships, for example with the Focus Learning Trust, contribute extremely well to the development of pupils' skills and wellbeing, and to teachers' professional learning
- The close relationship with the local Brethren community contributes significantly to the school's development, particularly in funding major capital and curriculum projects

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 standards in writing and numeracy at key stage 2
- R2 Improve the quality of teaching and assessment further by promoting best practice more widely
- R3 Strengthen line management arrangements to ensure that they provide appropriate levels of support and accountability
- R4 Improve the quality and consistency of self-evaluation by middle leaders

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school, pupils have a wide range of abilities. Overall, they make strong progress and achieve high standards during their time in the school.

In key stage 2, pupils' attainment in a range of standardised tests shows that most make steady progress over time in English and mathematics.

At key stage 4, pupils' performance in GCSE examinations is high when compared with national averages. In each of the last four years, all pupils have achieved the level 2 threshold (equivalent to five GCSEs at grades A* to C) including English and mathematics. Over this period, most of these pupils achieved the core subject indicator (A*-C in English, mathematics and science). Over the last four years, more than 70% of all GCSE entries have been at grades A*-B with almost 40% being at the highest A*/A grades.

In the sixth form, pupils make appropriate progress that is broadly in line with their abilities. In each of the last four years, all pupils have achieved the level 3 threshold (equivalent to two A levels at grades A* to E). Over the same period of time, more than three-quarters of A level entries have been at grades A*-C with around 10% at the highest A*/A grades. In addition to their A level studies, all pupils achieve additional qualifications in a range of professional and vocational courses.

Pupils with additional learning needs make suitable progress in relation to their abilities. Over the past four years, no pupil has left school without a qualification. All pupils remain in full-time education until the end of the sixth form and afterwards go on to employment within the Brethren community.

In many lessons, pupils make secure progress. They build successfully on previous learning in developing their skills and consolidating their knowledge and understanding. Most pupils have quick and accurate recall of key principles and concepts and apply this well in new and more complex contexts, for example by recognising specific connections in subjects such as mathematics and science.

Almost all pupils listen attentively to teachers' explanations and to the views of their peers. They respond thoughtfully to others' ideas and ask pertinent questions, for example to clarify particular aspects and extend their understanding. Many speak confidently and often articulately. They contribute well to discussions, using a broad range of vocabulary and expressing their ideas and opinions clearly.

In key stage 2, most pupils read their work to others confidently. By the end of Year 6, most read with accuracy and many with fluency and good expression. Most pupils in the secondary department read effectively, for example scanning to locate and select information and to summarise, organise and record this material in a range of formats. Many pupils are less confident in reading for inference or evaluating the validity of sources or views. Few pupils read widely for pleasure.

By the end of Year 6, most pupils generally use basic sentence structure correctly. Many use neat, cursive handwriting. They retell a story coherently using appropriate paragraphing and accurate spelling. However these accounts show a limited range of vocabulary with little use of adjectives or adverbs to make the text more interesting. In key stage 2, most pupils do not develop their extended writing skills well or in a wide enough range of genres across the curriculum.

Most pupils in the secondary department have secure writing skills in line with their ability. Many pupils present work neatly and most spell accurately and use punctuation and grammar securely. They show a good awareness of purpose and audience and often present their writing in interesting formats. Most pupils produce good-quality extended writing particularly in history and English using a wide range of vocabulary. Pupils' formal and narrative writing is stronger than their evaluative work.

As pupils progress through key stage 2, a minority do not develop their numeracy skills well enough in mathematics lessons. In the secondary department, most pupils display secure numeracy skills when using a range of mathematical concepts and calculations to explore real-life situations. For example, in researching the financial costs of purchasing a car, pupils think about the mathematical techniques they will need to apply to solve the problem. They then apply suitable written and mental calculations efficiently and mostly accurately to calculate or estimate the cost.

Most pupils use information and communication technology (ICT) applications well, for example to research information, to word process or to create interesting and informative presentations and videos. The development of wider learning skills such as working with others and evaluating their own learning is a strong aspect for most pupils.

Wellbeing: Excellent

Most pupils are competent, confident and highly motivated learners who respond exceptionally well to the school's focus on self-directed learning. They show enthusiasm and interest in their work, share and seek information from each other and sustain their concentration extremely well. As pupils progress through the school, they develop a secure understanding of their preferred learning styles and use this particularly well to support and extend their independent learning skills.

