



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

A report on

**Powys Pupil Referral Unit
Powys County Hall
Spa Road East
Llandrindod Wells
Powys
LD1 5LG**

Date of inspection: February 2016

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Following the de-registration of two pupil referral units in the county, Powys Pupil Referral Unit (PRU) was established in December 2014. It provides education for up to 54 pupils from 5 to 16 years old. Currently, there are 27 pupils on the roll and all are in key stage 4.

The PRU operates from two sites, one in Newtown and the other at a youth centre in Llandrindod Wells. The local authority is due to open a third site, in Brecon, in the very near future. The PRU is maintained by Powys County Council.

Pupils who attend Powys Pupil Referral Unit have a range of social, emotional and behavioural difficulties. The PRU caters for pupils who have either been permanently excluded from schools in Powys, or who are at risk of exclusion. No pupils have a statement of special educational needs.

The PRU is organised into classes based on age and pupils come together for activities such as Prince's Trust.

Very few pupils come from ethnic minority backgrounds and very few pupils speak Welsh as their first language at home. Twenty-nine per cent of pupils are eligible for free school meals. A very few pupils are looked after by the local authority.

It is not appropriate to compare standards that pupils achieve at the PRU with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning needs.

The local authority appointed a behaviour support service manager in 2014. As part of her role, she has overall responsibility for the PRU. The PRU has not been previously inspected.

Summary

The PRU's current performance	Adequate
The PRU's prospects for improvement	Unsatisfactory

Current performance

The current performance of Powys Pupil Referral Unit is adequate because:

- Pupils gain an appropriate range of qualifications in accredited courses that are matched suitably to their abilities and needs
- Most pupils move on to appropriate placements in further education colleges and training
- The majority of pupils make appropriate progress in developing their literacy skills
- Most pupils improve their numeracy skills over time and in line with their ability
- Teachers have appropriate subject knowledge and are good role models for pupils
- The majority of teachers plan lessons well with clear learning objectives

However:

- Attendance at the PRU is too low
- A very few more able pupils do not make the progress of which they are capable
- The majority of pupils are not confident readers and a minority do not develop writing skills well enough
- A minority of pupils do not apply their numeracy skills consistently enough across the curriculum
- Most pupils do not develop their thinking skills well enough to enable them to solve problems
- There are limited opportunities for pupils to share opinions and ideas in order to influence how and what they learn
- The personal and social education (PSE) programme is not developed well enough
- Overall, assessment of and for learning is underdeveloped and the outcomes of baseline assessments are not used well enough to inform teacher planning
- The identification of the specific literacy and numeracy skills pupils need to improve is underdeveloped
- In the minority of lessons, activities lack suitable challenge, particularly for the more able pupils
- In a few lessons, the pace is too slow and this restricts the progress of learners
- Marking of pupils' work does not clearly indicate the level or quality of the work and teachers do not routinely follow up on feedback comments to track pupils' progress
- The arrangements for safeguarding pupils generally meet requirements but a few areas give cause for concern

Prospects for improvement

Prospects for improvement at Powys Pupil Referral Unit are unsatisfactory because:

- The roles and responsibilities of the senior leadership team and senior staff are not clear
- Senior leaders are not able to demonstrate well enough the progress that pupils make over time or make judgements on the quality of the provision
- Staff turnover and long-term sickness have had a detrimental impact on the quality of provision
- There are no robust quality assurance mechanisms in place
- The PRU does not have a coherent structure of team meetings to ensure that all staff work together to improve outcomes for learners
- The PRU does not use data well enough to monitor and evaluate progress or to set targets for improvement
- Wider stakeholders, including parents, pupils and the management committee, are not sufficiently involved in the self-evaluation processes or in setting improvement priorities

Recommendations

R1 Improve attendance

R2 Clarify the roles and responsibilities of senior leaders to ensure that they are held accountable for the performance of the PRU

R3 Improve quality assurance procedures and ensure that the PRU's self-evaluation and improvement priorities are based on a sound understanding of the work of the PRU

R4 Ensure that teaching is consistently good across the PRU and that there is a sufficient focus on improving pupils' outcomes.

