



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

A report on:

**Amberleigh Residential Therapeutic School
Golfa Hall
Welshpool
Powys
Powys County Council
SY21 9AF**

Date of inspection: November 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
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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/01/2017

Context

Amberleigh School is an independent special school situated close to the market town of Welshpool, Powys. The school provides education, care and therapy for pupils with social, emotional and behavioural difficulties.

All pupils are looked after by local authorities in Wales and England.

The school currently has 11 pupils on roll, all of whom are boys who live in the care home which shares the school's site. Six pupils have statements of special educational needs.

All of the pupils are from predominately English-speaking backgrounds.

The head of education, education manager and all five teachers have been in post for less than a year.

Summary

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

Current performance

Amberleigh School's current performance is adequate because:

- Pupils learn to cope with their emotions, express themselves and develop self-regulation to manage their behaviours
- There is a broad and balanced curriculum
- Teachers know and understand the needs of their pupils
- Joint work of education, care and therapy supports a well-planned cohesive approach

However:

- Pupils do not achieve as well as they could in their literacy and numeracy skills
- The school does not provide appropriate interventions to address the additional learning needs of all pupils
- Planning does not make sure that more able pupils make the progress they should

Prospects for improvement

The school's prospects for improvement are adequate because:

- The proprietor and newly appointed head of education provide strong strategic leadership for the school
- Education, care and therapy staff collaborate effectively
- The school development plan identifies appropriate priorities, and includes detailed actions with realistic timescales and clear responsibilities
- Self-evaluation does not focus well enough on the standards that pupils achieve

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. Introduce a clear and coherent system for identifying, supporting and monitoring pupils' additional learning needs

R2. Plan effectively for the development of literacy and numeracy across the curriculum

R3. Improve self-evaluation to have a sharper focus on the standards that pupils achieve

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/carers at the school.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: **Adequate**

It is not appropriate to compare standards of achievement in the school with national averages or to analyse trends in overall performance over time because of the wide range of abilities and needs of the individual pupils.

Many of the pupils have had disrupted periods of education prior to starting at the school, and many arrive with underdeveloped knowledge and skills. During their time at the school, nearly all pupils learn to settle and engage well in their learning.

All pupils develop their communication skills well. This helps them to build positive relationships with their peers and with the staff. They are polite when welcoming visitors to the school. They listen attentively in lessons and other situations, for example at lunchtime and in the extended community meetings. They express their views clearly and respond to questions appropriately.

In many lessons, pupils use subject specific vocabulary, for example when they talk about positive and negative currents and endangered animals.

A majority of pupils develop their confidence in reading. They answer questions about a text correctly and describe the main points of a story accurately. Around a half read aloud confidently and with expression.

A minority of pupils present their work neatly. However, a majority do not take enough care of their work.

A few pupils apply their literacy skills effectively to situations outside the classroom. For example, they record the minutes of a meeting clearly and accurately. However, most pupils do not develop their writing skills well enough for different purposes, and do not apply their skills in a wide enough range of situations. They make frequent spelling and punctuation mistakes. They generally write short sentences or paragraphs. A very few improve their work through correcting and redrafting. A very few produce extended writing.

Nearly all pupils make progress in developing their numeracy skills in mathematics lessons. Many can add and subtract whole numbers using tens, hundreds and thousands. They learn different methods of calculation and choose which method to use when completing multiplication work. They apply their numeracy skills in practical situations, for example when weighing ingredients in cookery lessons. However, overall they do not apply these skills consistently across the curriculum.

All pupils use information and communication technology (ICT) effectively for a range of purposes. For example, they carry out research, create posters and give presentations. In computing lessons, they use digital equipment well to create innovative films.

Nearly all pupils develop their thinking skills well. For example, they work out how to respond in social situations when someone makes them angry or sad. They display effective problem-solving skills, for example when they design a robot.

Pupils develop their confidence and self-esteem well through a range of activities, such as the forest school, concerts and sporting activities. They develop teamwork skills as they decide how to build a shelter and make a fire.