Nearly all pupils feel safe in school and are confident that the school acts promptly in response to any allegations of bullying. Their behaviour is exemplary in class and around the school. They are respectful and courteous to each other, staff and visitors. Almost all pupils have a good understanding of the need to eat and drink healthily, and to take regular exercise. For example, younger pupils participate enthusiastically in their 'daily mile' run.

Pupils play an important role in evaluating aspects of the school's performance and influencing decision-making, for example through providing helpful feedback to teachers on their lessons. The all-age school council meets regularly to discuss and identify specific areas for improvement. They have an allocated budget, which they use thoughtfully, for example to improve resources. The school ensures that pupils have suitable opportunities to take responsibility, for example as prefects, librarians

and in supporting a range of charitable activities. The involvement of pupils in key stage 4 and the sixth form in a wide range of work-experience opportunities prepares them particularly well for their life in the future.

Rates of attendance are consistently high. Pupils arrive at school and for lessons punctually.

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

The school provides a suitable curriculum that meets the requirements of the Independent School Standards (Wales) Regulations (2003).

The school follows the curriculum provided by the Focus Learning Trust, which it adapts well for the Swansea campus context. Schemes of work plan effectively for progression in pupils' learning. The school has implemented a creative self-directed learning initiative for pupils of all ages. This approach provides a secure structure to promote pupils' independent learning skills and helps to support the achievement of pupils of all abilities, particularly those in the secondary department.

The curriculum prepares pupils well for future employment in Brethren businesses although the range of options at GCSE and A level is limited. Work-related education in this context is extremely strong with the school's 'career advancement programme' a particularly successful aspect of provision. In the sixth form, pupils have the opportunity to study a broad range of courses such as the Extended Project Qualification as well as a flexible programme of accredited and non-accredited courses. These courses include specific professional qualifications at level 3 and above. However, across all age groups, there are limited opportunities for pupils to develop their creative skills.

There are suitable arrangements to ensure continuity in pupils' learning experiences between key stage 2 and key stage 3. The use of specialist teachers working in key stage 2 and shared initiatives such as the guided reading and skills development sessions contribute well to these transition arrangements. Information about pupils' abilities and progress is shared well at all stages in the school.

The school has suitable plans to support the development of pupils' literacy and numeracy skills. However, the arrangements for developing pupils' numeracy skills at key stage 2 and their ICT skills across the school are less well developed.

Occasional visits to events such as a national food show help extend and enrich the curriculum. There is a limited range of extra-curricular opportunities for pupils.

Teaching: Good

The quality of teaching contributes well to pupils' progress and achievement. It is characterised by teachers' up-to-date subject knowledge and high levels of mutual respect between teachers and pupils that fosters successful learning.

In many cases, teachers plan work particularly well. They design engaging and challenging self-directed learning activities that capture pupils' imagination and interest effectively. As part of this process, most teachers prepare a range of valuable resources for pupils' project work. In many lessons, and to support these projects, teachers use questioning effectively to encourage pupils to think carefully, solve problems and to reinforce their understanding of key issues and concepts. Often the projects or problem solving activities relate particularly well to real-life contexts.

In a few lessons, pupils do not make enough progress. This is because tasks are not matched appropriately to pupils' abilities and teachers do not provide enough support for those who are experiencing difficulty. In key stage 2, teachers do not provide enough opportunities for pupils to write in a suitable range of genres or to develop their numeracy skills.

In most lessons, teachers provide valuable one-to-one feedback and guidance that helps pupils make progress. Almost all teachers mark pupils' work regularly. In many cases, teachers provide helpful and relevant advice as to how pupils can improve the quality of their work. Generally, there are suitable opportunities for pupils to refine or enhance their work. In many cases, pupils offer thoughtful observations about the quality of their own work or that of other pupils using the success criteria they have helped to devise.

Teachers know their pupils well and monitor their progress carefully, for example through regular assessments and standardised tests. They use these to set appropriate targets for pupils and to identify those pupils who are not performing in line with their abilities. However, there is currently a lack of clarity and consistency across the school in the criteria that teachers use to evaluate and record pupils' attainment.

