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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Inspection under Section 163 of the Education Act 2002

A report on the quality of education in

**Rydal Penrhos
and Lyndon Preparatory School
Pwllcrochan Avenue
Colwyn Bay
LL29 7BT**

School number: 6626019

Date of inspection: 3 – 7 December 2007

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

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**BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE**



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

Rydal Penrhos and its primary department, Lyndon Preparatory School, was inspected as part of a national programme for the inspection of independent schools under section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent School 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.

In addition, inspection reports identify good features and shortcomings, so that a school may improve the quality of education it offers and raise the standards its pupils achieve. The inspection of all independent schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection was not carried out in conjunction with the Care and Social Services Inspectorate Wales (CSSIW) and the report does not contain specific judgements on the National Minimum Boarding Standards. The school last had an inspection by the Care Standards Inspectorate Wales (CSIW) in January 2007. For a copy of the most recent report, you should contact Care and Social Services Inspectorate Wales (CSSIW) at casiw@wales.gsi.gov.uk.

The inspection of Rydal Penrhos, and Lyndon Preparatory School, took place between 3 December 2007 and 7 December 2007. A team of inspectors from Estyn, Her Majesty's Inspectorate for Training and Education in Wales, undertook the inspection. Estyn is a statutory body independent of, but funded by, the National Assembly for Wales.

The team made its judgements having considered the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. The report is written in accordance with Estyn's Common Inspection Framework (which is available at www.estyn.gov.uk).

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Independent schools use a variety of systems for numbering year groups. This report, however, uses 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 and parents.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

Although independent schools are not required to follow the National Curriculum, we use these terms for convenience. Rydal Penrhos and Lyndon Preparatory School also use these terms.

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Context

The nature of the provider

- 1 Rydal Penrhos and Lyndon Preparatory School, is a co-educational independent day and boarding school that caters for pupils from the age of two and a half to 18 years.
- 2 The school occupies a large site in the town of Colwyn Bay in North Wales. It has undergone significant change in the last 10 years with amalgamation of three local independent schools. In 1998, Rydal senior and preparatory schools were merged with Penrhos College, an all girls' independent school. More recently in 2003, Rydal Penrhos merged its own preparatory school with Lyndon School, another local independent school.
- 3 The school is now well established as one school with preparatory and senior departments. The spacious premises are situated in the same area of the town and pupils of all ages share many school facilities and resources. The school refers to the preparatory department as the prep school and the inspection team use this term throughout the report.
- 4 The school is a charitable trust, established by the Methodist Church. It is run as a Christian foundation and welcomes pupils from all faiths and none.
- 5 There are 717 pupils in the school with 253 in the prep school and 464 in the senior school, of whom 183 are sixth form students. Approximately 40% of pupils aged 10-18 are boarders and of these, almost 26% are from overseas. A small number of pupils board part-time. The school has seven boarding houses, all of which are situated close to the main buildings.
- 6 Day pupils travel from a wide area that includes much of Conwy, Gwynedd, the Isle of Anglesey and Denbighshire. The prep school educates pupils from nursery to year 6. Six children are in receipt of Cymorth funding via the Government's Nursery Grant Scheme.
- 7 Lessons are taught through the medium of English. Fewer than 1% of pupils speak Welsh as their home language. The school does not aim to make pupils bilingual in English and Welsh. A minority of pupils speak languages other than English at home, and these include Cantonese, French, German, Mandarin, Russian, Spanish and Swedish. Many of these pupils speak English fluently when they first join the school but others require additional language support. Forty-seven pupils (10%) in the senior school and one pupil in the prep school receive support in learning English as an additional language.
- 8 Approximately 30% of students in the sixth form join the school from overseas, mainly to follow the International Baccalaureate diploma course. Fewer than 2% of pupils are from minority ethnic groups.
- 9 The school is non-selective. Prior to entry, prospective pupils are interviewed by the headteacher. Base-line assessments of pupils when they join the school indicate that they have a broad range of ability.

- 10 The school has identified 62 pupils (13%) in the senior school and 31 pupils (13%) in the prep school who need additional learning support. One pupil has a statement of special educational needs (SEN).
- 11 Rydal Penrhos senior and prep schools were last inspected by the Independent Schools Joint Council in 2001 and Lyndon School, in 2000.
- 12 This is the first full Estyn inspection.

The school's priorities and targets
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- 13 The school development plan for 2006-2007 identifies six main areas for development. The plan identifies several specific targets within each area. These areas are as follows:
 - academic improvement;
 - pastoral care improvement;
 - senior and prep school liaison and communication;
 - finance;
 - marketing; and
 - education for sustainable development and global citizenship.
- 14 The school governors report that their main priorities at present are to:
 - review the balance of course provision in the sixth form;
 - consider the challenges posed by the public interest requirement for charitable status;
 - continue to ensure an ongoing surplus in the school's accounts; and
 - continue to raise the profile of the school so as to attract new pupils, particularly boarders.

Summary

- 15 Rydal Penrhos and Lyndon Preparatory School meet almost all of the regulatory requirements necessary to comply with the Independent School Standards (Wales) Regulations 2003.

Tables of grades awarded

- 16 The inspection team judged the school's work as follows:

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	1

Standards of achievement

- 17 Overall, pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	72%	15%	0%	0%

- 18 These standards of achievement in lessons exceed the targets set by the Welsh Assembly Government for 2007 for maintained schools, that 65% of classes should be grade 2 or better and that 98% of classes should achieve grade 3 or better.

Standards for the under-fives are as follows:

Language, literacy and communication skills	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

- 19 The overall quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

The grades awarded in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Sixth form
English	2	2	2	2	1
Mathematics	2	2	2	2	2
Science	2	2	n/a	n/a	n/a
Biology	n/a	n/a	2	2	1
Chemistry	n/a	n/a	2	1	1
Physics	n/a	n/a	2	2	2
Information technology	2	1	3	2	2
Design technology	2	2	2	2	2
Modern foreign languages	n/a*	2	3	2	2
History	2	2	2	2	1
Geography	2	2	3	2	1
Art	1	1	2	2	2
Music	2	2	2	2	2
Physical education	2	1	1	2	2
Religious education	2	2	2	2	1
Business studies	n/a	n/a	n/a	1	2
Economics	n/a	n/a	n/a	n/a	2
Drama	n/a*	n/a*	3	1	1

* The team was not able to inspect lessons in these subjects.

- 20 In the sixth form there are outstanding features in almost half of the subjects studied.
- 21 By the end of each key stage, pupils have made good progress in acquiring the skills necessary to move to the next stage of learning. They learn new skills and knowledge quickly, successfully building on previous work.
- 22 Across the school in the majority of subjects, pupils make very good progress relative to their prior attainment. For example, in the prep school, pupils' scores in standardised tests in English and mathematics indicate year-on-year improvement.
- 23 GCSE and A level examination results over the last three years compare very well with those of other high attaining schools in Wales. In the last three years, the percentage of pupils attaining five passes at grades A*-C has been well above the national average for Wales.
- 24 Almost all students entered for the International Baccalaureate (IB) in 2007 were awarded the diploma. The average grade attained in most of the subjects entered by the school exceeded the world-wide average.
- 25 Throughout the school all pupils, including those learning English as an additional language (EAL) and those with special educational needs (SEN), generally make good progress.

- 26 Pupils have good numeracy skills and use them well. Overall, standards in information and communications technology (ICT) are good throughout the school and outstanding in key stage 2. Pupils speak, read and listen very well. However, pupils' handwriting is often untidy in key stages 1 and 2 and a minority of older pupils do not take enough care to present their work well.
- 27 Pupils are well mannered, courteous and confident. Most pupils behave well and work hard. They show respect to their teachers and to each other, regardless of their linguistic or ethnic background. Attendance rates and punctuality are good.

The quality of education and training

- 28 The quality of teaching in the areas of learning and lessons inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	13%	1%	0%

- 29 The percentage of lessons in which the quality of teaching is grade 2 or better is about 12 percentage points higher than the proportion of lessons at grade 2 or better in independent schools inspected last year, as reported in Her Majesty's Chief Inspector of Education and Training in Wales Annual Report for 2005-2006.
- 30 In lessons awarded grade 1 for teaching, the most common outstanding features include:
- a very good range of well-planned activities that motivate pupils well;
 - high expectations and level of challenge, supported by mutual respect and trust between teachers and pupils; and
 - very effective questioning that requires pupils to think carefully about their work.
- 31 Where teaching is consistently good, it is usually because:
- the range of activities ensures high levels of pupil interaction and participation; and
 - there is effective support for pupils to help them improve their work.
- 32 Most teachers have secure and up-to-date subject knowledge and an excellent knowledge of course and examination requirements. They also have high expectations of pupils.
- 33 Throughout the school, most lessons are carefully planned and matched to pupils' abilities. Most lessons are delivered at a suitable pace and hold pupils' interest well.
- 34 In the small number of lessons where there are shortcomings in teaching, pupils are not challenged enough or work is not planned to meet the needs of pupils of different abilities.
- 35 The overall quality of assessment is good, although the quality of marking varies and does not always give pupils enough information about how to improve.

- 36 The school offers a broad and balanced curriculum. The course provision in the sixth form is outstanding. Students can choose to study from a wide range of AS and A level courses or study for the International Baccalaureate diploma. Students and their parents are given helpful advice to make appropriate course choices.
- 37 There are detailed up-to-date schemes of work that are regularly reviewed. However, in a few subjects, there is a need to plan for transition from key stage 2 to key stage 3 and take more account of pupils' prior learning.
- 38 The school's provision for extra-curricular activity is also an outstanding feature. The range of activities is extensive and a large proportion of pupils of all ages participate. Pupils are provided with a wide range of experiences to increase their knowledge through well-planned and appropriate educational visits. They compete successfully in sports teams and win national awards in other subject areas such as art and mathematics.
- 39 The school has strong links with the local community. There is a good partnership with St John's Church where most senior school pupils attend services during the week. The school promotes pupils' spiritual, moral, social and cultural experiences effectively. There is an appropriate programme of personal, social, and health education (PSHE) that is planned around issues that concern pupils.
- 40 The school gives appropriate priority to promoting education for sustainable development and global citizenship.
- 41 The quality of care, support and guidance for pupils is good. Staff across the school know pupils well and meet regularly to discuss the progress and well-being of individuals. Pupils are confident that they can seek and gain appropriate advice when it is required. The medical centre is effective in providing very good 24-hour care. Pupils have good opportunities to make their views known through the student councils and boarders' forum, and can identify improvements the school has made through their representations.
- 42 The school takes the issue of bullying seriously and ensures that pupils know how to seek help. Pupils state that there is very little bullying in the school and they are confident that staff will deal with any incidents effectively.
- 43 There are clear and appropriate child protection arrangements.
- 44 The provision for pupils requiring learning support is appropriate and well managed. New arrangements have been introduced in the last year, and staff from the learning support departments in the prep and senior departments liaise well with other teachers.
- 45 The school provides effective support for those pupils for whom English is an additional language, although a small number of pupils would benefit from receiving more direct help in the classroom. Students from overseas are well integrated and contribute greatly to the rich cultural environment that exists throughout the school.
- 46 The team inspected subjects across the seven areas of learning as identified in the Independent School Standards Regulations 2003. The school offers appropriate education in each of those areas.