R5 Address the shortcomings in relation to safeguarding

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this PRU. The PRU will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the PRU's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils at key stage 4 gain an appropriate range of qualifications in accredited courses that are matched suitably to their abilities and needs. For example, in 2015, the majority of Year 11 pupils achieved at least four GCSE passes. Around half of the pupils achieved GCSE passes in both English and mathematics. Many pupils left with at least three nationally recognised qualifications. These included a range of Essential Skills Wales qualifications at level 1 or level 2. These achievements helped most pupils to move on to appropriate placements in further education colleges and training. However, a few pupils left with no recognised qualifications and a few did not move on to employment, education or training.

Many pupils demonstrate good recall of previous learning in lessons and make suitable progress. However, a few, particularly the more able, do not make the progress of which they are capable.

In general, the majority of pupils make appropriate progress in developing their literacy skills. Many pupils display strong listening skills and listen attentively to teacher instruction and to their peers. Nearly all pupils speak with maturity and use an appropriate range of vocabulary. They are confident to ask and answer questions.

The majority of pupils write confidently at length, give opinions and support their ideas well with thoughtfully chosen examples. These pupils write well for a suitable range of audiences and for different purposes. Their writing is well organised into paragraphs and includes a suitable range of general and subject specific vocabulary. Standards of spelling, punctuation and grammar are appropriate to their ability. They present work neatly and take pride in their achievements. However, a minority of pupils do not develop writing skills well enough. They write short passages with a limited range of vocabulary and their handwriting is not easy to read.

A very few pupils read confidently and with expression. They improve their reading skills well and develop confidence in reading aloud. These pupils analyse text successfully and develop skills to research information effectively. However, the majority of pupils are not confident readers. They do not read often enough to make sufficient progress.

Most pupils improve their numeracy skills over time and in line with their ability. They apply the four rules of number accurately and show a good understanding of the appropriate types of graphs and charts for presenting different types of data. Many pupils demonstrate a secure understanding of numerical calculation, place value and number bonds. A majority of pupils select appropriate methods for calculation when solving real life problems. However, a minority of pupils do not apply their numeracy skills consistently enough across the curriculum.

Many pupils develop valuable information and communication technology (ICT) skills. For example, they make good use of ICT to produce questionnaires, create presentations and design pie and bar charts. More able pupils use ICT very well to produce their work. Around half of pupils use specialist terminology appropriately. However, in a few cases, pupils do not make sufficient use of ICT skills to support their work.

In general, most pupils do not develop their thinking skills well enough to enable them to solve problems. Nearly all pupils make insufficient progress in Welsh language development.

Wellbeing: Unsatisfactory

Many pupils feel safe in the PRU and are confident that staff deal well with the rare incidents of bullying. They know what to do and whom to talk to if they have a problem. Many pupils demonstrate an understanding of healthy eating and lifestyles. However, many pupils smoke tobacco and buy unhealthy food and drink from nearby providers.

Most pupils who regularly attend the PRU behave consistently well. They engage suitably in tasks and sustain concentration throughout lessons. However, a very few pupils do not follow instructions or co-operate appropriately with staff, and disturb other pupils. A few pupils choose not to participate in certain areas of the curriculum. Nearly all pupils treat each other, visitors and school staff with respect.

Around half of the pupils do not attend well enough and the majority of pupils are not punctual to school. For the period 2014-2015, overall attendance at the PRU is significantly lower than in other PRUs. It is not possible to comment on attendance rates of pupils compared to when they attended mainstream school, as this information is not collected by the PRU. There have been no permanent exclusions since the PRU was set up and fixed-term exclusions are rare.

Pupils make significant progress in developing their social and life skills. For example, they are actively involved in community events. They raise money for local and national charities by organising coffee mornings.

Pupils gain confidence through their participation in theatre and drama education. Through these activities they learn to reflect on their views, challenge stereotypes and become more tolerant of others.

There are limited opportunities for pupils to share opinions and ideas formally and to make a worthwhile contribution to decisions and school policies. Senior leaders do not acknowledge the suggestions that pupils do make via the recently established pupil voice forum.

The majority of pupils are able to work independently and to take responsibility for their learning. Many gain a sound understanding of the world of work through beneficial extended work experience placements. This enables them to move successfully on to further education, training or employment.

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

Overall, the PRU offers pupils a curriculum that is appropriately broad and balanced, with a clear focus on English, mathematics and ICT. However, the opportunities for pupils to follow courses in science are too limited.