Reports to parents provide helpful and detailed 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 school provides a caring environment where staff place a high emphasis on ensuring pupils' wellbeing. This has a particularly positive impact on pupils' enjoyment of school and enthusiasm for learning.

Assemblies and learning experiences promote pupils' spiritual, moral and social development successfully. For example, a recent focus on anti-bullying approaches has helped to improve pupils' awareness and understanding of related issues. Through the personal, social and health education programme, the school provides suitable lessons for pupils to learn about relationships, as well as drugs and substance misuse. In the secondary department, pupils receive helpful guidance and advice regarding their subject choices and future careers. However, the school does not provide sufficient opportunities to foster pupils' cultural development.

There are appropriate arrangements for promoting healthy eating and drinking. The weekly sports' afternoons provide useful opportunities for pupils to develop their personal physical fitness.

The school makes effective provision for pupils with additional learning needs. The specialist co-ordinator carries out thorough assessments to identify pupils' learning needs and arranges a suitable intervention programme for each pupil. The co-ordinator works closely with other staff to provide appropriate support for individual pupils and monitors their progress carefully. Pupils with additional learning needs draw up useful 'pupil passports' where they identify their own strengths and learning needs. These are a valuable resource for teachers. The school has good links with professional specialists including speech and language therapists, and an educational psychologist who provide additional advice when required. However, in many cases the targets in pupils' individual education plans are too general.

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

Learning environment: Good

The school provides a positive and nurturing learning environment that supports pupils' achievement well. It promotes clear values that emphasise integrity, care and compassion, respect, personal responsibility and commitment. There is a strong family ethos that pervades the school with a high degree of mutual respect between trustees, staff, pupils and parents. This underpins the strong culture of co-operation and support between staff and pupils and between pupils and their peers. These features contribute particularly well to the cohesive and orderly learning community.

The school ensures that all pupils feel valued as members of the school community and have equal access to all areas of the curriculum. In all areas of its work, the school sets out to reward pupils' commitment, celebrate their achievements and raise pupils' self-esteem.

The accommodation is of high quality with many features designed specifically to support the school's commitment to developing pupils' independent and personalised learning skills. This together with the range of resources, informative and often stimulating displays provides an engaging and enriching learning environment. Although the school has limited outdoor play and sporting facilities, it makes good use of the sports' facilities at a local university for physical education lessons.

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

The headteacher and senior leadership team, working closely with the trustees, provide purposeful and clear direction for all areas of the school's work. Together, they are successful in promoting the school's vision of encouraging each pupil to develop their full potential for learning while upholding fundamental Christian beliefs. This vision is communicated well throughout the school community, with pupils, staff, parents and trustees showing a deep commitment to the school's values and to meeting its aims. This commitment makes a powerful contribution to the high standards and outstanding levels of wellbeing pupils achieve.

Staff roles and responsibilities are defined clearly in appropriate job descriptions. Staff understand their roles and fulfil them effectively. In addition to their core responsibilities, many teachers undertake a range of distinct management roles in specific areas of the school's work such as curriculum or skills development. Several also undertake responsibilities beyond the school, for example as national subject leaders for the Focus Learning Trust. The work teachers undertake in carrying out these additional management roles benefits the school significantly in helping to support its own initiatives and improvement priorities.

Overall the school has a useful structure of meetings for leaders at different levels, with agendas that focus primarily on improving outcomes and provision. Action points are mostly clear and many link directly to the school's improvement plan. Although subject leaders meet regularly with the headteacher and notes are recorded appropriately, in a few areas of the school's work meetings are not scheduled formally. This approach makes line management arrangements for these areas including the primary department less rigorous, with accountability blurred.

Performance management arrangements are systematic and strengthen the school's culture as a learning community. Staff targets for improvement focus suitably on the school's strategic priorities, although these targets do not generally include measurable success criteria. Individual professional development priorities are identified appropriately. Where necessary, under-performance is dealt with sensitively and robustly.

The trustees provide the school with extremely strong support and guidance. They undertake their roles diligently and enthusiastically for the benefit of pupils, staff and the wider school community. Through their lead roles and the helpful sub-committee structure, trustees use their professional expertise effectively to oversee all aspects of the school's work. They are knowledgeable about the work of the school and monitor its progress robustly, fulfilling the role of critical friend particularly well.