Leadership and management

- 47 The school has a clear ethos and aims that are understood well by everyone in its community. There is particular emphasis on the school's Christian foundation in the Methodist tradition.
- 48 The headteacher and governors provided very effective leadership to plan carefully and steer the school through the significant changes brought about by the amalgamation of the three schools. The result is a stable, harmonious and thriving institution.
- 49 The competent teamwork of the senior management team provides evidence of the well-established management and team structures in the school. Leaders and managers have implemented innovative ideas successfully, for example, introducing the International Baccalaureate diploma course.
- 50 Governors provide the school with a broad range of professional expertise. They have a clear strategic overview of the school and recognise the importance of good financial management and appropriate use of resources.
- 51 The school has recently introduced a range of strategies, such as curriculum review and staff appraisal, that are beginning to impact positively on standards and the day-to-day functioning of the school. However, the effectiveness of the management of subject departments is inconsistent and some middle managers are not always clear enough about how to bring about improvements.
- 52 Senior managers know the school well. The school has a recently updated development plan that includes many of the issues that are also identified by the inspection team. Overall, the school monitors carefully the progress it is making in meeting its priorities. However, it does not draw on enough rigorous first-hand evidence of the quality of teaching and the standards achieved by pupils in lessons. There is not enough consistency in the self-evaluation procedures and development planning in different departments.
- 53 The school has made steady progress in responding to the findings of the previous inspection in 2001. In particular, it has improved the planning and management of curricular change, produced a more comprehensive school development plan and improved liaison between the prep and senior departments. Improving transition from key stage 2 to key stage 3 across all subjects continues to be a priority.
- 54 The premises provide an outstanding environment for learning. There are excellent facilities for sport, drama and specialist subjects in the prep school. School libraries are well designed and resourced. There is a good quantity and range of ICT resources throughout the school that staff and pupils use well.
- 55 The school is well staffed. Staff have appropriate qualifications and expertise, and they are effectively deployed.
- 56 Governors and senior managers work efficiently to ensure that the school makes good use of its financial resources and spending is linked to priorities.
- 57 The school manages its finances well to ensure value for money.

Compliance with the regulations for registration

The quality of education provided by the school

58 The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

59 The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

60 It is CSSIW's responsibility to report on regulatory requirement [3(3)], see paragraph 3 in the Introduction.

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

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

- have regard to any National Assembly guidance on health and safety responsibilities and powers of schools [3(4)] by improving:
 - fire safety signage and emergency lighting; and
 - safety at the main gate of Lyndon Preparatory School.

The suitability of proprietors and staff

63 It is CSSIW's responsibility to report on regulatory requirement [4(d)], see paragraph 3 in the Introduction.

64 The school meets the other regulatory requirements for this standard.

Premises of and boarding accommodation at schools

65 It is CSSIW's responsibility to report on regulatory requirement [5(u)], see paragraph 3 in the Introduction.

66 The school meets the other regulatory requirements for this standard.

The provision of information

67 The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

- 68 It is CSSIW's responsibility to report on regulatory requirement [7(l)], see paragraph 3 in the Introduction.
- 69 The school meets the other regulatory requirements for this standard.

Recommendations

- 70 In order to improve the school further, the proprietors and staff need to:
- R1 comply fully with the regulations for registration;
 - R2 raise standards in subjects judged to be at grade 3 and improve the quality of pupils' presentation of written work;
 - R3 continue to develop more rigorous systems to assess and track pupils' progress across the school*;
 - R4 ensure consistency in the implementation of staff appraisal throughout the school and link this to the provision of appropriate professional development activities for staff; and
 - R5 develop more effective arrangements for monitoring and evaluating teaching and learning, ensuring that these lead directly to clear planning for improvement*.
- 71 Since the inspection report notes that the school does not meet one of the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standard, and the timescale within which it will complete each step.
- 72 Estyn advises the proprietor to amend its 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.

* The school development plan already identifies these issues.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

73 In its self-evaluation report, the school awarded this Key Question a grade 2. The findings of the inspection team match the judgement made by the school.

74 Overall, pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	72%	15%	0%	0%

75 These standards of achievement in lessons are well above the Welsh Assembly Government's targets for 2007 for maintained schools, that 65% of classes should be grade 2 or better. Standards of achievement also exceed the target set by the Welsh Assembly Government for 2010 for maintained schools, that 98% of classes should achieve grade 3 or better.

76 The grades awarded for standards in the subjects inspected appear in the earlier summary section of the report.

77 The overall quality of the educational provision for under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

78 In each key stage and in the sixth form, there are outstanding features in the work in one or more subjects. In key stages 1, 2 and 4, and in the sixth form, standards achieved in all subjects are at least good with no important shortcomings. There are some shortcomings in pupils' achievements in key stage 3 in information technology (IT), modern foreign languages, geography and drama.

79 Pupils in the prep school make good progress. Their scores in standardised tests in English and mathematics indicate year-on-year improvement. The school also uses National Curriculum teacher assessments at the end of key stage 2 although these are not moderated. Outcomes in recent years show that pupils achieve levels that are well above the national average for Wales.

80 By the end of each key stage, pupils have made good progress in acquiring the skills necessary to move to the next stage of learning. This is because they learn new skills and knowledge quickly and successfully build on previous work.

81 GCSE examination results since 2004 are very good overall, compared with those of other schools in Wales. In the last three years, the percentage of pupils attaining five passes at grades A*-C has been well above the average for all schools in Wales. The percentage of passes at the higher grades of A* and A has also been well above the comparative figure for Wales. GCSE value added information indicates that, in the majority of subjects, pupils make good or very good progress relative to their prior attainment when compared with all pupils of the same age.

- 82 A level results in the last three years compare well with national averages. Almost all subject entries have resulted in A-E pass grades and the percentage of passes at the higher grades A and B has been above the comparative figure for Wales.
- 83 The results for the International Baccalaureate (IB) examination in 2007 show an improvement on those of 2006, the first year that students were entered for the diploma. Almost all students entered in 2007 were awarded the diploma. The average IB diploma score per student for the school in 2007 was above the worldwide average and the average grade attained in most of the subjects entered by the school exceeded the worldwide average.
- 84 At the end of Year 11, almost all pupils go on to appropriate post-16 studies in the school's sixth form, in other schools or in further education. After leaving the sixth form, nearly all students go on to study in higher education.
- 85 Throughout the school all pupils, including those learning English as an additional language (EAL) and those with special educational needs (SEN), generally make good progress.
- 86 Overall, children under-five achieve good standards in key skills. They listen attentively and speak clearly and confidently. These children develop communication and numeracy skills well. They show growing confidence in using the computer.
- 87 Throughout the school, the progress of pupils in the key skills of listening and speaking is very good. They are very attentive to teachers and each other. In key stage 4 and the sixth form, most speak with confidence and often engage very well in discussions, expressing complex ideas effectively.
- 88 Pupils read well, often with expression and fluency. In key stage 1, pupils make very good progress in developing their reading skills. Across the school, pupils generally write competently and accurately in a range of styles. However, pupils' handwriting is often untidy in key stages 1 and 2. In the senior school, a minority of pupils do not take enough care with the presentation of their work. Pupils' progress in producing extended pieces of written work is hampered in key stage 2 and the early part of key stage 3 because they have too few opportunities to write in this way.
- 89 Pupils have good numeracy skills and use them well in several subjects including science, geography, design technology (DT), business studies and economics. They perform numerical calculations effectively and use graphs well.
- 90 In key stage 2, pupils display outstanding ICT skills. They make careful, appropriate use of internet research tools and are able to critically evaluate their use of a good range of applications. In other key stages and the sixth form, standards in ICT are good. In the senior school, pupils apply their skills well in several subjects including DT, history, music, drama, physical education, business studies and economics.
- 91 The development of personal, social and learning skills is very good. Across the school, pupils are very well mannered and courteous. They behave very well, show high levels of motivation and are able to concentrate well for sustained periods. Particularly strong features are the way that pupils learn to work collaboratively in pair or group work from an early age, and the respectful attitudes that pupils show to

their teachers and to one another. Most pupils display good levels of self-confidence and will seek help if they do not understand something in lessons.

- 92 Pupils can work well independently. Pupils in key stage 4 and sixth form students show good research skills in many subjects, producing work that requires extensive study and effort. This is a particular feature of the work in many IB courses. However, across the school, pupils do not develop independent study skills, or the ability to analyse their own strengths and weaknesses consistently enough in work across the curriculum.
- 93 Attendance rates and punctuality are good across the school.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

94 In its self-evaluation report, the school awarded this Key Question a grade 2. The findings of the inspection team match the judgement made by the school.

95 In the lessons observed, the inspection team judged the quality of teaching as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	13%	1%	0%

96 The percentage of lessons in which the quality of teaching is grade 2 or better is about 12 percentage points higher than the proportion of lessons at grade 2 or better in independent schools inspected last year, as reported in Her Majesty's Chief Inspector of Education and Training in Wales Annual Report 2005-2006. It also exceeds the target set by the Welsh Assembly Government for 2010 for maintained schools, that 80% of classes should be grade 2 or better.

97 There is a higher proportion of lessons where teaching has outstanding features in key stages 1, 2 and the sixth form. In lessons awarded a grade 1 for teaching, the most common outstanding features include:

- a very good range of activities to ensure high levels of pupil participation and interaction;
- high expectations and levels of challenge, supported by mutual respect and trust between teachers and pupils;
- very effective questioning that requires all pupils to think carefully about their work, further their understanding and offer extended answers; and
- an excellent knowledge and application of course requirements and external assessment criteria.

98 The consistently good features in teaching include:

- teachers' secure and up-to-date subject knowledge which is used effectively to maintain pupils' interest and enthusiasm for the subject;
- a wide range of teaching methods to facilitate the learning of pupils with different preferred learning styles;
- effective support for individual pupils and intervention to reinforce key learning points and discuss any misunderstandings; and
- good use of ICT.