Around a half of the pupils develop useful life skills that prepare them well for transition into adulthood. For example, they learn to manage a budget as they plan menus for the school and order food online. They use knives safely to prepare food and understand the need to maintain high standards of kitchen hygiene. A few pupils develop their independent living skills through weekly attendance at a local college of further education.

A few pupils develop the skills they require to carry out work experience successfully both inside the school and within the wider community. This includes weekly placement at a local care home. Through this work experience, they gain a good understanding of the world of work and develop the ability to relate to others appropriately.

Over the past three years, pupils have achieved a range of qualifications in relevant subjects, for example GCSE English, ICT and citizenship as well as entry level English, mathematics and art and design. In 2015-2016, pupils also achieved a BTEC award in home cooking skills.

Wellbeing: Good

Pupils improve their self-esteem and confidence during their time at Amberleigh. They learn how to cope with their emotions, express themselves and develop self-regulation to manage their behaviours. They make very effective use of the structured therapeutic support at the school.

Pupils develop an appropriate understanding of how to stay fit and healthy. They know what foods to eat to have a healthy diet and understand that they should drink plenty of water throughout the day. They take their responsibilities for planning the weekly menu seriously, and plan and prepare food that is tasty and appealing. They have regular exercise in school and enjoy keeping fit in their own time. A few pupils are members of local teams and enjoy the challenge of competitive sports such as football.

Overall, in relation to their needs, behaviour is good. Pupils generally show respect and consideration to their peers and to staff. In group work, pupils are confident and feel safe to share their views and beliefs amongst their peers and staff. They show mature attitudes as they listen carefully to the views of others, express their feelings and agree solutions to issues raised. They feel valued members of the community at Amberleigh.

Pupils understand the democratic processes within Amberleigh for influencing change. They use the school council and community groups enthusiastically to promote improvements such as access to television in their rooms.

In class, pupils generally remain engaged and enjoy their learning. They all improve their attendance over their time at the school. Most pupils are punctual each morning and to their lessons. There have been no permanent or fixed-term exclusions over the past year. In part, this is because pupils can take supported time out from lessons if they need to manage their emotions.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school offers a broad and balanced curriculum that meets the needs of the pupils and promotes the values of the school well. Appropriately, this includes a range of classroom-based lessons, outdoor activities and therapeutic input. The close joint working between education, care and therapy staff enhances the pupils' learning experiences.

Teachers group pupils carefully, in line with their needs, to maximise learning. As a result, pupils engage well in most lessons.

Overall, the school offers pupils a suitable range of subjects for which they can receive accreditation. Where appropriate, the school encourages pupils to follow relevant courses at a local college.

The school provides interesting activities to promote the confidence and self-esteem of pupils. A course at the local fire station teaches them to cope under pressure, work as part of a team and deal with demanding tasks. The Cambrian Railway Orchard project gives pupils the valuable experience of working alongside members of the community. Extra-curricular activities such as football matches and concerts enhance the pupils' learning experiences well.

The school works well with care staff to provide activities that help pupils prepare for adult life. This includes preparing meals at lunchtime. The school offers appropriate work experience opportunities for a few pupils. These are matched well to pupils' interests and needs. However, for those pupils who are not ready to access external work placements, the school does not provide enough opportunities for them to develop work-related skills within the school.

The school helps pupils develop their literacy and numeracy skills during English and mathematics lessons. However, the school does not co-ordinate the development of these skills well enough. Staff do not have a clear enough understanding of how literacy and numeracy can be promoted across all lessons and other activities. As a result, pupils do not learn to apply their skills as well as they could. Although there

are opportunities for pupils to use their ICT skills across the curriculum, planning for the development of ICT is underdeveloped.

Teaching: Adequate

Teaching is characterised by positive relationships between staff and pupils. This creates an environment for learning where pupils feel confident and ready to learn. Teachers know and understand the needs of their pupils and they use this information effectively to support positive behaviour in lessons.