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

Improving quality: Good

Since the last inspection, the school has strengthened its self-evaluation and improvement planning arrangements. In addition, it has implemented key strategic plans successfully including the transfer of both the junior and secondary departments of the school to new premises. These approaches and initiatives have had a positive impact on the high standards pupils achieve and their excellent levels of wellbeing.

Across the school, there is a clear commitment to the self-evaluation process and acting on the outcomes to drive forward improvement. As a result, the school has secured substantial improvements in priority areas. These include significant changes to the curriculum through an emphasis on self-directed learning approaches and the introduction of video conferencing, in particular to extend subject choices. These improvements and the transfer to new premises have enhanced provision for pupils considerably.

The school has an established cycle of quality-assurance activities to evaluate the effectiveness and impact of its work. An appropriate analysis of pupil performance data is used well to inform the evidence base of the self-evaluation report. In addition, the school uses first-hand evidence from lesson observations constructively. This evidence includes scrutiny of pupils' work and video analysis of the lessons. Wider consultation such as surveys completed by pupils, parents and work-experience placement providers contributes usefully towards a sound evidence base for the self-evaluation report.

As part of the self-evaluation process, middle leaders complete an annual audit of their areas of responsibility. However, the quality of these audits is too variable and the structure does not link well enough to that of the whole-school report or improvement plan.

Pupils play an important and active part in the school's self-evaluation arrangements. They review their learning experiences regularly providing formal feedback on lessons and activities beyond the classroom. The school uses this information well to make appropriate changes, for example to refine assessment criteria or to increase resources for specific topics.

The school's improvement plan provides a useful overview of priorities for improvement, which are largely in line with the areas identified in the whole-school self-evaluation report. Actions to bring about improvement are generally appropriate, although a few actions lack detail. For example, priorities to improve standards do not include quantitative targets. This makes it difficult to monitor progress and evaluate outcomes fully.

Partnership working: Excellent

The school's approach to developing collaborative partnerships contributes extremely well to the development of pupils' skills and wellbeing, and to teachers' professional learning.

The school's close relationship with the local Brethren community contributes significantly to the school's development, particularly in funding major capital and curriculum projects. These include the high-quality teaching accommodation on the current site. National employers from the Brethren community also support the school's highly successful 'careers advancement programme'. All pupils in Year 10 to Year 13 complete significant and meaningful work experience of up to 200 hours with placements negotiated with regional and national employers from the Brethren community. This well-established partnership incorporates comprehensive monitoring, evaluation and mentoring processes. These processes include individually tailored advice about sixth form programmes and relevant skills required in business. Coupled with the breadth of qualifications that pupils attain in the sixth form, this programme ensures that pupils are extremely well prepared for their future working lives.

The school enjoys a highly-productive partnership with the Focus Learning Trust. The school provides four national subject leaders for the trust and makes an important contribution to the delivery of a range of courses for pupils through video-conferencing. This initiative has brought significant benefits for pupils across

the trust, particularly in providing access to a broader range of courses as well as helping to develop teaching expertise. These video-conferencing arrangements provide both staff and pupils with valuable contact with other Focus schools and are important in ensuring the sustainability of the sixth form curriculum.

Partnerships with parents are extremely strong. Many parents support the work of the school exceptionally well, for example through charity fundraising, careers advice, volunteering, bus driving and in their roles as trustees. Parents feel well informed about the school's work and have many opportunities to express their views on aspects of provision.

Resource management: Good

The school manages its resources prudently.

Teaching staff are well qualified to deliver the curriculum effectively and are deployed suitably. Staff benefit considerably from a wide range of tailored professional development activities that are identified appropriately through performance management reviews. These activities include whole-school in-service training and specific subject courses, as well as national and regional events. The school also provides helpful part-sponsorship for staff undertaking a relevant postgraduate degree programme.

Several staff take a leading role in working with teachers from other Focus Learning Trust schools across the UK. As part of this role, these staff provide guidance, support and training to colleagues and work collaboratively on important aspects such as curriculum development initiatives and subject leadership. Together with the increased use of video technologies to promote and support best practice in teaching, these combined activities make a positive contribution to consolidating the school's culture as a successful professional learning community.