Pupils access a suitable range of qualifications and accredited learning including GCSEs, BTEC and units of credit with Agored Cymru. There is a robust policy to make sure that pupils previously accessing college provision can continue to attend their vocational courses.

The PRU provides pupils with useful and relevant opportunities for out-of-school learning including trips to large cities, visits to local historical sites and charity fundraising events. These support the development of pupils' social skills, self-confidence and self-belief very well. However, the PSE programme is not well planned or structured enough to ensure that pupils consistently develop their knowledge and understanding consistently over time.

The PRU provides useful opportunities for nearly all pupils to gain useful knowledge that prepares them well for undertaking work related experience. The PRU has established partnerships with a broad range of local employers and pupils select work-experience from options that include building and construction trades, farming, hair and beauty and retail.

The PRU has very recently introduced a system of baseline assessments for all pupils. This allows staff to identify pupils' current ability and needs accurately and predict expected outcomes. However, the outcomes of these assessments are not currently being used well enough to inform teachers' planning.

The processes for identifying the specific literacy and numeracy skills that pupils need to improve are underdeveloped. As a result, pupils' targets are not sufficiently relevant to their individual needs. Planning for skills across the provision is inconsistent and pupils' progress in skills is not tracked and recorded well enough.

The PRU has secure plans for supporting pupils wishing to undertake Welsh language qualifications. Most classrooms and common areas display a few bilingual signs and the promotion of Welsh culture is developing slowly within the provision. The PRU promotes education for sustainable development and global citizenship appropriately through the curriculum, although planning for this is underdeveloped.

Teaching: Adequate

The majority of teachers plan lessons well with clear learning objectives. They have appropriate expectations of pupils. They use a wide range of teaching strategies to engage pupils and plan an interesting variety of activities to maintain motivation.

Many teachers plan well for teaching assistants to contribute effectively to lessons and to provide appropriate support for pupils. Teachers have appropriate subject knowledge and provide pupils with very good role models. All staff establish productive and professional relationships with pupils.

The majority of staff manage pupil behaviour well and adapt their teaching swiftly to respond to changes in pupil engagement. They make effective use of activities, such as games, to reinforce teaching and to provide pupils with opportunities for consolidating and practising their learning.

In the minority of lessons where teaching is less effective, teachers plan activities that lack suitable challenge, particularly for the more able pupils. They do not plan well enough to meet the individual needs of pupils or make sure that lesson content is matched suitably to pupils' existing knowledge or ability. In a few lessons, the pace is too slow and this restricts the progress of learners.

Overall, assessment of and for learning is underdeveloped across the PRU. A majority of teachers use open questions well to assess pupils' knowledge and a few use extended questions effectively to assess understanding. Most teachers provide pupils with motivational ongoing verbal feedback on their progress and achievements.

Marking in books is up-to-date and teachers mark pupils' work promptly. However, teachers do not apply the marking policy consistently across the PRU. Teachers do not provide pupils with written feedback that is sufficiently clear on how they can improve their work. Marking does not clearly indicate the level or quality of the work and teachers do not routinely follow up on feedback comments to track pupils' progress.

Care, support and guidance: Adequate

The PRU meets the requirements of the regulations on healthy eating and drinking. However, the promotion of healthy lifestyles and choices is not planned for well enough across the curriculum.

The PRU encourages pupils to exercise regularly and provides an appropriate number of physical education sessions per week. Staff make good use of outside sports facilities to provide a varied range of outdoor learning experiences. This supports pupils' health and wellbeing and increases their self-confidence.

Through extensive partnerships with external agencies, the PRU provides very useful and timely advice and guidance to pupils on a wide range of issues including mental health, sexual health and substance misuse.

The PRU provides appropriate opportunities for pupils to reflect on their own beliefs and explore the values of others, for example through visits to places of worship and visiting speakers. However, plans for pupils' spiritual development within the PRU are limited and inconsistent. The PRU does not fully meet the statutory requirement for a daily act of collective worship.

The PRU has allocated specified time for pupils to meet together to explore and discuss current events and national topics. However, these are not planned consistently and do not provide pupils with sufficient time for reflection and discussion.

The PRU makes sure that all pupils develop their social awareness very effectively through regular opportunities to engage with the local community. For example, they took part in a local cultural festival.

There are effective systems to identify pupils' additional learning needs. Most individual education plans (IEPs) have useful, specific targets related to literacy, numeracy and pupil wellbeing. However, a few of these targets are too generic and do not address individual needs well enough.