Most planning is detailed and thorough and teachers design lessons well to meet the needs for the majority of pupils. However, planning does not always differentiate appropriately for more able pupils and as a result these pupils do not make the progress they should. Teachers plan for skills related to their own subjects. However, they do not develop wider skills during their lessons. Therefore, pupils miss out on key opportunities to develop their literacy and numeracy skills across the curriculum.

The pace of lessons is generally successful in maintaining pupils' concentration and helps them stay on task. Teachers use an appropriate range of activities and resources, which appeal to pupils' interests. Practical tasks are a beneficial feature of most lessons and help engage pupils well.

All teachers provide frequent and constructive verbal feedback to pupils during lessons. In a few lessons, teachers encourage pupils to evaluate their own learning. However, written feedback is not used consistently across the school. Teachers' comments do not always highlight what pupils need to do to improve.

The school has recently implemented comprehensive and appropriate systems for assessing the achievement of pupils. However, it is too early to measure the progress that pupils are making over time.

Reports to parents and carers provide useful information on pupil achievements across the curriculum. However, they do not always indicate clearly enough what pupils need to do to improve.

Care, support and guidance: Adequate

The school has highly effective arrangements for supporting the emotional and social needs of pupils. The school has a comprehensive programme delivered jointly by teachers, therapist and care staff. Detailed assessment information is used well to

provide support and guidance to teachers and pupils on topics such as sex and relationships education, confidence and self-esteem and managing risk.

The school makes effective arrangements for promoting healthy eating and drinking. Staff promote positive attitudes to eating well through cooking lessons and collective meal-times. The school provides a balanced choice of food and drink. As a result, nearly all pupils make healthy choices during meal times.

There are suitable opportunities for the development of pupils' spiritual and moral development across the curriculum. Personal and social education lessons and individual therapy sessions encourage pupils to think about and discuss different values and belief systems. As a result, nearly all pupils are able to accept the views of others in class and at group meetings. Clearly targeted sessions offer pupils valuable time for reflection. This time helps to develop pupils' confidence and ability to talk about issues that are important to them.

The school has introduced new arrangements for mapping the additional learning needs (ALN) of pupils. However, these arrangements do not provide a clear and coherent system for identifying, supporting and monitoring pupils' ALN. As a result, individual education plans do not always provide important information about pupils' specific needs. The school does not provide appropriate interventions to address the additional learning needs of all pupils.

There are clear policies and effective strategies for managing pupils' behaviour. Staff have a calm and positive approach and, as a result, pupils behave very well across the school.

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

Learning environment: Good

The school has an extremely positive and inclusive ethos. It is a nurturing community in which all pupils are highly valued and respected. The highly effective joint work of the education, therapy and care staff supports a well-planned cohesive approach to planning and monitoring learning and behaviour.

The school provides regular, valuable opportunities for pupils to explore their emotions and attitudes and express their feelings. As a result, over time, they improve their understanding of diversity and develop tolerance towards others.

There are enough resources and these are of good quality. However, staff do not always make the best use of technical equipment.

The school building is attractive and of good quality. The communal kitchen and dining area provide a welcome environment for pupils to prepare and share meals with staff. The school uses its extensive grounds effectively to provide valuable

outdoor learning experiences. The school building and grounds are well maintained. The security of the site is given high priority.

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

Adequate

Leadership: Adequate

The proprietor and newly appointed head of education provide strong strategic leadership for the school. They communicate a clear vision for the school that focuses on providing an integrated approach to meeting pupils' needs. Education, care and therapy staff at all levels know and support the vision well and have fostered a strong sense of team work and collaboration.

Line management and leadership meetings are organised appropriately. There is increasing accountability across the school to improve important aspects of pupils' wellbeing, for example behaviour and engagement in lessons. However, there is insufficient focus in senior management team meetings on the quality of teaching and the progress that pupils make across the curriculum.

The school has introduced appropriate procedures for the performance management of teachers. These include regular supervision meetings and lesson observations. Useful written feedback is provided to staff. However, this feedback does not focus well enough on the standards achieved by pupils.