The trustees, together with the headteacher, monitor the school's finances effectively. Their careful planning and monitoring of spending have enabled the school to make significant and transformative capital investments such as relocating to its current premises.

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

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

Secondary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	36		31 86%	5 14%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			65%	33%	1%	0%	
The school deals well with any bullying	34		25 74%	9 26%	0 0%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			38%	51%	10%	1%	
I have someone to talk to if I am worried	36		16 44%	20 56%	0 0%	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	36		13 36%	22 61%	1 3%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			25%	57%	15%	3%	
There are plenty of opportunities at school for me to get regular exercise	36		13 36%	23 64%	0 0%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			52%	37%	8%	2%	
I am doing well at school	35		15 43%	20 57%	0 0%	0 0%	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	35		21 60%	13 37%	0 0%	1 3%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			50%	46%	4%	1%	
My homework helps me to understand and improve my work in school	36		12 33%	21 58%	3 8%	0 0%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			28%	54%	13%	4%	
I have enough books and equipment, including computers, to do my work	36		25 69%	10 28%	1 3%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			51%	42%	7%	1%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Pupils behave well and I can get my work done		35	17 49%	18 51%	0 0%	0 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			26%	59%	12%	2%	
Staff treat all pupils fairly and with respect		36	13 36%	20 56%	2 6%	1 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			36%	48%	13%	3%	
The school listens to our views and makes changes we suggest		35	9 26%	25 71%	1 3%	0 0%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			18%	54%	21%	7%	
I am encouraged to do things for myself and to take on responsibility		36	25 69%	11 31%	0 0%	0 0%	Rwy'n cael fy annog i wneud pethau drosof 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		36	27 75%	9 25%	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		36	21 58%	15 42%	0 0%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			48%	46%	5%	1%	
The school helps me to understand and respect people from other backgrounds		36	19 53%	14 39%	3 8%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			46%	47%	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		11	1 9%	8 73%	2 18%	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.
			28%	50%	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		14	5 36%	8 57%	1 7%	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%	13%	4%	

Responses to parent questionnaires

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

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.		24	19 79%	5 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			64%	32%	3%	1%		
My child likes this school.		24	18 75%	6 25%	0 0%	0 0%	0	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.		23	14 61%	8 35%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			73%	25%	1%	0%		
My child is making good progress at school.		24	15 62%	8 33%	1 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
			63%	33%	3%	1%		
Pupils behave well in school.		24	13 54%	11 46%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			54%	42%	3%	1%		
Teaching is good.		24	15 62%	9 38%	0 0%	0 0%	0	Mae'r addysgu yn dda.
			57%	39%	3%	1%		
Staff expect my child to work hard and do his or her best.		24	19 79%	5 21%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
			71%	27%	2%	0%		
The homework that is given builds well on what my child learns in school.		24	13 54%	9 38%	0 0%	0 0%	2	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.
			56%	40%	3%	1%		
Staff treat all children fairly and with respect.		24	7 29%	15 62%	1 4%	0 0%	1	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.		23	12 52%	10 43%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	37%	3%	1%		
My child is safe at school.		24	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
			69%	29%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.		24	12 50%	10 42%	2 8%	0 0%	0	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.	24	8 33%	15 62%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
		55%	37%	6%	1%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	13 54%	11 46%	0 0%	0 0%	0	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.	24	12 50%	11 46%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		49%	42%	7%	1%			
The school helps my child to become more mature and take on responsibility.	24	13 54%	11 46%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoledb.	
		66%	32%	2%	0%			
My child is well prepared for moving on to the next school or college or work.	24	15 62%	7 29%	1 4%	0 0%	1	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.	24	5 21%	17 71%	2 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		60%	34%	5%	1%			
The school makes good provision for its boarders and residential pupils. (where applicable)	9	2 22%	5 56%	0 0%	0 0%	2	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.	24	17 71%	7 29%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.	
		60%	35%	4%	1%			

Appendix 2

The inspection team

Mr John Frederick Thomas	Reporting Inspector
Ms Denise Wade	Team Inspector
Mrs Rosemary Lloyd Lait	Team Inspector
Mr John David Bush	Peer Inspector
Mr Paul Scudamore	Independent School Standards Inspector
Dr Adam England	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.