- 99 Throughout the school, most lessons are planned carefully, have clear objectives and lesson content is well matched to pupils' abilities and interests.
- 100 Most lessons are delivered at a suitable pace to cover the material effectively and sustain pupils' interest. Practical activities in all key stages consolidate and develop pupils' knowledge, skills and understanding.
- 101 In the small number of lessons where there are shortcomings in teaching, the most common shortcomings are that:
- work is not always planned to meet the needs of pupils of different abilities; and
 - there is too low a level of demand and rigour to ensure that pupils develop a deep understanding of the subject.
- 102 In a few subjects, such as ICT and French, there are shortcomings in planning for transition from key stage 2 to key stage 3 because teachers do not take enough account of pupils' prior learning.
- 103 The overall quality of assessment is generally good. Throughout the school, learners' achievements and progress are usually assessed regularly through tests and marking of pupils' work.
- 104 The prep school has recently introduced a new system of assessment that is appropriate and is developing well. Assessment and recording of progress of children under-five is thorough. In key stages 1 and 2, pupils' literacy and numeracy skills are assessed on a regular basis. Teachers use a suitable range of assessment procedures, which they record and use, to inform reports for parents.
- 105 In key stages 3 and 4, subject departments generally follow the school assessment policy appropriately. Grades for effort and achievement are used regularly and pupils understand what they mean.
- 106 In key stages 3, 4 and the sixth form, teachers have a very good understanding of course assessment requirements, which they apply effectively. As a result, teachers and pupils have a good understanding of current levels of achievement and expected grades.
- 107 In a minority of subjects at all key stages, marking is not thorough enough and on occasion, important mistakes are left uncorrected. In most subjects at all key stages, marking and assessment do not provide pupils with information on how to improve. Teachers do not always use assessment information well enough to plan lessons. Throughout the school, target setting and tracking of pupils' progress is at a very early stage.
- 108 Overall, reports to parents are good. They are produced regularly, are well presented and provide parents with good information about pupils' achievement and progress. Grades and marks are easy to understand and comments are generally written clearly and correctly. Reports often provide useful information on pupils' achievement in relation to that of other pupils. However, reports do not provide enough information for parents about what pupils need to do to improve.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 109 In its self-evaluation report, the school awarded this Key Question a grade 1. The findings of the inspection team match the judgement made by the school.
- 110 The school provides appropriate education for its pupils across the seven areas of learning as identified in the Independent School Standards Regulations 2003. Pupils' experiences prepare them well for future education and working lives.
- 111 The course provision in the sixth form is outstanding. Students are able to choose from a range of over 20 AS and A level courses or they may opt for the IB diploma. The school ensures that students and their parents are well informed about the requirements of the different courses and gives appropriate advice. Although only introduced in the last two years, outcomes of the IB are very good and improving, while standards at A level have been maintained.
- 112 The school's provision for extra-curricular activity is also an outstanding feature. The range of activities is extensive and a large proportion of pupils of all ages, both boarding and day, and from a full range of linguistic and ethnic backgrounds participate. Pupils are provided with a wide range of experiences to increase their knowledge through well-planned and appropriate educational visits. In the prep school, the programme is particularly extensive and pupils may join sailing, sewing, skiing or technology clubs for example. The senior school offers the Duke of Edinburgh's Award and there is emphasis on developing leadership qualities through outdoor pursuits such as sailing, kayaking and rock climbing. The sailing programme is extensive and the school hosts and participates successfully in major competitions. There is a wide range of music and sporting extra-curricular activity offered throughout the school.
- 113 The school is active in participating in competitions that give pupils opportunities for success, for example, the national Maths Challenge, sport and art. Many school sports teams from the prep and senior schools perform to a particularly high standard in local, regional and national events.
- 114 Pupils are given broad experience to increase their knowledge through well-planned and appropriate educational visits for example, to Roman Chester. In addition, the school organises residential courses and outdoor education trips such as skiing.
- 115 The curriculum is broad and balanced with appropriate time given to each subject area. The curriculum in the prep school is based on the Desirable Outcomes for Children's Learning for children under-five, and the National Curriculum for pupils in key stages 1 and 2, with French as an additional subject. Pupils also benefit from opportunities to participate in prep school productions, such as the Christmas performance of 'Snow White'.
- 116 Pupils in key stages 3 and 4 are offered a broad and balanced curriculum. At key stage 4, pupils study a core of subjects and option choices for other subjects for GCSE. The school offers a good range of languages that include French, German, Latin, Spanish and Welsh second language. However, for a minority of pupils, too many of these lessons are timetabled on the same day.

- 117 Across the school in most subjects areas there are detailed schemes of work that ensure continuity and progression across year groups and key stages. Heads of Department carry out regular reviews of the curriculum.
- 118 The school has strong links with the local community. There is a good partnership with St John's Church where senior school pupils attend services regularly during the week. Students studying for the IB diploma participate in 'Creativity Action Service' as part of their course and have opportunities to offer community service. Ensemble Cymru, a professional music group, provide workshops and perform concerts for pupils and members of the local community once a month.
- 119 The school promotes pupils' spiritual, moral, social and cultural experiences effectively. Daily assemblies are occasions when pupils have time for reflection and are encouraged to consider others. Pupils regularly participate in charity fund-raising events.
- 120 The school is a well-balanced community where everyone is valued. The personal, social and health education (PSHE) programme is appropriately planned around relevant issues that concern and interest pupils.
- 121 Sixth form students gain good opportunities to develop leadership and team building skills by co-ordinating charity work, social events and activities to promote sustainable development. They also contribute to the management of the sixth form centre.
- 122 Prep school pupils have a developing understanding of the culture and heritage of Wales, particularly in subjects such as history, geography and DT. Welsh has recently been introduced as a subject to Year 7 pupils.
- 123 In the prep school, role-play experiences, visits to the community and visitors to the school, all help to raise pupils' awareness of the world of work. In the senior school, pupils in Year 11 and sixth form students have appropriate work experience opportunities. Careers guidance includes Cambridge profile testing, a careers convention, support for university applications, a programme of visiting speakers and mock interviews conducted by members of the local Rotary Club.
- 124 The school is making good progress in promoting education for sustainable development and global citizenship. There is an Eco-Schools Committee and there are various effective displays around the school that raise the profile of these initiatives.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 125 In its self-evaluation report, the school awarded this Key Question a grade 2. The findings of the inspection team match the judgement made by the school.
- 126 There are many good features in the quality of care, guidance and support for pupils. Among these are the comprehensive academic and pastoral support systems. In the senior school, the head of boarding and pastoral care effectively oversees the work of heads of school, house parents, tutors and academic staff who have a clear understanding of their roles and conscientiously monitor the progress and welfare of

- pupils. Those staff meet regularly to discuss pupils whose well-being is causing concern and have appropriate systems to convey information to other staff.
- 127 Staff in the prep school know their pupils well and meet regularly to share knowledge of individuals.
- 128 Throughout the school, teachers and support staff demonstrate a very caring and supportive approach. They know pupils well and willingly give time to assist pupils with their work or discuss any concerns. Pupils feel confident that they can seek and gain appropriate advice. Pupils may receive independent counselling and systems for accessing this support are well publicised throughout the school.
- 129 The medical centre is effective in providing very good 24-hour medical care and guidance on health issues, and co-ordinating arrangements for pupils' health and personal well-being. Medical centre staff liaise appropriately with pastoral staff. The school has good relationships and communicates well with parents.
- 130 Pupils' views are considered carefully. Staff respond to pupils' suggestions with consideration. Pupils are able to identify several improvements that the school has made in response to their requests. There are well-structured pupil councils. The boarders' forum provides good opportunities for pupils to raise issues relating to day-to-day life in boarding houses.
- 131 Parents of children under five receive detailed and appropriate information when their child joins the school. There are good induction arrangements for pupils moving from key stage 2 to key stage 3. Induction procedures are also good for pupils joining the school at other stages. The school provides a comprehensive information booklet for new pupils and their parents.
- 132 The curriculum as a whole helps pupils to develop well spiritually, socially, morally and culturally. The PSHE programme is well structured. The boarding experience makes a positive contribution to pupils' education by developing their independence and personal skills. Senior school students are very good role models for younger pupils when acting as leaders of the school community and occasionally, as mentors.
- 133 The school takes incidents of bullying very seriously and ensures that pupils know when and how to seek help. In the prep school, prominent displays make procedures to prevent bullying very clear to pupils. The 'My Day Box' is a very good system that enables prep school pupils to record good experiences and also their concerns, and to indicate whether they wish action to be taken. Pupils state that there is very little bullying and, when the occasional incident occurs, they are confident that staff will deal with it promptly and effectively.
- 134 There is a strong emphasis on promoting healthy lifestyles across all areas of the school's work, in particular, through physical education lessons and the extensive extra-curricular sports programme. Catering staff provide very good quality meals that promote healthy eating.
- 135 The school has a positive behaviour management strategy that strongly reflects its ethos. Throughout the school, praise and encouragement are used successfully to promote a clear sense of responsibility. Pupils consider that systems are fair and know the sanctions likely to be imposed for poor behaviour. However, a few senior school staff are not always consistent enough in applying the policy.

- 136 There are rigorous procedures to monitor pupils' attendance and punctuality. The school follows up unexplained absences promptly and efficiently.
- 137 The Health and Safety Committee closely monitors and oversees the school's health and safety arrangements and procedures. It acts upon important issues promptly and ensures that facilities are maintained to a high standard and appropriate risk assessments are carried out for all teaching areas and learning activities.
- 138 There are clear and well-implemented procedures, which include carrying out appropriate risk assessments, for organising school trips.
- 139 The school has clear and appropriate child protection arrangements.
- 140 Provision for pupils requiring learning support is effective and well managed. There are learning support co-ordinators in both sections of the school. The school has good procedures to identify the individual needs of pupils who require extra support. Many of these procedures have been introduced during the last year and they are already starting to have a positive impact on the standards achieved by these pupils.
- 141 Staff from the learning support departments liaise, increasingly closely, with other teachers to ensure that the needs of pupils are met effectively. In the best practice, learning support staff provide valuable advice and support for teachers and pupils. However, the process is not embedded fully enough throughout all departments in the school.
- 142 Pupils' individual education plans (IEPs) are monitored and evaluated regularly and are available to all staff. Pupils are set and evaluate their individual learning targets and feel fully involved in their learning. They speak of their achievements with pride and are keen to show how they have improved.
- 143 Overall, the school provides effective support for those pupils for whom English is an additional language. However, a few pupils with greater needs would benefit from more in-class support.
- 144 The school is beginning to develop a gifted and talented programme for more able pupils. It is at an early stage and is currently limited to specific extra-curricular activities.
- 145 The school implements its equal opportunities policy effectively. All pupils have equal access to the curriculum and to school activities in general.
- 146 In all policy and practice, the school emphasises principles that effectively promote racial harmony and an interest in, and respect for, diversity. For example, the school organises international days, focuses on international cuisine, provides opportunities in assemblies for pupils to talk about particular cultures, and arranges numerous visits that help to extend cultural awareness. Students from overseas appear well integrated and contribute greatly, particularly through the IB diploma courses, to the rich cultural environment that exists throughout the school.
- 147 The school meets almost all of the Welfare, Health and Safety Standards as required by the Independent School Standards Regulations. The school has appropriate plans to meet the requirements of the Disability Discrimination Act 2005.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

- 148 In its self-evaluation report, the school awarded this Key Question a grade 2. The findings of the inspection team match the judgement made by the school.
- 149 The school has a very clear ethos and aims that are well understood by everyone in its community. There is particular emphasis on the school's Christian foundation in the Methodist tradition although the school welcomes pupils of all faiths and none, and is very successful in respecting diversity.
- 150 The school has undergone significant changes in the last five years. Throughout this period, leaders and managers provided clear, dynamic and decisive management to bring about the changes needed to strengthen the future prospects of the school. They made important decisions to amalgamate three schools.
- 151 The headteacher and governors provided very effective leadership to plan carefully and steer the school through the changes. There is strong emphasis now on reinforcing a culture of one school. The result is a stable, harmonious and thriving institution where pupil numbers have risen.
- 152 Leaders and managers have implemented innovative ideas successfully; for example, introducing the IB to widen opportunities and meet students needs in the sixth form. At the same time, the school maintains a full programme of A level subjects, and therefore can cater for a wide field of students from the UK and overseas. The ongoing programme for improving the accommodation is well planned and resourced, with some imaginative developments such as the school libraries. Overall it provides for a very attractive, well-functioning learning environment.
- 153 The competent teamwork of the senior management team provides evidence of the good established management and team structures the school has in place. Teams meet regularly on a formal basis to discuss day-to-day matters and aspects for improvement. For example, in the last year, the systems for pastoral care of pupils have been revised to good effect.
- 154 Governors provide the school with a broad range of professional expertise. They have a clear strategic overview of the school and recognise the importance of good financial management and appropriate use of resources. Senior staff keep them well informed of pupils' educational performance and provide helpful analyses of external examination results. Governors and committee members at the prep school have good links with the department and observe lessons there to keep themselves informed.
- 155 Staff have good opportunities to make their views known to governors through the staff representative who attends governors' meetings. The chairman is available to meet staff individually during his monthly visits to the school.

