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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

**Treffos School
Llansadwrn, LL59 5SL**

School number: 6606027

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**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 authorities (LAs);
- ▲ 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;
- ▲ LAs;
- ▲ 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.

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- ▲ 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

Treffos 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 Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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 of Treffos School took place between 10 June 2008 and 12 June 2008. 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.

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Context

The nature of the provider

- 1 Treffos School is an independent co-educational day school that was established in 1983. The school is situated in a detached country house set in large grounds in the small village of Llansadwrn on the eastern side of Anglesey. Two proprietors, one of whom is also the headteacher, own the school.
- 2 The school teaches pupils from three to 11 years of age. Currently, there are 66 pupils on roll, including eight children of nursery age. There are around a quarter more boys than girls. Children of nursery and reception age attend the kindergarten class. There is one class for pupils in key stage 1 and two classes for pupils in key stage 2.
- 3 Treffos Cottage Nursery, which is also on the same site and owned by the proprietors, provides day care for children from six months to three years of age. The Care and Social Services Inspectorate Wales inspected Treffos Cottage Nursery in September 2007.
- 4 Pupils come to school from the surrounding local area and further away on Anglesey as well as the mainland area around Bangor. A minority of pupils live up to 20 miles or more away from the school.
- 5 All pupils speak English as a first language and all teaching is through the medium of English. The school does not aim to make pupils bilingual in English and Welsh. About 3% of the pupils come from minority ethnic backgrounds.
- 6 The school is non-selective although pupils over seven years of age may be required to sit a short test to provide information about the support they may need when they join the school. One pupil in the school has a statement of special educational need but is not funded by the local authority (LA). A few pupils receive additional learning support, mainly with reading.
- 7 This is the first full Estyn inspection of the school.

The school's priorities and targets

- 8 The school places an emphasis on academic performance within a secure and happy environment and aims to enable each pupil to develop to his or her full potential. The school also places great emphasis upon its family ethos and the promotion of personal support and social guidance for pupils.

9 The three-year school development plan (SDP) sets out priorities for improvement, including:

- enhancing teaching and assessment;
- improving curriculum planning for music;
- extending pupils' independent learning skills and their awareness of race and diversity;
- increasing the range of teaching resources; and
- maintaining the grounds and buildings.

Summary

- 10 Treffos School meets almost all of the regulatory requirements necessary to comply with the Independent Schools Standards (Wales) Regulations 2003.

Table of grades awarded

- 11 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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards of achievement

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	0%	0%

- 13 These standards exceed the target set by the Welsh Assembly Government for 2010 for maintained schools, that 98% of classes should achieve grade 3 or better.

The grades awarded in the subjects inspected are as follows:

- 14 Standards for the under-fives are as follows:

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

Subject	Key stage 1	Key stage 2
English	2	2
Mathematics	2	2
Science	2	2
Design technology ¹	2	n/a
Information technology	3	2
History	2	2
Geography	3	2
Music	2	2
Art	1	1
Physical education	2	2
Religious education	2	2

- 15 Pupils, including those with special educational needs (SEN), make good progress and gain the skills necessary to move on to the next stage of learning. Across the school, most pupils recall previous work very well, acquire new skills quickly and gain a secure knowledge and understanding of the work they study.
- 16 The outcomes of National Curriculum teacher assessments in English, mathematics and science show that pupils achieve levels that are well above the national averages for Wales. These high standards have been consistently maintained.
- 17 Across the school, pupils of all ages have outstanding skills. Standards of speaking are good. Many older pupils express their views clearly and argue their opinions convincingly.
- 18 Pupils' skills in reading and writing are good. By the end of key stage 2, pupils read with fluency and understanding and write competently for different purposes. Pupils' numeracy skills are good. Most pupils apply mathematical facts accurately in their work. In a few areas, pupils use information and communications technology (ICT) effectively, but, overall, pupils do not apply their ICT skills enough in work across the different subjects of the curriculum.
- 19 Despite this very positive picture, more able pupils in key stage 1 and key stage 2 are not always challenged enough in activities so that they work to their full capacity.
- 20 There are some shortcomings in pupils' achievements in key stage 1 in geography and information technology.
- 21 Pupils' personal, social and learning skills are good with outstanding features. From the youngest age, pupils have a very positive disposition to learning and strive hard to give of their best. They demonstrate a strong degree of self-discipline and high levels of respect for their peers and adults.

¹ The inspection team did not inspect design technology in key stage 2 as this subject was not taught during the inspection week.

- 22 The very good quality relationships between pupils and staff enable pupils to express and explore their views openly. These skills contribute significantly to the standards pupils achieve and to the caring and supportive school community.
- 23 The very few pupils identified as having social and emotional needs make particularly good progress in developing their confidence and settling in the school.
- 24 Pupils' understanding of equal opportunities issues develops well. They have respect for the diversity of beliefs and attitudes of their own and others' cultural traditions.
- 25 Attendance and punctuality are good across the school.
- 26 The quality of teaching was judged as follows:

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

- 27 The percentage of lessons in which the quality of teaching is grade 2 or better is well above the proportion of lessons at grade 2 or better in independent schools inspected by Estyn in 2006-2007.
- 28 In around one in seven lessons, the teaching has outstanding features. In these lessons, teachers provide very stimulating activities matched to pupils' needs and abilities. They use questioning very well, demanding high levels of response and reflection from pupils.
- 29 The good features in many lessons include effective recapping on previous work and the way that teachers use their secure subject knowledge to lead to productive learning.
- 30 In the very few lessons that have shortcomings, the most common are a lack of pace maintained throughout the lesson, not enough challenge in the work to stretch more able pupils and limited opportunities for pupils to use ICT.
- 31 The arrangements for assessment are good. The procedures are thorough, clear and implemented consistently. The assessment of pupils' personal and social development is a strong feature of the process and used effectively to support pupils' progress. Teachers assess and guide pupils well in the course of lessons and acknowledge effort. However, they do not make enough use of constructive comments in pupils' books to indicate what pupils must do to improve their work. The twice-yearly reports and arrangements for consultation with parents about their children's progress are very good.
- 32 The school offers a broad and balanced curriculum that meets the needs of pupils and contributes effectively to the achievement of the school's aims. The school ensures equality of opportunities for all learners.

- 33 The curriculum for the under-fives gives children access to experiences and opportunities that form sound foundations for learning. In key stages 1 and 2, pupils study the subjects of the National Curriculum. In key stage 2, pupils' studies also include philosophy. However, planning for the development of pupils' key skills across the curriculum is inconsistent and there is no co-ordination of the work to ensure continuity and progression.
- 34 A very wide range of visits enriches the curriculum and this is a strong feature of the school's provision. Visits to places such as Beaumaris Castle, Plas Y Brenin outdoor pursuits centre and Theatr Gwynedd contribute very positively to the standards pupils achieve as well as their personal and social development. Pupils also benefit from opportunities to take part in school drama productions, which contribute well to their wider awareness of the arts. The school provides sailing as an out-of-hours activity for the oldest pupils. Pupils and their parents confirm they greatly value these experiences.
- 35 Provision for pupils' spiritual and moral development has outstanding features. Pupils are encouraged to reflect, apply reason and discuss values, such as being honest, tolerant and considerate to others. Provision for pupils' social and cultural development is good. Pupils have open attitudes to other cultures and exhibit mature values.
- 36 The school has very strong and effective links with parents, which contribute greatly to the positive attitudes and success of pupils. Many parents regularly provide valuable support to the school across a range of activities. Parents who responded to the questionnaire and those who attended the meeting before the inspection value highly the ethos of the school, support its values and feel extremely welcome in the school. They receive very good quality information and curriculum guidance, including termly curriculum meetings, which provide a clear insight into pupils' studies.
- 37 The school has good links with the local community and pupils benefit from visitors to the school and the school's annual involvement in the National Garden Scheme Open Day. There are suitable arrangements with other schools to help the oldest pupils transfer to the next stage of their learning.
- 38 The school is a deeply supportive and extremely caring community. Its practice wholly reflects its aims. The planning and management of care and support arrangements are highly effective. A particularly strong aspect is the very careful and sensitive monitoring and support for pupils' personal and emotional wellbeing.
- 39 There are very good procedures to identify and assess the individual needs of pupils who require additional learning support. The school gives keen attention to providing support as well as specialist provision, such as using the services of educational psychologists, where appropriate. There are very good links between class teachers and support staff from the Dyslexia Unit at Bangor University, resulting in valuable continuity of experience for pupils who receive support from this service.

- 40 The school has effective procedures for dealing with bullying and all forms of harassment. Representative groups of pupils report that there is very little bullying in the school and believe that staff deal swiftly and effectively with the very few incidents that arise.
- 41 The school monitors pupils' daily attendance and punctuality although attendance registers do not comply fully with National Assembly for Wales guidelines.
- 42 The school's procedures for child protection are appropriate and meet requirements.

Leadership and management

- 43 The proprietors' commitment, energy and drive have been pivotal in establishing and developing the school's strong caring ethos, which enables pupils to flourish. Working very closely with staff, the proprietors set the school's strategic direction with a clear sense of purpose and ensure that the school's aims and policies are fully understood and consistently implemented.
- 44 The roles and responsibilities of the proprietors, including those specifically of headteacher, are clear and effectively managed and the school runs smoothly, with well-established and effective day-to-day routines.
- 45 The school's self-evaluation processes are developing well. The monitoring of teaching and scrutiny of pupils' work enables the proprietors and staff to be well-informed about all aspects of the school's work. Overall, the proprietors make good use of information to take effective and appropriate decisions and provide a clear sense of direction for the future.
- 46 Throughout the school, there are sufficient staff, allowing for relatively small class sizes. All staff, including support staff, are well-qualified. The school has an established programme for staff appraisal. This process is effective in identifying staff training priorities related to individuals' needs as well as the priorities of the school. Staff have opportunities for in-service training.
- 47 The very well maintained school accommodation provides an aesthetic and stimulating learning environment. Pupils have access to an adequate range of resources, including ICT facilities. The well-managed and extensive school grounds provide good facilities for pupils' curriculum studies and there are very good age-appropriate play areas and resources for outdoor recreation, which pupils greatly enjoy.
- 48 Management of the school's budget is efficient and effective. There is careful and systematic monitoring of spending and resources. Spending decisions link closely to the school's priorities.
- 49 The school provides value for money.

Compliance with the regulations for registration

The quality of education provided by the school

50 The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

51 The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

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

- maintain attendance registers in accordance with the Education (Pupil Registration) Regulations 1995 [3(9)].

The suitability of proprietors and staff

53 The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

54 The school meets the regulatory requirements for this standard.

The provision of information

55 The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

56 The school meets the regulatory requirements for this standard.

Recommendations

- 57 In order to improve the school further, the proprietors and staff need to:
- R1 comply fully with the regulations for registration;
 - R2 raise pupils' standards of achievement in IT and geography in key stage 1;
 - R3 improve planning for key skills; and
 - R4 increase the use of written constructive comments for improvement in response to pupils' work.
- 58 If the inspection report notes that the school does not meet one or more of the standards required for registration, then 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(s), and the timescale within which it will complete each step.
- 59 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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

60 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.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	0%	0%

62 These standards of achievement exceed the target set by the Welsh Assembly Government for 2010 for maintained schools, that 98% of classes should achieve grade 3 or better.

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

64 Most children meet, and many exceed, the Desirable Outcomes for Children's Learning by the time they are five years of age in each of the six areas for learning.

65 In key stages 1 and 2, the standards that pupils achieve in almost all subjects are good with no important shortcomings. Pupils recall previous work very well, acquire new skills quickly and gain secure knowledge and understanding of the work they study. However, there are some shortcomings in pupils' achievements in key stage 1 in geography and information technology.

66 The outcomes of National Curriculum teacher assessments in English, mathematics and science show that pupils achieve levels that are well above the national averages for Wales. These high standards have been consistently maintained.

67 All pupils, including those with special educational needs, make good progress in their learning. The very few pupils identified as having social and emotional needs make particularly good progress in developing their confidence and settling in the school. However, more able pupils are not always challenged enough in activities so that they work to their full capacity.

68 Across the school, pupils of all ages listen exceptionally well. They pay very close attention to what others say and show a keen understanding of what they hear through the relevant questions and comments they make.

69 Standards and progress in the key skills of speaking, reading, writing and numeracy are good. Pupils' creative and problem solving skills also progress well across a range of subjects.

- 70 Children under five enjoy and respond well to stories and progress well in gaining independence in writing. They sort, sequence and count objects accurately and recognise and recreate basic patterns. They use information and communications technology (ICT) well. These skills are a sound basis for their future progress.
- 71 In key stage 1 and key stage 2, most pupils speak clearly and confidently. Many older pupils express their views clearly and argue their opinions convincingly. In both key stages, pupils write competently for a range of purposes. Most pupils apply mathematical facts accurately in their work. In both key stages, pupils do not use ICT enough to find, process and communicate information.
- 72 Throughout the school, pupils' personal, social and learning skills are good with outstanding features. From the youngest age, pupils have a very positive disposition to learning and strive hard to give of their best. They demonstrate a strong degree of self discipline and social responsibility, showing high levels of respect for their peers and adults.
- 73 The very good quality relationships between pupils and staff enable pupils to express and explore their views openly. Younger pupils play and work together very well, knowing they must share and take turns. Older pupils demonstrate very mature and caring attitudes, such as understanding why they need to take account of the views of others in their School Council meetings. These skills contribute significantly to the standards pupils achieve and to the caring and supportive school community.
- 74 Pupils' understanding of equal opportunities issues develops well. They have respect for the diversity of beliefs and attitudes of their own and others' cultural traditions. Visits to places of interest enrich and deepen pupils' knowledge and understanding of the topics they study. This work contributes particularly effectively to pupils' knowledge and understanding of the history and heritage of Wales. While the school does not aim for pupils to become bilingual, children under five and pupils in both key stages benefit from the integration of the Welsh language into some aspects of the everyday life of the school.
- 75 Attendance 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

76 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

77 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

78 The percentage of lessons in which the quality of teaching is grade 2 or better is well above the proportion of lessons at grade 2 or better in independent schools inspected by Estyn in 2006-2007.

79 Throughout the school, teachers establish very good working relationships with pupils. Teachers know pupils well, value them equally and make good use of praise and encouragement, which builds pupils' confidence and encourages them to give of their best.

80 In lessons awarded a grade 1 for teaching, the most common outstanding features are:

- the stimulating activities that are engaging and very well matched to pupils' needs and abilities; and
- the use of questioning that demands high levels of response and reflection from pupils.

81 In many lessons awarded grade 2 or better for teaching, the good features include:

- effective recapping on previous work to establish the context;
- secure subject knowledge pitched at the right level for pupils' learning needs;
- very good use of resources to engage and interest pupils; and
- explicit expectations of pupils' behaviour and work.

82 In the small number of lessons graded 3 for teaching, the most common shortcomings are a lack of pace maintained throughout the lesson, not enough challenge in the work to stretch more able pupils and limited opportunities for pupils to use ICT.

- 83 Teachers promote equality of opportunity well. Support staff are well briefed and play a very valuable role in supporting teaching and learning.
- 84 The arrangements for assessment are good. The procedures are thorough, clear and implemented consistently throughout the school. The monitoring of pupils' personal and social development is a strong feature of this process, which staff use effectively to support pupils' progress.
- 85 The school gathers a comprehensive range of information about pupils' achievements from teacher produced and commercial tests. Results are analysed carefully, although this information does not always fully inform planning.
- 86 Teachers provide effective oral feedback to pupils on their learning. Pupils' work is marked regularly and teachers usually provide encouraging acknowledgement of effort. However, the assessment of work rarely gives an indication of what pupils do well and what they must do to improve their work.
- 87 Throughout the school, arrangements for pupils to be involved in assessing their own achievement and progress are well established. With staff, pupils set targets for improvement, such as to improve their handwriting or to know their times tables. Pupils gain a great deal of benefit from assessing their own achievement and progress.
- 88 The twice-yearly reports and arrangements for consultation with parents about their children's progress are very good. The reports are detailed, focus clearly on pupils' achievements and progress, identify aspects of pupils' personal and social development and include targets for improvement. Parents who responded to the questionnaire and those who attended the meeting before the inspection expressed a very high degree of satisfaction with the quality of the information they received as well as the school's arrangements for discussing their children's progress.

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

Grade 2: Good features and no important shortcomings

- 89 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.
- 90 The school offers a broad and balanced curriculum that meets the needs of pupils and contributes effectively to the achievement of the school's aims. Pupils have suitable experiences across the seven areas of learning required by the Independent School Standards (Wales) Regulations 2003.
- 91 The curriculum for the under-fives gives children access to experiences and opportunities that form sound foundations for learning. In key stages 1 and 2, pupils study the subjects of the National Curriculum. In key stage 2, pupils' studies also include philosophy.

- 92 Throughout the school, curriculum planning provides for effective continuity and progression in pupils' learning. The two-year rolling programme supports the arrangements for grouping pupils of mixed ages. However, planning for the development of pupils' key skills across the curriculum is inconsistent. There is no co-ordination of this work to make certain that all subjects make a suitable contribution to developing pupils' key skills, particularly ICT.
- 93 A strong feature of the curriculum is the range of visits that teachers plan to enrich pupils' learning. Visits to places such as Beaumaris Castle, Llandudno, Styal Cotton Mill, Plas Y Brenin outdoor sports centre and Theatr Gwynedd contribute very positively to the standards pupils achieve as well as their personal and social development. Pupils also benefit from opportunities to take part in school drama productions, which contribute well to their wider awareness of the arts. The school provides sailing as an out-of-hours activity for the oldest pupils. Pupils and their parents value highly these aspects of the school's provision.
- 94 Provision for pupils' spiritual and moral development has outstanding features. Throughout the day, there are regular opportunities for pupils to reflect, apply reason and discuss values, such as being honest, tolerant and considerate to others. There is good provision for pupils' social and cultural development. Pupils have open attitudes to other cultures and exhibit mature values. Work across the curriculum enables pupils to explore the culture and heritage of Wales.
- 95 The school has strong and effective links with parents, which contribute greatly to the positive attitudes and success of pupils. Many parents regularly provide valuable support to the school across a range of activities, such as assisting with weekly visits to the swimming pool and hearing pupils read, as well as through the fund-raising and social activities of the Parent Teacher Association.
- 96 The school has good links to the local community and pupils benefit from visitors to the school, such as Welsh artists and an RAF rescue team, as well as visits to local businesses, art exhibitions and the school's participation in the National Garden Scheme Open Day. There are suitable arrangements with the secondary and independent schools to which most pupils transfer at the end of key stage 2. Pupils' preparation for transfer is aided by the presentations they receive from ex-pupils who return to share their experiences with Year 6 pupils. The school has well-established and effective links with an initial teacher training institution.
- 97 The school ensures equality of opportunities for all learners. The curriculum is fully accessible to all, regardless of gender, race and background. Topics such as saving water and encouraging wildlife in the school grounds provide opportunities for pupils to learn about sustainable development. The school promotes pupils' entrepreneurial skills through fund raising activities for charities.
- 98 The school is effective in laying the foundations for lifelong learning. It successfully encourages pupils to be responsible for their own learning and actions, and respect the needs of others.

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

Grade 1: Good with outstanding features
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- 99 In its self-evaluation report, the school awarded this key question a grade 1. The inspection team agrees with the judgement made by the school.
- 100 There are a number of outstanding features in the quality of care, guidance and support. The school is a deeply supportive and extremely caring community. Its practice wholly reflects its aims. Parents, who responded to the questionnaire and those who attended the meeting before the inspection value highly the ethos of the school, support its values and feel their children are very well cared for.
- 101 The planning and management of care and support arrangements are outstanding. A particularly strong aspect of these arrangements is the very careful and sensitive monitoring and support for pupils' personal and emotional wellbeing. The process is deeply embedded within the school's philosophy and evident in staff's exceptional commitment to the care of pupils, such as enabling pupils to develop ways of managing their own behaviour and cope with emotional situations.
- 102 Another outstanding feature is the school's very strong partnership with parents, which contributes greatly to the positive attitudes and success of pupils. This partnership and the very positive relationships within the school community form a strong part of the school's ethos. Parents receive very good quality information and curriculum guidance. An outstanding feature of this guidance is the very well attended termly curriculum meeting for parents, which provides them with a very clear insight into the work their children will undertake. Many parents state that they feel extremely welcome in the school and that they value the time that staff give to explaining the curriculum programme and the support that their children receive.
- 103 There are very good procedures to identify and assess the needs of pupils who require additional learning support. Effective strategies assess pupils' needs soon after entry in the nursery class as well as those pupils who join the school at other times. The school is committed to ensuring that pupils receive support and specialist provision where appropriate.
- 104 The headteacher, who is also the school's special educational needs co-ordinator, works closely with staff to draw up pupils' individual education plans. The school shares information very well among staff and, where necessary, works closely with staff from the Dyslexia Unit at Bangor University and educational psychologists from the local authority. Parents are regularly involved in reviews of their children's progress. There are very good links between class teachers and the support teacher from the Dyslexia Unit. As a result, there is a valuable continuity of experience for pupils who receive support from this service and these pupils make good progress.
- 105 The school has appropriate procedures for dealing with bullying and all forms of harassment. It gives good support to any pupils who may have worries and concerns. Representative groups of pupils report that there is very little bullying in the school and that staff deal swiftly and effectively with the very few incidents that arise.

- 106 Year 6 pupils, who form the School Council, represent pupils' views in the school. Most recently, these pupils have been successful in improving the range of playground activities. Members of the School Council report that the school's managers take their views seriously.
- 107 The school has good procedures for the induction of pupils, which enable them to settle into their new school quickly. It provides parents, who feel fully involved in all arrangements, with a good range of helpful documentation.
- 108 Although the school monitors pupils' daily attendance and punctuality, attendance registers do not comply fully with National Assembly for Wales requirements.
- 109 There are effective policies and arrangements to ensure the wellbeing of all pupils. The school's procedures for child protection are appropriate and meet requirements. The headteacher is the nominated child protection officer and all staff are fully aware of child protection procedures.
- 110 The school ensures that all pupils receive fair and equal treatment regardless of gender, race or ability. There are policies and practices for making sure that pupils are free from discrimination or harassment.
- 111 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

- 112 In its self-evaluation report, the school awarded this key question grade 2. The findings of the inspection team match the judgements made by the school.
- 113 The proprietors' commitment, energy and drive have been pivotal in establishing and developing the school's strong caring ethos which enables pupils to flourish. Working very closely with staff, the proprietors set the school's strategic direction and, through a strong sense of purpose, ensure that the school's clear aims and policies are fully understood and consistently implemented.
- 114 The school runs smoothly, with day-to-day routines well-established and effective. The different roles and responsibilities of the proprietors, including those specifically of headteacher, are clear and effectively managed. All staff work very well together as a team. Staff and leaders have weekly, scheduled meetings where pupils' learning is reviewed and actions agreed and discussed. School targets for improvement are challenging yet realistic, and staff are well aware of the leadership's expectations of them.
- 115 The school has an established programme for staff appraisal. Drawing on regular lesson observations and the scrutiny of pupils' work, this process is effective in identifying staff training priorities related to the personal needs of individuals and the school's priorities. Most in-service training takes place on three dedicated teacher-education days but individual staff occasionally attend specific courses during term-time, as appropriate.
- 116 The school has a number of partnerships with other educational providers. Its links with the University in Bangor are good, benefiting both staff and pupils. It also works with outside experts in diagnosing and supporting pupils with additional learning needs.
- 117 The school meets almost all of the Independent School Standards (Wales) Regulations 2003.

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

Grade 2: Good features and no important shortcomings

- 118 In its self-evaluation report, the school awarded this key question grade 2. The findings of the inspection team match the judgements made by the school.

- 119 The school's self-evaluation process is developing well. Through weekly formal meetings and informal discussions, the proprietors and staff keep themselves well informed about all aspects of the school's work. Together, they have a good understanding of the process of self-evaluation as well as their individual role in bringing about improvement.
- 120 An established cycle of monitoring teaching by one of the proprietors and the scrutiny of pupils' work by all staff inform the school's analysis of the strengths and areas for development in its provision. There is no programme of peer observations to help extend good practice in teaching and learning across the school.
- 121 The school can identify a number of successful outcomes resulting from its self-evaluation processes, such as developments in pupils' investigative and enquiry work in science and more opportunities for pupils to apply and use their mathematical skills. Most recently, peripatetic music specialists working alongside school staff have supported developments in the planning and teaching of music. Overall, the proprietors make good use of information to take effective and appropriate decisions for improvement.
- 122 There are regular informal consultations with parents and pupils as an integral part of the school's policy-making and decision-taking process. Parents who responded to the inspection questionnaire and those who attended the meeting before the inspection value these opportunities to contribute to the school's development. Similarly, through the School Council, pupils feel that their ideas and opinions are taken seriously.
- 123 The school's self-evaluation report is comprehensive in its coverage and precise in its judgements. The report effectively addresses each of the key questions, providing a good range of evidence to support its findings. The grading of standards of achievement in each subject area is a particular strength, drawing effectively on the school's identification of standards over time. The inspection team agrees with the school's judgements in six of the seven key questions.
- 124 The school's self-evaluation process effectively informs its development planning. Priorities in the school development plan are clearly stated and tasks outlined over a three-year period. Each priority is costed and staff responsibilities are clearly identified. Despite the regular monitoring of priorities, the lack of clear success criteria limits the way that improvements can be precisely measured to ensure that goals are achieved.

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

Grade 2: Good features and no important shortcomings

- 125 In its self-evaluation report, the school awarded this key question a grade 1. The findings of the inspection team do not match the judgements made by the school because the team did not identify sufficient outstanding features.

- 126 Throughout the school, there are sufficient staff, allowing for relatively small class sizes. All staff are well qualified and deployed appropriately. Together, staff have the knowledge and expertise to teach all aspects of the school's curriculum. Support staff and peripatetic music teachers also contribute well to pupils' learning. All staff work very effectively together. They undertake their duties professionally and enthusiastically, working with the proprietors as a team in a calm and smoothly functioning environment.
- 127 The school is accommodated in a large house and additional buildings, parts of which date back to Tudor times. This well-maintained accommodation provides an aesthetic and stimulating learning environment. Good-quality displays of pupils' work enhance classrooms and learning areas. The well-managed and extensive school grounds provide good facilities for pupils' curriculum studies and there are very good age-appropriate play areas and resources for outdoor recreation, which pupils greatly enjoy.
- 128 Pupils have access to an adequate range of resources of good quality. These resources include book areas in classrooms and the small school library in the main hall. Classrooms have ICT facilities and the school has an interactive whiteboard and five laptops for older pupils, funded by the Parent Teacher Association. Local resources in the community are used well to supplement these facilities including visits to local places of interest, the use of a nearby gymnasium and swimming pool and sailing at Plas Menai for older pupils. Overall, teachers make effective use of a wide range of resources to support teaching and learning.
- 129 The school has an appropriate accessibility plan, which sets out reasonable adjustments to improve accessibility.
- 130 Management of the budget is efficient and effective. There is careful and systematic monitoring of spending and resources. Spending decisions link closely to the school's priorities.
- 131 The school provides value for money.

Standards achieved in subjects and areas of learning

Under fives

Grade 2: Good features and no important shortcomings

132 Most children meet, and many exceed, the Desirable Outcomes for Children's Learning by the time they are five years of age in each of the six areas for learning.

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

Good features

133 Nursery and reception children are confident in their environment. They have very good relationships with their peers and adults and act independently. Most children:

- respond well to questions and opportunities to discuss their work and play;
- behave very well, co-operate effectively and respect the feelings and needs of others;
- wait sensibly for their turn during class discussions, and when playing games and using the computer; and
- willingly tidy-up between sessions.

134 Nursery children listen very carefully and give clear explanations of their play activities and choices. They enjoy familiar and new stories, handle books carefully and discuss what they see in illustrations. Most children can recount and sequence events in the correct order and know that words and pictures convey meaning. They are beginning to understand the functions of writing and carry out mark-making activities by themselves.

135 Reception children listen closely and respond maturely to stories and information. They comment readily about illustrations and characters as well as making sensible predictions about what will happen next. They recognise letters and the sounds associated with these and make good progress in reading and writing independently.

136 Nursery children recall and recite a range of number rhymes, count accurately and recognise numbers to at least five. Most children can sort, match and count objects and copy patterns accurately.

- 137 Reception children progress well in their mathematical skills and count confidently in twos and tens. Most children can count on and back, use mathematical vocabulary correctly, such as 'one more', 'shorter' and 'longer' and know that they need to check their answers.
- 138 Nursery children can discuss the weather and talk in detail about their families and pets. They handle a range of small equipment and tools well, such as pencils, crayons, scissors and paintbrushes, and use these effectively to complete a given task. Most nursery children sing enthusiastically and express their ideas imaginatively in role play.
- 139 Reception children talk confidently about places they know, such as a local castle or beach. They recall what happened 'yesterday' and 'long ago'. Most children can maintain a steady rhythm using percussion instruments. They mix and apply paint effectively and use different sized brushes competently. They make suitable choices about materials for a collage.
- 140 Nursery children walk, run and climb, moving over and under equipment, with confidence. They develop an awareness of space and position.
- 141 Reception children skip and swivel with confidence and control and show good co-ordination when using outdoor play equipment.

Shortcomings

- 142 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

Good features

- 143 In both key stage 1 and key stage 2, pupils listen intently and remain focused for a sustained time. Most pupils answer questions well, speak confidently and contribute eagerly to discussions. Older pupils demonstrate good skills in explaining their ideas and sharing their opinions. Many of these pupils have an extensive vocabulary.
- 144 In key stage 1, most pupils:
- can apply their knowledge of letter and sound correspondence well, read confidently and with understanding;
 - recall favourite stories, predict and anticipate and explain why they like certain characters; and
 - make good progress in their writing skills and in using punctuation.

145 In key stage 2, most pupils:

- read a range of texts fluently and accurately, showing understanding of the main points;
- know how to locate information and use devices to help them, such as the contexts and index pages;
- organise their writing well and use increasingly varied sentence structures; and
- understand the characteristics of different forms of writing to produce poems, letters, imaginative stories and reports.

146 By the end of key stage 2, many pupils make a mature and well-considered response to a range of texts. They use higher-order reading skills well, such as inference and deduction, and produce high quality extended writing that demonstrates command over setting and dialogue.

Shortcomings

147 In both key stages, the spelling and handwriting skills of a minority of pupils are less well-developed.

148 The range of written work of younger pupils in key stage 2 is under-developed.

Mathematics

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

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

Good features

149 Across both key stages, pupils make good progress in their work on number. They have a secure knowledge of place value and basic mathematical operations.

In key stage 1, most pupils:

- learn to tell the time correctly on an analogue clock; and
- write, count and order numbers up to 20 and count confidently in fives.

150 Most older pupils add and subtract accurately using a variety of methods, complete bar charts correctly and identify 3D shapes correctly.

151 In key stage 2, most younger pupils:

- show understanding of place value in numbers up to 1,000;
- read scales accurately on measuring apparatus; and
- generally add, subtract and divide numbers correctly.

152 In key stage 2, most older pupils:

- use division correctly, round their answers up or down successfully in 'real life' problems;
- measure and draw acute and obtuse angles accurately; and
- calculate the mean, mode and median of a range of data.

153 Most older pupils in key stage 2 recall multiplication and division facts quickly. They use fractions and decimals confidently in a range of numerical and word problems.

Shortcomings

154 On occasion, a few younger pupils in key stage 2 do not present their work well enough, which leads to errors in computation.

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

155 Through practical work, most pupils in both key stages:

- successfully develop scientific enquiry and investigative skills;
- observe and note similarities and changes and make sensible predictions;
- develop an understanding of the importance of conducting a 'fair test'; and
- record their findings accurately using a suitable range of tables, charts and graphs.

156 In key stage 1, most pupils are familiar with basic life processes, including the importance of food, water, light and warmth for growth. They accurately distinguish between the properties of different materials and classify them according to a range of different criteria. Most pupils can construct a simple circuit and understand the dangers of electricity. They appreciate the effects of friction in slowing down a moving object.

157 Most pupils in key stage 2:

- have a secure knowledge of how living creatures respond and adapt to their environment;

- can construct parallel and series electrical circuits and correctly use symbols in their explanatory diagrams; and
- understand the effect of different forces, including air pressure and gravity.

158 Older pupils gain a clear understanding of the processes of dissolving and evaporation and apply these well in practical situations. They develop a good understanding of healthy lifestyles and the dangers of substance misuse.

Shortcomings

159 In key stage 2, the majority of pupils do not compare their predictions with the findings of their investigations well enough.

Information technology

Key stage 1: Grade 3 - Good features outweigh shortcomings

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

Good features

160 In both key stages, pupils can use computer programmes independently, control the mouse and use the keyboard confidently.

161 In key stage 1, most pupils:

- can create and print simple sentences;
- use a painting programme to produce pictures;
- give instructions to control a computer based device; and
- use simulations to explore aspects of imaginary situations, such as creating their bear pictures.

162 In key stage 2, most pupils:

- communicate well information in different forms, such as stories, leaflets and the school magazine;
- became increasingly able to change the size and style of fonts and use features to enhance the presentation of their work; and
- enter data and produce a variety of graphs, including pie charts.

163 By the end of key stage 2, most pupils can competently access information from the Internet, combine text and graphics and use PowerPoint to make effective presentations of their studies.

Shortcomings

- 164 In key stage 1, pupils' skills in communicating and handling information are under-developed. They do not have enough opportunities to use the computer regularly to support their work across the curriculum. As a result, they do not build progressively enough on the skills they gain.

Design technology

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

Good features

- 165 In key stage 1, most pupils:
- plan designs effectively and make good use of these designs to develop their models, such as creating a winding toy;
 - select and use tools safety and correctly; and
 - record their work well using an appropriate range of methods.
- 166 Older pupils' evaluations include appropriate ways to improve aspects of the design and making of their models.

Shortcomings

- 167 There are no important shortcomings.

History

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

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

Good features

- 168 In both key stages, most pupils:
- know that they find out about the past from a range of sources;
 - develop a secure knowledge of the historical periods they study; and
 - organise and communicate historical information in a variety of ways.
- 169 In key stage 1, most pupils are beginning to recognise differences and similarities between the past and present when they compare old and new toys. They know about important events in the past through stories, such as the Great Fire of London.

170 In key stage 2, most pupils can describe the main events, situations and changes within the periods of history they have studied. Many pupils can explain the reasons for these differences as well as make comparisons to their own lives. Older pupils studying the ancient Greeks are developing a very detailed knowledge of this period and understand how these studies link to and influence modern times.

Shortcomings

171 In both key stages, pupils' understanding of chronology is less well-developed.

Geography

Key stage 1: Grade 3 - Good features outweigh shortcomings

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

Good features

172 In key stage 1, most pupils;

- collect and record first-hand information effectively;
- use a key correctly to refer to places on a photograph; and
- understand and use a range of geographical terms.

173 In key stage 2, most pupils:

- recall and use appropriate geographical terminology, with increasing precision and accuracy;
- effectively draw evidence from a range of first and second hand resources;
- explain clearly how erosion on the east coast of England is affecting people who live there; and
- can compare and contrast the differences between their own locality and a locality in India.

Shortcomings

174 In key stage 1, pupils make very limited use of atlases, globes, maps and plans when they study places. When comparing and contrasting two different localities, they do not use this knowledge enough to reach a better understanding of their own area and the wider world.

Art

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

175 In key stage 1, most pupils:

- produce very accurately proportioned line drawings from observation; and
- use colour very effectively to bring tone and depth to their pictures.

176 In key stage 2:

- most younger pupils complete highly accurate observational paintings with attention to perspective and control the use of media, including ink and watercolours very effectively; and
- most older pupils use a variety of tools and techniques exceptionally skilfully to produce high quality work, such as the very good quality silk paintings.

Good features

177 In both key stages, pupils record effectively from observation and imagination in a range of media, including clay. They use line, tone, colour, pattern, texture, shape and form well. They produce work influenced by the artists they study, such as making designs in the style of William Morris and drawing landscapes inspired by local artists.

Shortcomings

178 There are no important shortcomings.

Music

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

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

179 In key stage 1, most pupils:

- sing together in tune, following a recorded accompaniment;
- maintain a steady rhythm when singing or playing percussion instruments;
- understand musical terms, such as 'loud' and 'soft', and 'slower' and 'faster';

- handle tuned and untuned percussion instruments correctly; and
- experiment well with their voices and percussion instruments to vary the quality and intensity of sounds.

180 In key stage 2, most pupils:

- effectively use breathing and relaxation exercises to 'warm up' their voices before singing;
- sing in tune and with a good sense of rhythm;
- identify the features of different styles of music, such as rapping, and compose and perform appropriately within these;
- use a range of tuned and untuned instruments in performance, following the instructions of a conductor;
- listen attentively to recorded music, and comment accurately about what they have heard; and
- appraise their own performances and those of others, offering practical advice for improvement.

Shortcomings

181 There are no important shortcomings.

Physical education

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

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

Good features

182 In both key stages, pupils understand the need to warm up before taking vigorous activity. Younger pupils can provide simple explanations for the changes that take place in their bodies during exercise, while older pupils show understanding of the importance of exercise to aspects of a healthy lifestyle.

In key stage 1, most pupils:

- show a good awareness of space and move confidently;
- link a series of movements smoothly and effectively; and
- respond imaginatively and expressively to different stimuli in dance.

183 In key stage 2, most younger pupils:

- move confidently with good control over speed and direction;
- show increasing control and accuracy in the skills of throwing and serving; and
- observe the conventions of fair play and sporting behaviour, participating eagerly as members of a team.

184 Throughout key stage 2, in swimming lessons pupils are confident in entering the water and follow safety rules well. Most pupils progress well in developing arm and leg techniques when swimming front and back crawl and breaststroke. Many pupils show good stamina in swimming distances.

Shortcomings

185 There are no significant shortcomings.

Religious education

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

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

Good features

186 In key stage 1, most pupils:

- can identify key characters and events from the Old Testament;
- name and know the significance of the main Christian festivals such as Christmas, Easter and Epiphany;
- are familiar with different places of worship and particular celebrations, such as Christenings, that are held there; and
- are familiar with the festival of Hanukkah and the importance of the Torah as a sacred text in the Jewish faith.

187 In key stage 2, most pupils:

- understand the significance of religious symbols in Christianity;
- recognise the commitment of individuals to their faiths, such as Mary Jones;
- are familiar with the life of the prophet Muhammad and his position in the Islamic faith;

- appreciate the importance of meditation and the steps to enlightenment to followers of the Buddhist faith; and
- address philosophical dilemmas through judging the actions, consequences and outcomes of fictional characters.

Shortcomings

188 There are no important shortcomings.

School's response to the inspection

Treffos School is pleased with its first full scale inspection by Estyn, which staff, parents and pupils approached in a very positive way. The strengths of the school were acknowledged by the inspection team and many good features were identified, for example:

- the curriculum for the under-fives gives children access to experiences that form sound foundations for learning. Most children meet and many exceed the Desirable Outcomes for Children's learning by the time they are five years old;
- the outcomes of the National Curriculum teacher assessments in English, mathematics and science show that pupils consistently achieve levels well above the national average for Wales;
- the percentage of lessons in which the quality of teaching is grade 2 or better is well above the proportion of lessons grade 2 or better in independent schools inspected by Estyn in 2006 to 2007;
- pupils of all ages have outstanding listening skills, many of the older pupils express their views clearly and argue their opinions convincingly;
- pupils' personal and social skills are good with outstanding features: pupils demonstrate a strong degree of self-discipline and high levels of respect for their peers and adults;
- provision for pupils' moral and social development is an outstanding feature;
- parents contribute greatly to the success of the school and value highly the ethos of the school; and
- the school is a deeply supportive and extremely caring community.

The school will ensure that the inspection team's recommendations will form part of the school's development plan and enable the school to further enhance provision for pupils.

Appendix 1

Basic information about the school

Name of school	Treffos School
School type	Independent and Independent Special
Age-range of pupils	3 to 11
Address of school	Llansadwrn, Anglesey
Postcode	LL59 5SL
Telephone number	01248 712322

Headteacher	Dr Stuart Humphreys
Date of appointment	1988
Proprietors	Dr and Mrs Humphreys
Lead inspector	Mrs W M Young HMI
Dates of inspection	10-12 June 2008

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	6	6	6	5	14	8	10	6	61

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9:1
Pupil: adult (fte) ratio in nursery classes	12:2
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	12:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Y1-Y6
Summer	97	95	96
Autumn	97	95	96
Spring	96	94	94

Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

Evidence base of the inspection

Four inspectors, including a peer assessor and the school's nominee, spent the equivalent of 12 inspector days in the school.

These inspectors visited:

- 28 lessons or part lessons; and
- school and class assemblies.

Members of the team had meetings with:

- the proprietors, parents and staff before the week of the inspection;
- proprietors and staff during the inspection; and
- groups of pupils representing different phases in the school and the School Council.

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
- 28 responses to a parents' questionnaire.

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

Appendix 4

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Wendy Young HMI Lead Inspector	Key Questions 1, 2 and 7 English, history, information technology and physical education
Mr Rick Hawkley AI	Key Questions 3 and 4 Mathematics, design technology, geography and art
Dr Michael Best AI	Key Questions 5 and 6 Under-fives, science, music and religious education
Mrs Mary Layland PA Head of Preparatory Department, St Claire's School	Contributions to all aspects of the inspection
Mr Paul Scudamore AI	Independent School Standards Regulations - Premises and accommodation
Dr Stuart Humphreys Proprietor and headteacher	School nominee

Acknowledgement

The inspection team express their thanks to the proprietors, staff and pupils of Treffos School for their co-operation and courtesy throughout the inspection.