The arrangements for safeguarding pupils generally meet requirements but a few areas give cause for concern.

Learning environment: Adequate

The PRU provides a caring and supportive learning environment. All pupils show tolerance, fairness and respect for others and their environment.

The PRU has appropriate policies to deal with any form of discrimination well. There is an emphasis on ensuring equal opportunity for all pupils, regardless of background or gender.

The accommodation at the two sites is appropriate for the number of pupils and the PRU generally uses indoor space and classrooms well. There are generally sufficient teaching resources at the two sites to meet the current teaching and learning needs. However, where there are specialist teaching facilities, they are not always used to good enough effect. In addition, the accommodation on one site is shared with a local youth centre. As a result, there is a lack of specialist teaching facilities at this site.

Outdoor space at the Newtown site is limited and not welcoming for pupils.

The PRU is secure, well maintained and clean. Overall, good use is made of available space to celebrate pupils' work.

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

In 2014, the local authority reconfigured its PRU provision and created a single PRU operating from two sites.

The local authority's behaviour support service manager has taken on the additional role of headteacher of the PRU. She has ensured that all staff have a clear understanding of the broad aims of the PRU. Staff generally promote these aims well and have created an environment in which pupils feel safe and secure.

However, the roles and responsibilities of the senior leadership team and senior staff are not clear. Job descriptions are out-of-date and do not relate closely enough to the roles being carried out. This lack of clarity limits the effectiveness of the senior team structure and impedes the management committee's ability to ensure that post holders are held to account appropriately.

The PRU does not have a coherent structure of team meetings. Most meetings do not have a clear agenda, and minutes are not taken routinely. Leaders do not follow up on action points consistently. Leadership team meetings are too focused on staffing issues and do not focus as well enough on improving the quality of current provision or pupil standards.

Performance management arrangements are in place for the permanent teaching staff. Staff performance targets for improvement and identified training needs generally link well to the school development plan. However, in a minority of instances, targets for improvement cover periods prior to the performance meeting and are no longer relevant. In addition, there are no arrangements to quality assure the work of most of the staff at the PRU.

The management committee was established following the creation of the single PRU and has recently been strengthened to include broader representation from the community and parents. It has very usefully allocated link roles to members. However, these are relatively new and the link members have not yet reported to the management committee on their respective link roles.

The committee is beginning to provide challenge to the leadership of the PRU and the local authority. For example, the premises and finance sub-committee has expressed its concern at the lack of project management and progress in overseeing the refurbishment of a new site.

Improving quality: Unsatisfactory

All staff have made valuable contributions to the self-evaluation process. As a result, they feel valued and have a better understanding of the work of the PRU and the priorities for improvement. However, wider stakeholders including parents and pupils and the management committee have had no direct input into the self-evaluation process or in setting improvement priorities. The PRU's self-evaluation does not provide an accurate enough picture of its strengths or areas for development. There are no robust quality assurance mechanisms in place at the PRU. For example, senior leaders do not regularly look at pupils' work to ensure that it is of an appropriate standard. The PRU does not have effective processes in place to monitor the quality of teachers' planning. The PRU does not have a process for collating and analysing pupil attendance. This means that it is not fully aware of how far below national averages the attendance data is. As a result of these shortcomings, the PRU is unable to make secure judgements about the quality of significant aspects of its work.

The PRU has begun to draw on first-hand evidence of the quality of teaching and learning through lesson observations of permanent teaching staff. However, most teachers at the PRU are employed on a supply basis and are not included in this process. As a result, managers do not have a good enough understanding of the strengths and areas of development in relation to teaching and learning.

The PRU has recently introduced baseline assessments for all pupils. These give an indication of pupils' current and predicted ability. However, the lack of consistent data on individual pupils has made it difficult for the PRU to assess the progress of individual pupils.

The PRU does not use data well enough to monitor and evaluate progress. As a result, leaders are not able to make accurate judgements on the quality of the provision.

The PRU has identified an appropriate range of improvement objectives that are reflected in their development plan. These include suitable milestones and resource implications. However, these do not match the areas for improvement identified by the inspection team.

Partnership working: Adequate

The PRU works closely with a wide range of agencies and partners to provide learning opportunities and support the wellbeing of pupils. However, the PRU does not evaluate the impact of partnerships on pupils' standards and wellbeing well enough.