Targets from the performance management process generally align well to whole school priorities and identify relevant individual and whole-school training needs. As a result, teaching staff receive appropriate training to develop their subject knowledge, behaviour management and skills for supporting the emotional needs of pupils. Teachers have appropriate responsibility for planning the subjects that they teach. However, responsibilities for the development of literacy, numeracy and ICT across the curriculum are not clear.

The proprietor has a good understanding of the work of the school and provides useful support and challenge for the leadership team. Since becoming proprietor, he has acted swiftly to appoint experienced senior leaders and a teaching team.

Under his leadership, the school has formed a governing body to provide additional support and challenge to the school. However, this is a new development and it is too early to judge its impact on pupils' outcomes.

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

Improving quality: Adequate

There have been significant changes to the leadership of the school and membership of the teaching team. Senior leaders have taken swift and appropriate action to review and amend the school's priorities for development in view of these changes.

Leaders have established a useful cycle of quality assurance activities that draw on an appropriate range of evidence. This includes lesson observations, the scrutiny of pupils' work and consultation with pupils. However, the involvement of teachers in self-evaluation and improvement planning is underdeveloped. As a result, not all teachers are as aware of the school's priority areas for development as they should be.

The self-evaluation report includes many of the school's strengths. These include improvements in pupils' behaviour, attendance and attitudes towards learning. However, it does not identify important areas for improvement, such as shortcomings in the co-ordination of skills across the curriculum.

The school development plan identifies many appropriate priorities, and includes detailed actions with realistic timescales and clear responsibilities. As a result, leaders monitor progress against actions effectively.

Leaders collect data routinely on important aspects of pupil progress and wellbeing. They are beginning to use this information to analyse trends in pupil outcomes for attendance and behaviour. However, the use of data to set specific individual targets for pupils in important areas of learning, such as literacy, is underdeveloped.

Partnership working: Good

The school works well with a wide range of partners including placing authorities, care staff and the therapy team. This helps the school to provide a consistent approach to pupils' education and care and has a positive impact on pupils' wellbeing. Effective partnerships with specialist agencies help the school to address the pupils' social and emotional needs.

The school has strong partnership arrangements with a variety of external agencies to increase the range of learning experiences available to pupils. These include opportunities for pupils to experience horse riding, drama, music and art.

An effective partnership with a local school has helped staff to develop forest school facilities in the grounds on the Amberleigh site. This has enriched the learning experience of pupils who value the provision highly.

Effective partnerships with local colleges of further education help pupils, for whom it is suitable, to learn alongside mainstream peers. This prepares them well for transition to full-time courses on leaving the school.

The school has effective partnership arrangements with another school operated by the proprietor. Through this partnership, staff are able to share good practice and pupils have useful opportunities to take part in shared sporting events and celebration days.

A minority of pupils benefit from volunteering with local charitable organisations. These partnerships help pupils to develop confidence and self-esteem. For a few pupils, close liaison with local employers ensures that work experience placements are successful. However, overall, partnerships with local businesses to support pupils' work experience are underdeveloped.

Resource management: Adequate

Amberleigh is proactive in responding to the needs of its pupils. Leaders consider how they deploy staff carefully to allow highly effective joint work with therapy and care staff. This ensures a cohesive approach to provision that has a positive impact on pupils' wellbeing. For example, pupils respond well to staff's consistent strategies for managing poor behaviour. The joint work reflects well the ethos, vision and aims of leaders and managers.

Staff are appointed on permanent contracts and actively encouraged to develop their skills and professional expertise further in line with pupils' needs. For example, the school has recently designated one teacher to co-ordinate pupils' additional learning needs and is supporting specialist training to maximise impact on pupils' learning. However, the role and training are in their early stages and it is too soon to see the impact on pupils' outcomes.

Teachers are supported to develop their own learning through visits to other schools where they may observe good practice. These are having some impact, but to date these links have been mostly with specialist providers and have not focused on the areas of weakness identified by the school, such as developing pupils' skills.

The school uses its buildings very well. It has recently made creative use of part of the grounds as a stimulating forest school.

In view of the adequate standards and provision, the school provides value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Special Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	10	9 90%	0 0%	1 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		95%	0%	5%	
The school deals well with any bullying.	10	3 30%	3 30%	4 40%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		70%	12%	18%	
I know who to talk to if I am worried or upset.	10	8 80%	0 0%	2 20%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		93%	2%	5%	
The school teaches me how to keep healthy	10	9 90%	1 10%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		86%	10%	5%	
There are lots of chances at school for me to get regular exercise.	10	5 50%	3 30%	2 20%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		80%	14%	7%	
I am doing well at school	10	8 80%	1 10%	1 10%	Rwy'n gwneud yn dda yn yr ysgol.
		93%	5%	2%	
The teachers and other adults in the school help me to learn and make progress.	10	9 90%	0 0%	1 10%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	0%	2%	
I know what to do and who to ask if I find my work hard.	10	10 100%	0 0%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		100%	0%	0%	
My homework helps me to understand and improve my work in school.	10	2 20%	3 30%	5 50%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		63%	17%	20%	
I have enough books, equipment, and computers to do my work.	10	9 90%	0 0%	1 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		91%	2%	7%	
Other children behave well and I can get my work done.	10	1 10%	4 40%	5 50%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		65%	19%	16%	
Nearly all children behave well	10	3	4	3	Mae bron pob un o'r plant yn

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
at playtime and lunch time		30%	40%	30%	ymddwyn yn dda amser chwarae ac amser cinio.
		74%	12%	14%	

DRAFT AND CONFIDENTIAL

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	6 50%	5 42%	1 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	33%	2%	3%		
My child likes this school.	12	3 25%	7 58%	2 17%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		61%	32%	7%	0%		
My child was helped to settle in well when he or she started at the school.	12	7 58%	5 42%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	23%	0%	3%		
My child is making good progress at school.	12	3 25%	6 50%	3 25%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		53%	36%	8%	3%		
Pupils behave well in school.	12	0 0%	7 58%	4 33%	1 8%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		44%	44%	10%	2%		
Teaching is good.	11	3 27%	8 73%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		58%	39%	0%	4%		
Staff expect my child to work hard and do his or her best.	12	5 42%	7 58%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		66%	31%	3%	0%		
The homework that is given builds well on what my child learns in school.	10	0 0%	6 60%	2 20%	2 20%	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.
		43%	36%	9%	11%		
Staff treat all children fairly and with respect.	12	6 50%	6 50%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		70%	30%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	5 42%	6 50%	1 8%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		64%	30%	5%	0%		
My child is safe at school.	12	5 42%	6 50%	1 8%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		71%	22%	7%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	6 50%	6 50%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		67%	30%	3%	0%		

	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.	12	5 42%	7 58%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		55%	33%	8%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	8 67%	4 33%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		70%	27%	0%	3%		
I understand the school's procedure for dealing with complaints.	12	7 58%	5 42%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		59%	36%	3%	2%		
The school helps my child to become more mature and take on responsibility.	12	4 33%	8 67%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		63%	31%	2%	4%		
My child is well prepared for moving on to the next school or college or work.	11	1 9%	9 82%	0 0%	1 9%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		46%	38%	8%	8%		
There is a good range of activities including trips or visits.	12	5 42%	7 58%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		58%	37%	2%	3%		
The school is well run.	12	5 42%	7 58%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		64%	27%	5%	4%		

Appendix 2

The inspection team

Susan Roberts	Reporting Inspector
Anthony Mulcahy	Team Inspector
Caroline Rees	Team Inspector
Matthew Paul Burns	Peer Inspector
Paul Scudamore	School Standards (Wales) Regulations 2003
Ben Kovacs (Education Manager)	Nominee

DRAFT AND CONFIDENTIAL

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.