- 156 The school has an attractive, informative and up-to-date website. The school communicates well with parents through regular newsletters, pupils' planners and reports on their progress. School documents are generally of good quality and are very well organised. The staff handbook is a comprehensive document that gives detailed information about school procedures, staff responsibilities and the school's expectations.
- 157 There is an effective, appropriate induction programme for newly-qualified teachers (NQTs) to gain full qualified teacher status.
- 158 The school has an effective partnership with Bangor University and students regularly attend the school for teaching practice.
- 159 Since the amalgamation with Lyndon School, in the last two years, the school has begun to introduce a range of strategies, such as curriculum review and staff appraisal. These are beginning to impact positively on standards and the day-to-day functioning of the school. Some of these strategies are still at an early stage of development but demonstrate that the school is moving forward and is working to improve further.
- 160 Despite these positive factors, there are a small number of shortcomings in leadership and management. The effectiveness of the management of subject departments is inconsistent. The school has introduced a system of staff appraisal that is working well in a few departments, but is not firmly embedded. Middle managers are not always clear enough about how to bring about improvements. In the best practice, managers use appropriate strategies to plan and monitor the work of teachers in their teams. Curriculum leadership in the prep school is at an early stage of development, but staff there are enthusiastic and keen to take responsibility.
- 161 The line management of medical centre staff is unclear. The school is currently considering how this could be improved.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

- 162 In its self-evaluation report, the school awarded this Key Question a grade 2. The findings of the inspection team do not match the judgement made by the school because the team identified shortcomings in areas of the school's self-evaluation and development planning procedures not identified by the school.
- 163 The inspection team agrees with the school's judgement in five of the other six key questions. In Key Question 7, the team identified a number of outstanding features and awarded a grade higher than the school.
- 164 Whilst the self-evaluation procedures at whole school level have many good features, the self-evaluation report produced for the inspection did not fully reflect these. However, all areas for development identified in the report have been included in the recently updated school development plan.

- 165 In the last year, the school has introduced more rigorous systems of pupil assessment from baseline through to the sixth form. Teachers understand the value of tracking pupils' progress and are beginning to collate and evaluate a more extensive range of data.
- 166 Senior managers know the school well and there are firmly-established channels of communication. For example, a wide range of meetings is held with members of staff who represent all aspects of the school's work, and full records are maintained. As a result, the school has been able to make informed decisions and take appropriate action on a number of important issues such as the school mergers and the construction of new buildings.
- 167 The school has done well in consulting all stakeholders. It commissioned a wide-ranging survey of governors, parents, pupils, staff and neighbours in the community, and used the information gathered to establish the school's development plan. The school has appropriately involved all members of staff in further discussions on the plan and they have made a significant contribution towards its content.
- 168 The school development plan contains many challenging numerical targets for school performance. The school monitors carefully the progress it is making in meeting its priorities. However, a few performance indicators are not clear enough and provide too little guidance in judging the outcomes of actions taken by the school.
- 169 The plan clearly identifies the staff members responsible for leading the developments and gives suitable timescales.
- 170 Despite these positive features there are a number of shortcomings in the quality of the school's self-evaluation procedures and planning for improvement. The school does not draw on enough rigorous first-hand evidence of the quality of teaching and the standards achieved by pupils in lessons. The present process of lesson observation is not well planned or thorough enough and the school does not have a regular programme to review the overall quality of pupils' work. As a result, senior managers are not well-enough informed of these issues when they make strategic decisions. In addition, the lesson observation arrangements do not link well enough with the process for staff appraisal. Therefore, the school's programme of continuing professional development for individual staff is not planned well enough.
- 171 The school's progress in responding to its previous inspection in 2001 has been variable. It has met, or partially met, four of the five recommendations made in the report but has made limited progress in ensuring improved curricular transition between the prep and senior schools.
- 172 The school does not yet make enough use of independent performance data to support targeting improvement in pupil attainment and the setting of challenging and meaningful individual targets.
- 173 Across the school, although the majority of departments know themselves quite well, many do not self-evaluate systematically or put into place a well-considered development plan. As a result, most subject managers do not establish clear

priorities to bring about change and raise standards in areas for which they are responsible.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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- 174 In its self-evaluation report, the school awarded this Key Question a grade 2. The inspection team awarded a higher grade than the school because the inspection team identified a number of outstanding features.
- 175 The outstanding features in how leaders and managers use resources include:
- effective strategic financial planning during a period of considerable change and growth for the school;
 - the positive impact on standards made by specialist staff deployed in the prep school who combine their very good subject knowledge with appropriate primary teaching skills;
 - the accommodation in the prep school, for example, specialist teaching facilities for the under-fives, art, science, design and information technologies, along with access for prep school pupils to other good quality facilities in the senior school;
 - the extensive and high-quality facilities for a wide variety of physical education and games activities, including a synthetic sports pitch, fitness suite, dance studio and swimming pool;
 - the quality of the libraries in both schools; and
 - the excellent use of the local environment to provide opportunities in outdoor pursuits, particularly sailing.
- 176 The school is housed in buildings that are well maintained and provide some outstanding accommodation for teaching and learning. The buildings have spacious, well-stocked libraries with very good ICT resources. These facilities are used well and have a positive impact on standards and teaching. Most classrooms and other learning areas are well equipped.
- 177 The learning environment is enhanced by good quality displays in most classrooms and corridor areas. Displays strike a good balance between published materials and pupils' work.
- 178 The school is well staffed. There is a generally good match between teachers' qualifications and their subject areas. Many teachers have a good level of subject and phase expertise.
- 179 There are adequate numbers of technical and learning support staff and administrative staff who provide valuable service to the school.
- 180 Overall, the school is very well resourced with good quality books and equipment. Teachers generally make skilful use of a wide range of resources although there is

some overuse of worksheets in key stage 2 that limits pupils' opportunities to extend their writing.

- 181 In recent years the school has invested well in acquiring a good quantity and range of ICT equipment and resources. This process is ongoing, for example the increasing numbers of classrooms being fitted with interactive whiteboards. Teachers and pupils generally make good use of both these and the specialist ICT suites in both sections of the school.
- 182 Governors and senior managers work efficiently to ensure that the school makes good use of its financial resources, and that spending is closely linked to school priorities. These primarily focus on securing the best possible quality of education for the pupils. Current projects that are close to completion include further development of ICT resources and the provision of better common room facilities for the sixth form and key stage 4 pupils, and the creation of two new classrooms. This will ensure that all teachers have a permanent teaching base.
- 183 There are systematic procedures to both identify and monitor spending. These are well thought out and effectively implemented so as to sustain and develop current provision, and also have enough flexibility to cater for unexpected developments and one-off initiatives.
- 184 The school provides value for money.

Standards achieved in subjects and areas of learning

Under-fives

Grade 2: Good features and no important shortcomings.

- 185 The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 186 Children's listening skills develop well throughout the nursery and reception classes. Nursery and reception children generally listen well to adults, to instructions, during whole class discussions and particularly during story sessions. When required, they respond appropriately, showing understanding for what has been said.
- 187 The youngest children willingly engage in conversation with familiar adults and visitors to the school. Nursery and reception children talk spontaneously about their experiences and the things that interest them. They adapt their language well to suit different scenarios such as role-play or more formal discussions with adults.
- 188 When they first start school, children quickly develop an interest in books. They enjoy listening to stories and handle books correctly, recognising the significance of word and print. The nursery children are familiar with a range of fairy tales and more able children retell favourite stories accurately.
- 189 Reception children recognise different sounds and their associated letters. They read their own names and those of others. The majority of children read simple books using appropriate strategies to read unfamiliar words.
- 190 The youngest children make their own attempts at mark making on whiteboards for example. The majority of reception children are beginning to include recognisable sounds and letters when writing independently. They enjoy mark-making activities and extend their writing skills by copying short sentences written by adults.

Shortcomings

- 191 A minority of pupils have difficulty forming letters correctly. A few pupils lack confidence when undertaking independent writing activities, for example, in role-play areas.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

- 192 Children in the nursery are confident in the school environment. They settle well when they arrive in the morning and quickly engage in their carefully-planned activities. They work well together sharing equipment and supporting each other. Nearly all children demonstrate care and respect for other people and adults. They are beginning to understand that living things need to be treated with care and concern.
- 193 Reception children are well behaved. They are generally attentive during whole class sessions and during adult-led group activities. They usually wait for their turn patiently, listen to others and do not interrupt. Nearly all demonstrate skills of perseverance and concentration and remain at their tasks for appropriate lengths of time. A strong feature in the reception class is the way that children respond enthusiastically in French lessons.

Shortcomings

- 194 A very small number of children in the nursery class do not show developing skills of independence and rely too heavily on adults. A few reception children are unable to concentrate for lengthening periods of time.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 195 Children develop a good understanding of number. They recall a range of number rhymes and count sets of objects accurately, often correctly matching the numeral to the number of objects counted. The youngest children begin to sort and match objects by size and quickly identify common two-dimensional shapes.
- 196 Children make good progress in their numerical understanding. By the reception year, the more able children count confidently to 20, often reading the numerals correctly. They are beginning to add and subtract numbers of objects to 10 using structured apparatus and interpret simple graphs correctly. Reception children have a developing awareness of the passage of time and differentiate correctly between seconds and minutes.

Shortcomings

- 197 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 198 Many children under five have a good understanding about different places in the locality and other places further afield. They also have a good appreciation of the differences between seasons and successfully identify key features of different climates.
- 199 Children have a good understanding of the jobs people do through visits to the locality and visitors to the school. Older reception children have a growing awareness of important events and characters from the past. They also begin to understand the importance of the environment. They appreciate the need for healthy eating.

Shortcomings

- 200 There are no important shortcomings, however, a small number of children do not have full understanding of the use of a variety of information sources.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 201 All children under five enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health and fitness, and control body movements well. Nursery children are aware of the space around them and control their movements successfully to avoid others. They are confident in the outdoor environment running, jumping off and landing from equipment.
- 202 Children generally develop appropriate manipulative skills. By the reception year, they use scissors with control and handle knives and forks properly at meal times. The majority of children have developed sufficient control to use pencils and crayons in order to include detail in their work.

Shortcomings

- 203 A few children have difficulty holding pens and pencils properly.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 204 As they move through the under-fives classes, children become increasingly skilful and confident, experimenting with creative materials to record their ideas. They use their imagination and their own creative ideas to produce a range of artistic work.

The artistic work children produce using computer programs shows appropriate levels of control.

- 205 All children are confident using a good range of artistic media and tools creatively. Reception children handle small tools and objects with increasing control.
- 206 All children in nursery and reception classes are confident when singing and usually sing in tune. Nursery children enjoy making music with a range of percussion instruments and name them correctly.
- 207 The youngest children show good imagination in their role-play and move creatively when developing their ideas. In the reception class, children work well with each other and are confident and imaginative, developing movement to respond to music.

Shortcomings

- 208 There are no important shortcomings.

English

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 1 - Good with outstanding features

- 209 Examination results in this subject at GCSE in the last three years have been well above national averages for passes at A*-C and at A*/A. These results represent good achievement for these pupils and are above that to be expected for pupils of similar ability for two of the last three years.
- 210 Examination results in this subject at A level have been well above national averages for passes at A/B for two of the last three years. Examination results in this subject at International Baccalaureate Diploma level in 2007 are above the worldwide mean grades for students attaining grades 6 and 7.

Outstanding features

- 211 In the sixth form, many students in a range of ability:
- produce sustained high quality literary analysis in essays and in oral commentaries, showing sophisticated and detailed understanding of a wide range of challenging texts.

Good features

- 212 In all key stages, many pupils:

- respond well in class using an increasingly wide range of vocabulary;
- read aloud with confidence, enthusiasm and very good expression;
- listen carefully to each other in pairs and groups;
- progress well in developing their writing skills; and
- in ways appropriate to their age, write confidently in a range of styles and for different audiences.

213 In key stage 2, 3 and 4, many pupils:

- show understanding of the use of simile and metaphor in poetry;
- structure their written work clearly and use a wide range of descriptive and narrative techniques; and
- use word processing effectively to refine and improve their writing.

214 In key stage 3, older and more able pupils produce good quality poetry in the style of other poets.

215 In the sixth form and key stage 4, most pupils:

- have very secure knowledge and understanding of literature set texts;
- can make connections between poems linked by theme and by poet;
- show awareness of the literary and social context in which texts were originally produced; and
- understand that texts can have different interpretations.

Shortcomings

216 In all key stages, many pupils do not check their work carefully enough for spelling mistakes.

217 In key stages 1, 2 and 3, a minority of pupils:

- do not present their work well enough; and
- do not apply what they have learnt about punctuation and grammar in their own extended writing.

218 In key stages 1 and 2, a minority of pupils do not form letters or hold pencils correctly.

English as an additional language

Good features

219 Most pupils:

- speak and listen well;
- develop a wide vocabulary and use it well in formal teaching sessions and during informal conversation;
- read a range of texts with good understanding; and
- write independently with confidence and clarity.

Mathematics

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

220 Examination results in mathematics at GCSE for the last three years have been well above the national averages for passes at A*-C and also for A*/A. These results represent good achievement for these pupils.

221 Examination results in this subject at A level in the last three years have been broadly in line with national averages for passes at grades A or B. Results in this subject in the International Baccalaureate Diploma level in the last two years were below worldwide averages in 2006 and above them in 2007.

Good features

222 Throughout the school, most pupils and students:

- recall effectively the skills and knowledge learned in previous lessons and use these to help them to learn new techniques; and
- display good knowledge of appropriate mathematical vocabulary.

223 Pupils in key stages 1 to 4 generally:

- make good progress in number, shape and space, and data handling;
- know the properties of geometrical figures well, and measure and calculate lengths, areas and angles effectively; and
- use statistical diagrams effectively to organise and display data.

- 224 At suitable stages, most pupils develop a good understanding of place value. Pupils learn suitable methods for calculating with integers, fractions, decimals and percentages. They make suitable use of calculators.
- 225 Pupils generally use number confidently in mental calculations. Many are able to use the number facts they know to help them mentally find the answer when tackling less familiar calculations. In key stages 3 and 4, most pupils develop the ability to provide appropriate estimates to calculations.
- 226 By the end of key stage 2, many pupils use a wide range of mathematical skills to solve problems.
- 227 In key stages 3 and 4 and in the sixth form, pupils and students have well developed skills in algebra and use these skills effectively.
- 228 In general, pupils in key stage 4 and sixth form students make good progress in gaining the knowledge, skills and techniques needed in public examinations. Able pupils and students often have a good understanding of the key ideas associated with this work.
- 229 In the sixth form, students generally develop well their skills and knowledge in appropriate aspects of pure mathematics, statistics and mechanics. Most students learn the techniques of calculus well and use these effectively in various contexts. Many students reflect thoughtfully when they make mistakes in order to review and improve their work.

Shortcomings

- 230 In key stage 1 and in years 3 and 4, the presentation of around half of the pupils' written work is poor. In a minority of these cases, this is hindering the pupils' ability to understand place value.
- 231 In key stage 3, pupils do not make enough use of their ability to provide estimates to calculations to spot when they obtain an incorrect answer.
- 232 In key stages 3 and 4 and in the sixth form, pupils do not always understand enough about the key ideas that underpin mathematical skills they use.

Science

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 233 In key stages 1 and 2, pupils make good progress in their knowledge and understanding of science.
- 234 By the end of key stage 1, nearly all pupils know how to make and record a simple circuit. They are able to explain both the benefits and dangers of electricity.

- 235 Many pupils know which foods are most healthy and recognise the benefits of a healthy diet. They understand how and why energy needs to be saved and the importance of recycling.
- 236 Most younger key stage 2 pupils know the functions of the lungs, heart and other major organs. They understand the need for, and how to look after their teeth.
- 237 By the end of key stage 2, pupils have a good understanding of a scientific 'fair test' and of the necessary health and safety precautions in science lessons. They know about the dangers of smoking, taking drugs and solvent and alcohol abuse. Most pupils confidently discuss the properties of materials.

Science in key stages 3 and 4

- 238 Biology, chemistry and physics are organised and taught separately at key stages 3 and 4. They each contribute to dual award GCSE Science and GCSE Additional Science.
- 239 Examination results for science at GCSE in the last three years have been well above the national averages for passes at A*-C and A*/A. These results represent very good achievement for these pupils.

Biology

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 1 - Good with outstanding features

- 240 A level results in biology in 2006 and 2007 are below the national averages for passes at grades A/B and are broadly in line with national averages in 2005.
- 241 Examination results in biology in the International Baccalaureate Diploma level are well above mean grades worldwide in the last two years.

Outstanding features

- 242 In the sixth form, students following the International Baccalaureate:
- show an excellent attitude to improving their own learning by regularly and effectively annotating and supplementing their own notes;
 - develop an extremely thorough understanding and application of course requirements and assessment criteria; and
 - plan detailed, methodical investigations and experiments to consistently produce valid, reliable and accurate results.

Good features

- 243 In key stage 3, most pupils:

- show a good understanding of the digestive system and the role of the associated organs;
- understand the three-dimensional nature of cells and can recall the functions of the parts;
- develop good practical skills, showing good use of apparatus to collect reliable and accurate results; and
- show enthusiasm about their work, readily contributing to lessons by asking and answering questions, working well in groups and discussing appropriately with their peers.

244 In key stage 4, nearly all pupils:

- effectively respond to questions, often fully justifying their answers;
- develop a good understanding of scientific terminology, enabling them to discuss DNA, enzymes and genetic disorders to a high level;
- present their work well and complete extended writing, research and project work to a high standard; and
- present results of experiments clearly and accurately in tables and charts.

Shortcomings

245 In key stage 3, a minority of pupils do not:

- follow experimental methods closely enough, resulting in the collection of inaccurate or invalid results; and
- think carefully enough before answering.

246 In key stage 4, a small minority of pupils:

- use apparatus poorly, which hampers their progress in practical work; and
- do not improve or correct their work in response to teachers' written comments.

Chemistry

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 1 - Good with outstanding features

Sixth form: Grade 1 - Good with outstanding features

247 Examination results in this subject at A level for the last three years have been above national averages for passes at A/B.

248 Examination results in this subject at International Baccalaureate Diploma level for the last two years have been above worldwide mean grades.

Outstanding features

- 249 In key stage 4 and the sixth form, most pupils and students show great ability in applying their knowledge and understanding to a wide range of new contexts, in particular, questions in public examinations.
- 250 In key stage 4, nearly all pupils carry out practical work with a high degree of precision. They draw very accurate conclusions from their work and they can identify unknown substances from their experiments.
- 251 In the sixth form, most students carry out extensive, thorough and very well-planned investigations. In particular, they carry out a fair test and ensure their results are reliable by repeating experiments more than once. They can identify sources of error and recognise how they could improve their work.

Good features

- 252 Most pupils use chemical equations with increasing sophistication as they progress through the school. They write accurate word equations in key stage 3 and are able to use correct formulae in key stage 4. In the sixth form, students use equations to predict whether chemical reactions can occur.
- 253 In all key stages and the sixth form, many pupils are able to:
- recall work well from previous lessons;
 - take accurate measurements during practical work and record them in the most suitable way;
 - construct graphs carefully and gain information from them;
 - work safely in the laboratory; and
 - show how chemistry impacts upon, and contributes to, society.
- 254 In key stage 4 and the sixth form, many pupils can:
- show significant progress from standards achieved in key stage 3;
 - demonstrate their understanding by producing clear, more extended written work;
 - extract scientific information from a range of sources;
 - bring together a number of their ideas in chemistry to explain a new concept; and
 - make informed predictions in their practical work.
- 255 In the sixth form, most students:
- use their theoretical knowledge to explain thoroughly the observations they have made during experimental work;
 - carry out accurate chemical calculations; and

- use complex chemical terminology

Shortcomings

256 In key stages 3 and 4, a minority of pupils do not use chemical terminology in a correct and consistent manner.

Physics

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

257 A level results in physics in 2006 and 2007 are well above the national average for grades A/B.

258 International Baccalaureate Diploma level results in physics were above the worldwide mean in 2006 and well above in 2007.

Good features

259 In key stage 3, nearly all pupils:

- make good progress during lessons and develop good practical skills;
- show a good understanding of magnetism and electromagnetism and can name naturally magnetic materials;
- can construct electrical circuits correctly and can distinguish between voltage and current;
- show a good understanding of mass and weight and can apply these in the correct situations; and
- can discuss the advantages and disadvantages of the widespread use of various energy resources.

260 In key stage 4, most pupils:

- have a secure understanding of electric motors and can correctly apply Fleming's Left Hand Rule;
- present their results well in tables and graphs, using correct units where appropriate;
- are able to rearrange formulae to calculate power, current and voltage; and
- show a good understanding of distance-time graphs.

261 At key stage 4, a few pupils can perform challenging multi-step calculations, including calculating velocity from the equation for kinetic energy.

262 In the sixth form, nearly all students:

- model and rationalise new ideas extremely well;
- use information and apply it well in new contexts, such as A level and International Baccalaureate examination and assessment questions;
- plan their investigations clearly and systematically, showing a good understanding of the importance of collecting accurate results;
- handle data well, manipulate physical equations and show good numerical skills; and
- can produce accurate graphs and draw appropriate conclusions from them.

263 Nearly all sixth form students have a very good understanding of course requirements and external assessment criteria.

Shortcomings

264 In key stage 3, a few pupils draw diagrams in ink and neglect the use of units on tables and graphs.

265 In key stage 4, many pupils of average ability have difficulty applying their knowledge of electrical energy to calculate the cost of electricity.

266 In key stages 3 and 4, a few pupils do not participate in discussions and show a lack of engagement with activities, which slows their progress.

267 In the sixth form, a small minority of students:

- produce plans which lack clarity and are poorly presented;
- are inconsistent in their use of units; and
- are uncertain about the difference between qualitative and quantitative information.

Information technology

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 1 - Good with outstanding features

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

268 Examination results in information technology (IT) at GCSE in the last three years have been above national averages for passes at A*-C. These results represent good achievement for these pupils.

269 Examination results in information technology at A level in the last three years have been above national averages for passes at A/B.

Outstanding features

270 Almost all pupils in key stage 2 use IT very proficiently. They select and use ICT tools critically and appropriately to complete their tasks. Older pupils in key stage 2 show reasoned judgement in their choice and use of relevant ICT applications.

Good features

271 Most pupils across the key stages use ICT tools naturally and proficiently to support their learning.

272 In key stage 1, many pupils:

- can use computer programmes independently and control the mouse confidently;
- use painting programmes effectively to produce pictures; and
- use word processing to create and print simple sentences.

273 In key stage 2, most pupils:

- have a good knowledge of file management systems, competently saving and retrieving information from local and wide area networks; and
- use IT successfully to input data, edit information and complete an internet search.

274 Many pupils in key stage 2 use presentation software proficiently and appropriately.

275 Older pupils in key stage 2 use appropriate software to produce a variety of graphs, including pie charts and bar graphs and can discuss their results accurately.

276 Many pupils in key stage 3 design and link web pages effectively. In both key stages 3 and 4, most pupils create interesting and informative presentations using the more complex facilities of presentation software.

277 Almost all pupils in key stage 4 are very proficient in their use of the range of ICT applications, often combining them effectively to provide integrated solutions to problems. The majority of key stage 4 pupils achieve good results in database design and implementation, displaying a good understanding of mail merging, use of questionnaires and data capture forms.

278 Many students in the sixth form:

- produce sophisticated databases, using conditional formatting and macro programming accurately; and
- combine applications creatively to construct an effective interactive website.

Shortcomings

279 In key stage 3:

- many younger pupils do not build on previous knowledge of IT applications quickly enough;

- many pupils do not extend their understanding of the applications they are using in order to use the more advanced facilities of spreadsheets and database software; and
- a minority of pupils do not understand the basic concepts of databases and are unable to use the query function to interrogate a database in order to select relevant data.

280 A minority of pupils in key stage 4 do not use appropriate techniques and methodologies required for the development of an ICT system. A few older pupils in key stage 4 and the sixth form do not use IT independently enough in order to solve problems.

Design technology

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 – Good features and no important shortcomings

Key stage 4: Grade 2 – Good features and no important shortcomings

Sixth form: Grade 2 – Good features and no important shortcomings

281 Examination results in food technology and textiles in the last three years have been well above national averages for passes at grades A*-C. In 2005, resistant materials results were broadly in line with national averages, and well above in 2006 and 2007.

282 Examination results in resistant materials at A level in the last two years have been above national averages for passes at A/B. Entry numbers in home economics and textiles have been too small for valid comparisons.

Good features

283 In key stages 1 and 2, most pupils:

- have a good understanding of the design process and plan their work carefully in order to ensure that their product meets the initial specification;
- handle a range of materials and components skilfully including food and textiles, and successfully use different methods to assemble and join different parts;
- use precise technological language and understand the need for health and safety awareness; and
- make products of good quality.

284 By the end of key stage 2, the majority of pupils:

- relate their work appropriately to the needs of society, for example the need to consider methods of recycling; and

- are very aware of the stages required in order to develop their work successfully, and evaluate their work with maturity, taking into account the initial design brief.

285 In key stages 3 and 4, the majority of pupils:

- make very good use of ICT, including the internet and digital camera, to research, develop and present their design ideas;
- use two-dimensional and three-dimensional design software and computer-aided manufacturing equipment to make or embellish some of their products using a wide range of materials such as wood, acrylic and textiles;
- in resistant materials apply their skills in freehand graphical communication to present well annotated isometric drawings and design ideas; and
- have good recall of dietary guidelines, a good understanding of healthy eating and are developing a clear understanding of the nutritive values, sources and functions of food materials.

Sixth form

286 In the sixth form, students:

- have excellent understanding of the requirements of the design principles, which enables them to produce designs and products that are original and creative and fulfill user needs;
- develop problem-solving strategies effectively by experimenting boldly with different materials and techniques; and
- show high levels of accuracy in the manufacture and finish of their final products in resistant materials.

Shortcomings

287 There are no important shortcomings, but in key stage 2, pupils' ability to use control devices such as programmable toys and pneumatics in their designs and finished products is underdeveloped.

288 In key stages 3 and 4, and the sixth form:

- pupils and students do not know enough about control technology;
- design development is less well developed in textile technology; and
- the work of a minority of lower ability pupils is untidy or incomplete.

Modern foreign languages

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

- 289 Examination results in German at GCSE in the last three years have been above national averages for passes at A*-C and also at A*/A. These results are in line with pupils' ability. Examination results in French at GCSE in the last three years have been above national averages for passes at A*-C and A*/A and are in line with pupils' ability.
- 290 Examination results at A level in French and German in the last three years have been above national averages for passes at A/B.
- 291 Examination results in 2007 at International Baccalaureate Diploma level in French, German and in Spanish were in line with worldwide mean grades.

Good features

- 292 In French at key stage 2, most pupils:
- are confident to give their names, ages and birthdays, name a small range of pets and other animals, count up to 20, tell the times of different lessons; and
 - write short sentences to describe someone's features and clothing well.
- 293 At key stage 3, in French and German, most pupils:
- listen carefully to recordings in the foreign language, usually understanding them well;
 - read aloud, with correct pronunciation and understand the main points of what they read;
 - build up a broad vocabulary over a good range of topics and are developing a good understanding of appropriate grammar; and
 - write simple sentences accurately.
- 294 A few pupils speak with particularly good accents and intonation, and begin to use context clues to understand the meaning of what they read.
- 295 In key stage 4, most pupils write or word-process their work well. Their coursework is well organised and well presented. Many pupils:
- make good progress from simple to more complex language, develop good accents and speak competently, especially in structured situations;

- use a wide variety of vocabulary, structures and expressions, referring to past, present and future time as necessary; and
- develop and link their ideas well to correct and refine early drafts to produce more accurate and better expressed results.

296 Most pupils listen and read well, with a good grasp of the main points and many details.

297 In the sixth form, in French and German, most students:

- have a good understanding of the spoken language, whether in formal, informal or journalistic registers;
- speak competently, adapting and manipulating language, with increasingly authentic accents;
- understand a good variety of different writing styles in the foreign language;
- have a good understanding of grammar; and
- use well a wide and appropriate range of vocabulary and structures to share their ideas in their written work.

298 Students starting Spanish in the sixth form make rapid progress. By Y13, they converse with little hesitation, using a good range of vocabulary, structures and grammar with accuracy.

299 German first language speakers following the IB programme in their own language, make very good progress in analysing literary texts and debating related issues. They listen carefully to others' views and challenge each other in a constructive way.

Shortcomings

300 In key stage 2, a few older pupils do not speak confidently or write sentences. In key stage 3, most pupils do not begin a conversation, use more than one tense outside the present in the same activity or write extended passages.

301 A minority of pupils lacks confidence in speaking and their accents are underdeveloped.

302 In key stage 4, a few pupils do not respond quickly enough in conversation to unpredictable situations or unexpected elements.

303 In the sixth form, a few students learning French and German, make simple mistakes in grammar, spellings and pronunciation. They do not join fully in class discussions or develop their ideas at length in written work.

History

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 1 - Good with outstanding features

- 304 Examination results in history at GCSE in the last three years have been well above national averages for passes at A*-C and A*/A. These results represent good achievement when compared with pupils of similar ability.
- 305 Examination results in history at A level in the last two years have been well above national averages for passes at A/B. In 2005, results were well below national averages for passes at A/B.
- 306 Examination results in history at International Baccalaureate Diploma level in 2007 were above worldwide mean grades.

Outstanding features

- 307 In the sixth form, most students:
- through wide-ranging background reading and thorough research, develop extensive knowledge and in-depth understanding;
 - apply their knowledge particularly well to solve problems, for example to show how aspects of liberal and Marxist ideologies have influenced political policy; and
 - present arguments in a logical, balanced and particularly well-structured manner, recognising clearly how people's views are influenced by perspective.
- 308 Many sixth form students:
- draw thoughtful and pertinent analogies with other historical or current events;
 - draw together information from across a range of themes to accurately analyse trends and movements and reflect a very good awareness of motivation and causation; and
 - as part of the IB diploma course, produce particularly well-structured and analytical presentations that derive from detailed and extensive investigation and research.

Good features:

- 309 In key stage 1, most pupils:
- develop good chronological awareness about 'the past', understand timelines and accurately apply their knowledge on them;

- have good sequencing skills and accurately recall details of visits they have made to places of historical interest; and
- have a good knowledge of a number of characters and events from Welsh history.

310 Younger pupils in key stage 1 acquire good skills to describe artefacts and memorabilia.

311 In key stage 2, pupils:

- make good use of background knowledge to give thoughtful answers on representations such as portraits of monarchs;
- show a generally good grasp of causation, for example, why Henry VIII wanted to divorce Catherine of Aragon and close monasteries, or why children worked in Victorian times; and
- make good use of subject terminology, for example, older pupils clearly understand concepts such as primary and secondary evidence.

312 Many key stage 2 pupils have good recall and clear understanding of recent work.

313 In key stages 3 and 4, most pupils:

- have a secure knowledge and understanding of key events, historical figures and issues from the periods they are studying;
- recall very accurately aspects of recent topics studied;
- ask thoughtful and informed questions to extend their understanding;
- have a good chronological awareness and appreciation of the nature of change over time;
- extract evidence increasingly effectively from a range of sources;
- evaluate the reliability and usefulness of sources with increasing accuracy and maturity; and
- make reasoned judgements, and often offer perceptive comments during class discussions about issues and events, based on their understanding of the period.

314 In key stage 4, most pupils:

- draw clear links with earlier learning and recognise factors that contribute to historical developments;
- distinguish between long-term and short-term causes of events; and
- use evidence well to evaluate the impact and consequences of particular events, for example, to explain why Germany was defeated in World War 1.

- 315 More able pupils in key stages 3 and 4 propose alternative views that they can support with reasoned arguments, such as whether trench warfare was a uniformly bad experience.
- 316 In their coursework, most key stage 4 pupils produce reasoned and well-structured responses based on accurate analysis and evaluation of a range of sources.

Shortcomings

- 317 A few key stage 1 pupils sometimes guess wildly rather than consider their answers and comments.
- 318 A small minority of pupils in key stage 2 do not use all the sources available to develop informed answers, and consequently produce superficial accounts.
- 319 In key stages 3 and 4, a few less able pupils do not acquire a sufficiently secure understanding of the topics they study, and produce underdeveloped written responses.

Geography

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 1 - Good with outstanding features

- 320 Examination results in geography at GCSE in the last two years have been well above national averages for passes at A*-C and at A*/A in 2007. These results are generally in line with those of pupils of similar ability.
- 321 Examination results in geography at A level have improved and been well above national averages at A/B in the last two years.
- 322 Examination results in this subject at International Baccalaureate Diploma level in 2007 were above the worldwide mean grades.

Outstanding features

- 323 In the sixth form, many students in a range of ability:
- have a very good understanding of glacial processes and landforms;
 - develop a very good understanding of fieldwork techniques in a range of environments and apply these accurately;
 - use maps, diagrams and photographs to identify and interpret complex landforms successfully; and
 - have a thorough understanding of ecosystems.

Good features

324 In all key stages, many pupils:

- show good mapping skills; and
- have good recall and clear understanding of recent work and a developing understanding of concepts.

325 Most pupils make effective use of a range of resources such as maps, diagrams, graphs and text books to find information. They make especially good use of subject terminology and give good answers in lessons.

326 In key stage 1 many pupils:

- learn to produce simple plans accurately and can plot basic routes and directions;
- develop a good awareness of place and direction and have good knowledge of the features of their local area such as its landscape and main buildings; and
- display a developing place knowledge of cities and countries at local, British and global levels.

327 In key stage 2 many pupils explain geographical questions such as reasons for settlement and the rationale for varied types of homes well.

328 In key stage 3 many pupils:

- show an understanding of factors that affect population movement and development issues;
- have a good knowledge of the geography of Britain, Europe, the EU, Antarctica, and the impact of global warming; and
- understand how coastal and igneous landforms are formed.

329 In key stage 4 and the sixth form most pupils:

- have a good understanding of the factors that influence glacial landforms;
- interpret photographs of weather charts confidently;
- keep a good record of well-ordered files of notes and assignments to aid revision; and
- perform well in regular tests based on examination questions.

Shortcomings

330 In key stage 1 pupils' knowledge and recognition of continents is not as strong as other aspects of their place knowledge.

331 A minority of pupils in key stages 3 and 4 have an incomplete record of work in their notebooks.

Art

Key stage 1: Grade 1 – Good with outstanding features.

Key stage 2: Grade 1 – Good with outstanding features.

Key stage 3: Grade 2 – Good features and no important shortcomings

Key stage 4: Grade 2 – Good features and no important shortcomings

Sixth form: Grade 2 – Good features and no important shortcomings

332 Examination results in art at GCSE in the last two years have been variable. They were above national averages for passes at A*-C and at A*/A in 2006 but below national averages for passes at A*-C and at A*/A in 2005.

333 Examination results in art at A level were below national averages for grades A/B in 2006 and in line with national averages in 2005.

334 Examination results in this subject at International Baccalaureate Diploma level in the last two years were above the worldwide mean grades.

Outstanding features

335 In key stages 1 and 2, many pupils:

- speak extremely confidently about their own work, are beginning to be aware of the methods and work of artists and use this awareness to produce work of a consistently high standard;
- record observations very well and develop imaginative and highly creative pieces of work using a wide variety of methods; and
- use a wide range of materials, tools and techniques with great competence, control and accuracy to produce very high quality, creative work.

Good features

336 In key stage 1, many pupils know how to modify their work effectively to make improvements.

337 In key stage 2, many pupils:

- describe and make comparisons between their own work and that of others with great confidence;
- are able to review and modify their work appropriately; and
- develop an idea by collecting and using resources effectively.

338 In key stage 3, many pupils:

- have a secure knowledge of the visual elements of line, tone, colour, texture, pattern and shape and demonstrate their understanding through drawing natural forms from observation;

- can make connections between their own work and the work of other artists, such as Gaudi, Picasso and a range of Pop artists.
- show confidence in handling paint to create compositions inspired by the work of Henri Rousseau;
- explore a range of two-dimensional and three-dimensional media and techniques well, including printmaking and ceramics; and
- review and modify their work effectively as it progresses.

339 In key stage 4, many pupils:

- handle media and equipment competently to illustrate ideas, experiences and to work from observation;
- successfully relate their work to the work of artists, craftworkers and designers from a range of backgrounds and cultures; and
- work in personal, imaginative ways to create original work and demonstrate good creative skills in line with their ability.

340 In key stages 3 and 4, many pupils use sketchbooks effectively to explore and investigate ideas and imagery.

341 In the sixth form, many students:

- often create high quality work and approach the creative process with imagination and confidence;
- enjoy experimenting with media to produce fresh, innovative outcomes and have a good grasp of techniques in a wide range of media; and
- have a good knowledge of contemporary art.

Shortcomings

342 In key stage 3 and key stage 4, a few pupils do not:

- always complete their artwork or understand the link between one piece of work and the next; and
- collect visual information from a sufficient range of resources to support the development of their ideas.

343 In key stages 3 and 4, and the sixth form, many pupils have a limited knowledge of local and national artists.

344 In the sixth form, a minority of pupils do not work sufficiently from direct observation or develop their ideas well enough before creating a final outcome.

Music

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

345 Examination results in this subject at GCSE in the last two years have been well above national averages for passes at A*-C and A*/A. These results are in line with pupils' ability.

346 In the sixth form, examination entry numbers in the last three years in music and music technology have been too small to support valid comparisons.

Good features

347 In key stage 1, all pupils:

- sing in tune with confidence and enjoyment;
- learn new songs quickly and effectively; and
- listen carefully and move in time to music.

348 In key stage 2, all pupils:

- use keyboards with confidence to play a melody correctly from notation;
- have a very good sense of rhythm and play in time to the teacher's accompaniment; and
- show very good recall of previous learning and make significant progress in lessons.

349 In key stage 3:

- most pupils listen carefully and keep good time when they play musical instruments together;
- many Year 8 pupils have listened carefully to examples of reggae music and, as a result, can sing and play their own reggae pieces in authentic style;
- most Year 8 pupils' compositions are inventive and musically effective; and
- most pupils in Year 9 have well-developed skills in playing keyboard instruments.

350 In key stage 4, almost all pupils:

- have well-developed performing skills;

- make good progress in acquiring knowledge about the music they study for their GCSE course; and
- make good progress in composing music and produce completed compositions of good quality, especially when they use music technology to do so.

351 In the sixth form:

- all students have good recall of previous learning and make good progress in acquiring and applying new technical knowledge, understanding and skills;
- all students evaluate and refine their practical work effectively in order to improve its quality;
- students studying music as part of their IB course have good knowledge and understanding of the main features of music of various styles, periods and genres; they have good aural recall of the pieces of music they study in detail; and
- music technology students develop a good understanding of a range of relevant hardware and software, which they apply effectively to arrange and record music.

Shortcomings

352 In key stage 3:

- many pupils find it difficult to produce a good vocal sound when they sing; they do not know how to improve their singing by careful control of breathing and posture; and
- some pupils' completed compositions do not have enough musical interest.

Physical education

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 1 - Good with outstanding features

Key stage 3: Grade 1 - Good with outstanding features

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth Form: Grade 2 - Good features and no important shortcomings

353 Examination results in this subject at GCSE last year and in 2004 and 2005 have been above national averages for passes at A*-C. These results represent good achievement for these pupils.

354 Examination results in this subject at A level in the last three years have been broadly in line with national averages for passes at A/B.

Outstanding features

- 355 In all key stages, pupils understand and observe the conventions of fair play, and show very positive attitudes and excellent sporting behaviour in games activities.
- 356 In swimming, most pupils in key stage 2 swim confidently using correct technique for front crawl and backcrawl. In key stage 3, pupils of different abilities can all enter deep water confidently. The most able pupils show very good technique with efficient breathing in two different strokes. They perform a correct backcrawl start, showing a good arch of the back, arm extension and head position.
- 357 Across several activities, pupils in key stage 2 evaluate effectively. They know what constitutes good performance and can identify what they and a partner need to do, setting their own targets for future improvement.
- 358 Both Year 7 boys and girls show higher-level passing and receiving skills in rugby and hockey. Their spatial awareness is particularly well refined. They move well into a space, both when in possession and when preparing to receive a pass. They sustain the good use of space in the pressure and excitement of a game.
- 359 In tennis, Year 9 girls can:
- serve accurately, with good line and length and vary the length and direction of both forehand and backhand drives;
 - identify how to adapt their technique in bad weather conditions; and
 - move into position well to return the ball and make good decisions about the best shot to play.

Good features

- 360 In all key stages and in the sixth form, pupils:
- know the importance of health and safety procedure in all activities;
 - understand the importance of warming up, stretching and cooling down properly, and know about the effects of exercise on the body; and
 - remember clearly what they have learned previously and make good progress during lessons.
- 361 In key stage 1 pupils show good spatial awareness and can develop and remember sequences of movement in dance. They can hold a balance successfully, with good control and poise.
- 362 In key stage 2, pupils develop a range of techniques to develop speed and agility linking running, jumping and stretching and sustain practice effectively to improve their performance.
- 363 Many key stage 3 pupils identify correctly what stretching exercises they should do to work different muscle groups.

- 364 In year 7, many girls show correct footwork in netball and sustain the skill when being marked in a game. Boys in years 7 and 8 work very hard and successfully, to improve their technique and performance in a fitness circuit.
- 365 In key stage 4, pupils in the GCSE examination class understand the difference between aerobic and anaerobic activity, using specific terminology correctly in their explanations. Their written work is detailed, well organised and presented.
- 366 In key stage 4 hockey, most pupils show a good level of control, passing accurately and disguising last-minute changes of direction well. They clearly understand the meaning of support play, and are able to switch quickly from attack to defence.
- 367 In Karate, year 10 boys observe and copy the coach accurately. They remember the commands well, and can perform them in sequence, sustaining accuracy and technique when the coach speeds up the commands. Almost all of them could perform a high kick competently, maintaining their control and balance.
- 368 AS level students show good levels of fitness, flexibility and upper body strength. They work hard to improve performance and clearly understand the purposes and the different technical demands of the tests.
- 369 A level students have good recall and understanding of previous work. They apply their knowledge and understanding of their own practical involvement in physical activity to theory work well.
- 370 A large number of sixth form students take part enthusiastically in the varied activities programme. Pupils in the fitness suite work hard on personally designed and developed programmes and sustain their efforts determinedly.

Religious education (including religious studies)

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Key stage 3: Grade 2 - Good features and no important shortcomings

Key stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 1 - Good with outstanding features

- 371 Examination results in this subject at GCSE in the last three years have been well above national averages for passes at A* - C and above for A*/A. These results represent good achievement for these pupils.
- 372 Examination results in this subject at A level in the last three years have been well above national averages for passes at A/B.

Outstanding features

- 373 In the sixth form all students:
- develop an outstanding grasp of knowledge and skills needed for the examination; and

- consistently select and present relevant factual information, ideas and arguments in a highly organised manner.

Good features

374 In both key stages 1 and 2, pupils:

- demonstrate good knowledge of Christianity and other religions and are developing an empathetic understanding of values and beliefs such as caring and sharing;
- show an appropriate awareness of the importance of the Bible and familiarity with several Bible stories and also religious characters from the past; and
- know the significance of places of worship and religious celebrations such as baptism and Christmas and are developing understanding of signs and symbols in religions.

375 Older key stage 2 pupils:

- develop a good understanding of the meaning of worship and prayer to people's lifestyles; and
- begin to compare and contrast aspects of belief and practice in a sensitive manner including the importance of journeys to believers of different faiths.

376 In key stages 3, 4 and the sixth form nearly all pupils:

- use and define religious terms accurately;
- demonstrate good knowledge and understanding of the key beliefs, practices and traditions of the religions studied and of diversity within and between religions;
- show an increasing awareness and understanding of how religious beliefs influence lifestyle and action; and
- have a sound recall of previous learning.

377 In key stage 3, through the study of Buddhism and Christian festivals, pupils of all abilities can describe and show understanding of symbols and the more able can explain and interpret their significance.

378 In key stage 4, most pupils:

- describe and explore a variety of religious concepts, for example the problem of evil and suffering, confidently and thoughtfully with a growing awareness of the complexity of the topic;
- investigate and evaluate current day issues, for example abortion, and show understanding of religious responses to them; and
- express a personal viewpoint on topics studied with the more able offering extended, balanced responses.

379 In the sixth form, students:

- develop the ability to analyse and evaluate aspects of Buddhism well;
- gather information from a variety of sources and develop the skill of critical analysis effectively; and
- respond well to the high level of challenge and expectation which has a significant impact on the standard of work and are developing well as independent learners.

Shortcomings

380 In key stages 1 and 2 a minority of pupils do not explore and respond to religious issues independently and in sufficient depth.

381 In key stages 3 and 4, a minority of pupils do not complete their work.

Business studies

Key stage 4: Grade 1 - Good with outstanding features

Sixth form: Grade 2 - Good features and no important shortcomings

382 The GCSE examination results in Business Studies in key stage 4 in the last three years are well above the national average at A*-C and A*/A. These results represent very good achievement for these pupils.

383 The examination results in Business Studies in the last three years at A level are well above the national average for passes at A/B.

Outstanding features

384 A large majority of key stage 4 pupils make rapid progress and achieve high standards compared with their ability. They quickly develop from having a basic knowledge and understanding to carrying out detailed enquiries and making perceptive interpretations.

385 Many year 11 pupils bring sophisticated knowledge and understanding to their enquiries, explanations and interpretations. As a result, their work is detailed, with clear and well-argued conclusions.

Good features

386 Almost all sixth form students:

- have a good understanding of issues and topics studied;
- undertake well-planned investigations and develop clearly presented and thoughtful conclusions;
- show good awareness of current local and global issues;
- produce accurate diagrams and charts to represent information; and

- research thoroughly to produce well-presented case studies.

Shortcomings

387 A small minority of pupils in key stage 4 and the sixth form limit their answers to one aspect of a wide question or issue.

Economics

Sixth form: Grade 2 - Good features and no important shortcomings

388 The examination results in Economics at A level in the last three years are well above the national average for passes at A/B.

389 The examination results in Economics in the International Baccalaureate Diploma level in 2006 and 2007 are above the worldwide mean grades.

Good features

390 Almost all sixth form students:

- have a good understanding of topics, concepts and theories, and use subject terminology consistently well;
- develop good lines of enquiry, offer well-thought-out explanations and show a good grasp of both causation and consequence;
- develop a good understanding of the inter-relationships between various components of the global economy;
- interpret and apply data well; and
- effectively cross-reference knowledge and understanding to provide good examples and clear explanations, including accurate and detailed diagrams and charts.

Shortcomings

391 In the sixth form, a small minority of students do not provide enough detail or depth when working on open-ended questions.

Drama

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 1 - Good with outstanding features

Sixth form: Grade 1 - Good with outstanding features

392 Examination results in this subject at GCSE in the last three years have been well above national averages for passes at A*-C and for A*/A. These results represent very good achievement for these pupils and are well above those to be expected for pupils of similar ability.

393 Examination results in this subject at A level in the past three years have been well above national averages for passes at A/B.

Outstanding features

394 In the sixth form and at key stage 4, pupils across the whole ability range:

- write with exceptional clarity in coursework, showing highly sophisticated understanding of aspects of dramatic performance; and
- produce highly convincing and polished performances in both devised and scripted pieces.

Good features

395 In all key stages, many pupils:

- develop an awareness of how the audience is influenced by voice and movement;
- develop progressively more confidence and skill in improvisation; and
- work well in groups to develop the performance of a drama script.

396 In key stage 3, most older pupils can sustain a role in a scripted performance and use props and staging effectively to enhance performance.

397 In key stage 4 and the sixth form, almost all pupils:

- develop effective performances based on astute analysis of texts;
- progress rapidly in acquiring dramatic skills and understanding; and
- evaluate thoughtfully their own work and that of others.

Shortcomings

398 In key stage 3, a minority of younger pupils:

- lack vocal and physical confidence in expressing themselves in drama; and
- find it difficult to concentrate and stay in role during improvisations.

School's response to the inspection

Rydal Penrhos is delighted with many aspects of our first Estyn Inspection. The school is pleased that many outstanding features have been reflected in the report but acknowledges that there are still areas which need further development.

The school is proud to offer a broad and balanced curriculum at all levels in which pupils' learning experiences meet their interests and is pleased that this aspect of the school was recognised by the inspection team, particularly the course provision in the sixth form, A level and IB, which was considered outstanding.

The highly effective leadership, complemented by the caring and supportive approach of all staff, was commented on by the inspectors, resulting in a 'stable, harmonious and thriving institution where pupil numbers are rising' and 'a well balanced community where everyone is valued'.

It is gratifying that 'the way pupils learn to work collaboratively in pair or group work from an early age, and the respectful attitudes that pupils show to their teachers and to one another', is considered to be a particularly strong feature by the inspection team. Our pupils are 'well-mannered, courteous and confident'.

Our range of activities is extensive allowing a large proportion of pupils of all ages, both boarding and day, to participate. The school's provision for extra-curricular activity is described as an outstanding feature and we recognise the dedication and enthusiasm of our staff in offering such a wide range of experiences.

'The premises provide an outstanding environment for learning', examples of which are our specialist subject rooms in the prep school, facilities for the under-fives, both libraries and the extensive and high-quality facilities for a wide variety of physical education and games activities.

The school has addressed both identified health and safety issues: safety signage and emergency lighting is fully established throughout the school and an additional catch which is out of the reach of children has been fixed on the pedestrian gate at the prep school.

Two of the recommendations from the inspection team are clearly identified in the School Development Plan and will be further enhanced through greater consistency in the implementation of staff appraisal.

The school has exceeded all targets set for schools in Wales for 2010 in the quality of learning and effectiveness of teaching in the school and has achieved grade 1 in almost half of subjects taught in the sixth form. However, it will be a priority to raise standards in subjects judged to be at grade 3 (4 out of 60) and a focus will be established to improve the quality of pupils' presentation of written work.

Appendix 1

Basic information about the school

Name of school	Rydal Penrhos and Lyndon Preparatory School
School type	Independent
Age-range of pupils	2½ -18 years
Address of school	Pwllcrochan Avenue Colwyn Bay Conwy
Postcode	LL29 7BT
Telephone number	01492 530155
Headteacher	Mr. Michael James
Date of appointment	1998
Proprietors	Charitable trust established by the Methodist Church
Lead inspector	Mrs Rosemary Lait HMI
Dates of inspection	3 – 7 December 2007

Appendix 2

Primary school data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	26	26	34	34	32	38	36	250

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	5	16.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	4.1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	15

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Y1-Y6
Autumn 2006	93	94	93
Spring 2007	94	94	93
Summer 2007	91	94	95

Number of pupils excluded during 12 months prior to inspection	0
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Secondary school data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	63	44	55	57	62	111	72	464

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	50	12	56.5

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	8:1
Pupil: adult (fte) ratio in special classes	n/a
Average teaching group size	13
Overall contact ratio (percentage) in Years 7 -11	10:1

Secondary school data and indicators

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Autumn 2006	96	97	96	94	97	94	93	95
Spring 2007	94	94	96	93	95	93	93	94
Summer 2007	94	95	96	96	94	92	94	94

Number of pupils excluded during 12 months prior to inspection	2
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Appendix 3

The school does not enter pupils formally for National Curriculum Assessments.

Public Examination Results:

Public examination figures for 2006 (2007 results not yet available)

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	90
Average GCSE or GNVQ points score per pupil	52

The percentage of 15 year old pupils who in 2007:	School	Conwy Unitary Authority	Wales
entered for 5 or more GCSEs or equivalent	90%*	86%	88%
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	88%*	50%	54%
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	90%*	84%	86%
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	71%*	33%	40%
entered at least one Entry level qualification, GCSE short course or GCSE	100%	98%	97%
attained one or more GCSE grades A*-C or the vocational qualification equivalent	100%	73%	76%
attained one or more GCSE grades A*-G or the vocational qualification equivalent	100%	92%	93%
attained no graded GCSE or the vocational qualification equivalent	0%	5%	7%
attained one or more Entry level qualification only	0%	5%	3%

* The school has a number of pupils aged 15 from overseas who, for appropriate reasons, take GCSEs one year early in year 10, or follow sixth form courses early.

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2006	36
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	36
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	0

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	75%	72%	68%
Percentage of pupils entered who achieved 2 or more grades A-E	94%	94%	94%
Average points score per candidate entering 2 or more subjects	22	20	20

Appendix 4

Evidence base of the inspection

Twenty-one inspectors, including a peer assessor and a building surveyor, spent 75 inspector days in the school.

These inspectors visited:

- two hundred and twenty-four lessons or part lessons;
- a cross-section of assemblies, chapel services, registration periods, extra-curricular activities; and
- attended various school meetings.

Members of the team held meetings with:

- the governors, headteacher, parents and staff before the week of the inspection;
- teachers, technical, medical and support staff; and
- groups of pupils representing each key stage.

The team also considered:

- documents provided by the school, including the school's self-evaluation report;
- a selection of pupils' work from across the age and ability range; and
- one hundred and nineteen responses to a parents' questionnaire.

The inspection team held post-inspection meetings with the governors and staff.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Rosemary Lait HMI Lead Inspector	Primary phase co-ordinator Key Question 5 English (p) and music (p)
John Thomas HMI	Secondary phase co-ordinator Key Question 4 History (s)
Alan Lowndes Additional Inspector	Key Question 1 Mathematics (s)
Barry Rees HMI	Key Question 2 Biology, physics and science (s)
Gareth Wyn Jones HMI	Key Question 3 Geography (s)
Martin Holmes Additional Inspector	Key Question 6 Chemistry, physics and science (s)
Alun Morgan HMI	Key question 7 Business studies/economics (s), geography (p) and history (p)
Gareth Adams Additional Inspector	Music (s)
David Bush Additional Inspector	English (s) and drama (s)
Nerys Cossey Additional Inspector	Religious education (with religious studies) (s)
Pru Davis-James Additional Inspector	Physical education (s)
Margaret Griffith-Williams Additional Inspector	Design technology (s)
Richard Hawkely Additional Inspector	Mathematics (p) and science (p)
Penny Lewis HMI	Modern foreign languages (s)
Maggie Morgan Additional Inspector	Under-fives, design technology (p) and religious education (p)
Michael Munting HMI	Special educational needs and English as an additional language (p and s) and physical education (p)
Ann Rees Additional Inspector	Under-fives, English (p) and art (p)
Shan Samuel-Thomas Additional Inspector	Art (s)
Ken Underhill Additional Inspector	Information technology (p and s)

Martyn Williams Additional Inspector	Modern foreign languages (p and s)
Jayne Treasure Deputy headteacher Haberdashers' Monmouth Girls' School	Peer assessor Contribution to all aspects
Paul Bendall Headteacher Lyndon Preparatory School	School nominee
Gareth Jones B3Safety	Independent School Standard Regulations – Standard 5

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils of Rydal Penrhos and Lyndon Preparatory School for their cooperation at all stages of the inspection.