The PRU has developed effective links with around half of secondary schools within the authority. This has had a positive impact on the quality of information that the PRU receives on pupils. However, overall the information the PRU receives from schools is often incomplete, especially when pupils have been permanently excluded from school. As a result, the PRU is not able to plan as effectively as it could for these pupils.

The PRU is beginning to work more collaboratively across the two sites. For example, there are shared staff training events and teachers have worked together to establish baseline assessments for pupils. These internal partnerships are at an early stage of development and it is too early to see the impact on pupils' standards and outcomes.

The PRU has effective links with a wide range of local businesses and community groups. However, the links with the 14-19 network and the local college to provide opportunities for vocational learning are underdeveloped. As a result, pupils that attend the PRU do not have the range of options available to mainstream pupils. The PRU has good relationships with parents and carers. They provide parents with a useful termly report that details their child's progress in all subjects. However, parents do not have the opportunity to make comments.

Resource management: Unsatisfactory

Staff at the PRU are appropriately qualified and experienced to meet the needs of the pupils. The PRU employs a number of temporary sessional teachers and these are used well to deliver specialist subjects such as Welsh and art.

Since the reconfiguration of the PRU, staff turnover and long-term sickness have had a detrimental impact on the provision and pupils have not enjoyed continuity of teaching.

Training for staff is aligned to performance management targets and priorities in the school development plan. However, these do not always focus as well as they could on developing teachers' knowledge of subjects or curriculum developments. The links that the PRU has with other providers to learn from best practice are underdeveloped.

Those pupils who attend regularly make adequate progress. However, due to the poor levels of overall attendance and the lack of clarity around senior leaders' roles and responsibilities, the PRU provides unsatisfactory value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	18	8 44%	8 44%	2 11%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		52%	43%	3%	2%	
The school deals well with any bullying	18	8 44%	9 50%	1 6%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		48%	40%	9%	3%	
I have someone to talk to if I am worried	18	10 56%	8 44%	0 0%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		51%	40%	6%	3%	
The school teaches me how to keep healthy	18	5 28%	13 72%	0 0%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		33%	53%	9%	5%	
There are plenty of opportunities at school for me to get regular exercise	18	8 44%	8 44%	2 11%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		36%	46%	15%	3%	
I am doing well at school	18	4 22%	12 67%	1 6%	1 6%	Rwy'n gwneud yn dda yn yr ysgol.
		40%	46%	9%	5%	
The teachers help me to learn and make progress and they help me when I have problems	18	9 50%	9 50%	0 0%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		55%	41%	3%	1%	
My homework helps me to understand and improve my work in school	16	0 0%	11 69%	3 19%	2 12%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		18%	43%	19%	20%	
I have enough books and equipment, including computers, to do my work	18	5 28%	13 72%	0 0%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		53%	39%	7%	2%	
Pupils behave well and I can get my work done	18	1 6%	14 78%	3 17%	0 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		22%	51%	20%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	18	9 50%	8 44%	1 6%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		55%	35%	7%	3%	
The school listens to our views and makes changes we suggest	18	4 22%	12 67%	2 11%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		35%	51%	10%	3%	
I am encouraged to do things for myself and to take on responsibility	18	7 39%	11 61%	0 0%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		44%	51%	4%	1%	
The school helps me to be ready for my next school, college or to start my working life	17	4 24%	12 71%	1 6%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		49%	44%	5%	2%	
The staff respect me and my background	18	8 44%	10 56%	0 0%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		53%	42%	3%	2%	
The school helps me to understand and respect people from other backgrounds	17	7 41%	10 59%	0 0%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		46%	47%	4%	2%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	16	3 19%	13 81%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		32%	53%	8%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	4	1 25%	1 25%	0 0%	2 50%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		31%	40%	12%	17%	

Responses to parent questionnaires

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

Appendix 2

The inspection team

Mr Huw Davies	Reporting Inspector
Mrs Delyth Lloyd Gray	Team Inspector
Mrs Gill Sims	Team Inspector
Mr Terry James Davies	Lay Inspector
Mr Alec Ian Clark	Peer Inspector
Mrs Judith Walker (Manager)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

BESD, ESBD or SEBD: Behaviour, Emotional and Social Difficulties

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment