



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St Christopher's School
Stockwell Grove
Wrexham
LL13 7BW**

Date of inspection: March 2014

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

St Christopher's School is situated in Wrexham and is maintained by Wrexham County Borough Council. It is a special school for pupils with a range of special educational needs. These needs include moderate learning difficulties, severe learning difficulties, social, emotional and behavioural difficulties, and autistic spectrum disorders.

The school has 285 pupils on roll aged from six to 19 years. There are 203 boys and 82 girls. Pupils come mainly from Wrexham County Borough with the exception of 17 pupils who attend the school from Denbighshire, Shropshire, Flintshire, Cheshire and Hull.

The school is divided into five departments. These are the junior, middle and senior departments, the behaviour support and autistic department, and the independent living department.

Nearly all the pupils have a statement of special educational needs. Most pupils have additional learning needs which include physical, sensory and medical needs as well as speech, language and communication difficulties.

English is the predominant language of nearly all pupils. One pupil speaks Welsh as his first language at home. There are very few pupils from minority ethnic backgrounds and 9 pupils receive support for English as an additional language.

Seven per cent of the pupils have 'looked-after child' (LAC) status and approximately 49% of pupils are entitled to free school meals.

St Christopher's School strives to provide a high level of care and a curriculum which meets the varied, individual and specific needs of all their pupils. The school offers an extensive range of accredited vocational courses which can be accessed by pupils from all secondary schools in Wrexham. Specialist areas and facilities include the 'Millennium Eco Centre', hydrotherapy pool, hair and beauty salons and independent living bungalow.

The school's aim is to develop all pupils to their full potential, both educationally and socially, and to build upon their independent living skills in a safe, caring and stimulating environment.

The school was last inspected in March 2008. The headteacher has been in post since 1993 and deputy headteacher, formerly an assistant headteacher at the school, has been in post since May 2013.

Summary

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

Current performance

St Christopher's is an excellent school because:

- standards of achievement are excellent;
- provision for pupils' health and wellbeing is outstanding;
- learning experiences are well planned to meet pupils' needs, abilities and interests;
- pupils have very good opportunities to follow an extensive range of vocational courses;
- assessment is rigorous and fully informs curriculum and lesson planning;
- staff manage pupils' behaviour skilfully; and
- pupils receive excellent care, support and guidance.

Prospects for improvement

Prospects for improvement are excellent because:

- the headteacher, supported by the senior leadership team, has a very clear vision for the school that is shared by all staff;
- leaders have a very good understanding of the school's strengths and areas for improvement;
- the school makes highly effective use of detailed data to identify pupils' diverse individual needs and assess their progress;
- the school has very strong partnerships which impact positively on the wellbeing and outcomes for pupils;
- staff performance is managed very carefully; and
- the school manages its resources well and provides excellent value for money.

Recommendations

- R1 Where teaching is excellent, make sure that teachers share their good practice across the school
- R2 Further develop the use of information and communication technology (ICT) across the curriculum to support learning
- R3 Increase the opportunities for pupils in key stages 2 and 3 to work alongside their peers from mainstream schools

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Across the school, nearly all pupils make excellent progress in relation to their individual needs and abilities. Programmes are individually tailored and it is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special educational needs.

Most pupils make very good progress in achieving the agreed learning targets identified in their individual education plans (IEP). They take pride in their achievements, and recognise the progress they make. There is no significant difference between the achievements of boys and girls, pupils who receive free school meals and those who are in the care of a local authority.

Nearly all pupils make outstanding progress as they progress through the school. Pupils aged between 14 and 19 years gain an extensive range of highly appropriate qualifications in accredited courses that are well matched to their abilities. These qualifications include a wide range of Agored Cymru units, ASDAN key skills, WJEC and OCR entry level and GCSEs, Welsh Baccalaureate Foundation Level 1 and the bronze and silver Duke of Edinburgh's Award. The emphasis on these awards and levels of attainment that are well matched to pupils' individual needs and abilities is a sector-leading feature of the school.

Nearly all pupils develop very good communication skills. Pupils with autistic spectrum disorders and severe learning difficulties use augmentative communication very effectively to communicate and express themselves to others. More able pupils communicate well orally and make very good progress to develop their reading and writing skills. They use these skills effectively to research and complete written tasks. They read aloud confidently and read for pleasure.

Over time pupils develop very good numeracy skills. They learn to use their skills appropriately in a variety of activities across the curriculum, for example measuring and weighing in food technology lessons. They practise their developing numeracy skills by placing numbers in order, recording data and using graphs in a range of situations.

Pupils make effective use of information and communication technology (ICT) across the school. They use ICT well to research and present their work, produce fact files and handle data. Post-16 pupils prepare high quality presentations on their chosen projects. Staff and pupils use tablet computers effectively to show pupils' progress and to assess their performance. However, new technology, such as tablet computers, is not always used well-enough by pupils to support their learning across the school.

Over time, nearly all pupils successfully gain the skills that they need to increase their independence, improve their work and contribute very effectively to the wider life of the school and the community. They develop their thinking skills and problem-solving skills well, in line with their ability, and learn to apply these skills in a relevant manner to everyday life.

Pupils in key stages 4 and 5 make highly effective use of vocational opportunities, for example in retail, catering and hairdressing to gain important skills and experience. When they work in the school shops they are aware of health and safety requirements, demonstrate very good numeracy and ICT skills, and communicate confidently with customers.

Older more able pupils gain a very clear understanding of the world of work in a wide range of work placements. These include placements in the school's vocational areas and work experience in the community. Less able pupils have valuable taster sessions of the world of work in the school's eco centre and during visits to local shops and cafés.

For the past three years, nearly all pupils in Year 11 have continued with their education at St Christopher's and make excellent progress in gaining an exceptional range of recognised qualifications by the time they leave school.

During the past three years nearly all pupils have moved on to college courses, specialist day provision or employment.

All pupils make good progress in Welsh language in relation to their needs and linguistic background. They understand Welsh greetings and adjectives that describe their progress. They use incidental Welsh confidently throughout the school day and, over time, more able pupils build on a range of phrases to extend their vocabulary. Pupils gain a very good understanding of aspects of the culture and heritage of Wales.

Wellbeing: Excellent

Most pupils develop a very secure understanding of how to keep healthy and safe. Nearly all feel safe in school and know whom to approach for support if they need it. Many pupils attend the very wide range of sporting activities that take place at lunchtime and after school. They participate with enthusiasm in activities such as Jujitsu.

Nearly all pupils make exemplary progress in developing their social and life skills, particularly through their involvement in the wide range of enterprise initiatives. Pupils are exceptionally well prepared for life, further education and work when they leave St Christopher's.

Nearly all pupils enjoy coming to school and have a very good attitude to learning. In lessons, they settle quickly to tasks and concentrate well. They take pride in their achievements and work hard to improve. Many pupils have a good understanding of how well they are doing and what they need to do to improve.

Pupils' behave exceptionally well throughout the school day. They learn to manage their emotions well over time. Nearly all pupils are polite, courteous and show respect to each other and to adults. Pupils with challenging behaviour and autistic spectrum disorders learn to cooperate well with others, improve their self-control and show an increasing awareness of the needs of others.

Attendance is good and has risen consistently over the past three years. For a significant number of pupils this is the first time they have attended school regularly. In the past 3 years there have been no permanent exclusions and very few days missed through fixed term exclusions.

Members of the school council are enthusiastic about the work they do in school and have taken a lead role in many initiatives, for example in designing the school's behaviour code and establishing a car valeting service. Older pupils undertake a wide range of roles within the school and in the local community. For example, pupils who have a specific interest in sporting activities have undertaken training and work as sports leaders in the school.

Pupils develop their knowledge of the community very well through their many local visits and welcoming visitors to the school.

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

The school provides a broad and balanced curriculum. Staff work together very effectively to provide stimulating and innovative learning experiences that are well-matched to the needs and abilities of all pupils. These include the extensive range of vocational courses provided such as environmental studies, food technology, bicycle maintenance, and animal care. These vocational subjects motivate pupils and inspire them to continue with their learning.

The school has been visionary in developing its own eco centre. The centre provides environmental education and training for pupils from St Christopher's and pupils from local mainstream schools. The centre has had particular success in engaging pupils who have had difficulty in accessing a more traditional learning environment.

The school develops appropriate curriculum plans and programmes for individuals that build systematically on pupils' knowledge, understanding and skills as they move through school. Pupils in key stages 4 and 5 follow individual learning pathways and access an extensive range of accredited courses. They gain very valuable experience of the world of work.

Post-16 pupils have very good opportunities to study alongside mainstream peers in a local college. A significant number of pupils, from local mainstream secondary schools, access the extensive range of vocational courses at St Christopher's and work alongside pupils from the school for example, in the hair and beauty salons and retail areas. However, opportunities for younger pupils to learn alongside their peers are limited.

Provision for skills is well-embedded across the school, and for literacy and numeracy provision is particularly effective. The school's skills programme provides pupils with useful opportunities to develop practical skills in order to help them prepare for life beyond school.

All pupils are supported to develop the communication skills that are appropriate to their needs. This includes the use of technology, picture exchange communication, signs and symbols.

Staff use incidental Welsh confidently across the school. Welsh language and culture is an established part of the pupils' learning experiences.

The school has excellent provision for education for sustainable development and global citizenship. Staff promote sustainable development effectively across all aspects of school life. International links strengthen pupils' experiences and understanding of global citizenship.

Teaching: Good

In most lessons, teaching is good or better. In a few lessons where teaching is excellent, staff provide engaging and varied activities which challenge pupils, including more able pupils, to achieve their full potential.

Overall, teachers' planning is very detailed and all lessons have clear learning objectives and success criteria which relate well to pupils' targets. These are shared in class with pupils and reviewed effectively in plenary sessions. Teachers and support staff have strong working relationships with, and extensive knowledge of, the pupils they teach.

Staff use a wide range of resources and an appropriate range of teaching methods to engage pupils' attention. They ask challenging questions to promote understanding, and use ICT effectively to enhance the quality of teaching.

Staff assess the progress pupils make throughout the lesson. They give informative oral feedback and support pupils well to assess their own work and that of their peers confidently. Pupils with more complex needs are given good opportunities to make choices.

In a very few lessons, teaching lacked appropriate pace and challenge, and pupils were not given enough opportunities to work independently.

The school has well-established assessment systems that are used to record pupils' behaviour and progress. Assessment is rigorous and identifies pupils' strengths and areas of need. This information is used well to inform curriculum and lesson planning and to set appropriate targets on pupils' individual education plans (IEPs).

End-of-year reports and annual reviews keep parents and carers well informed about their children's progress. As well as meeting these statutory requirements, there is regular and effective communication between parents and staff regarding individual pupils' achievements and development. This impacts positively on pupils' wellbeing.

Care, support and guidance: Excellent

The school provides a very high level of care, support and guidance for its pupils. The calm, purposeful and nurturing atmosphere in the school has a very positive impact on pupils' wellbeing. Senior leaders provide detailed guidance and extensive training to support staff in managing pupils' behaviour. This is highly effective in ensuring excellent behaviour across the school. The school works closely with parents and outside agencies in order to improve levels of attendance.

There are effective procedures to encourage healthy eating and drinking, and to promote healthy lifestyles. The school has a comprehensive personal and social programme that includes appropriate sex and relationships education.

The school's skills programme provides pupils with useful opportunities to develop practical skills in order to help them prepare for life beyond school.

The school has very good provision to support pupils' moral, social and cultural development. They use the strong links established with other schools across the world to develop pupils' cultural awareness.

The school has extensive working links with a wide range of specialist services that provide pupils and parents with very good guidance and support. The school's pastoral support team and 'making a difference' group engage very effectively with a wide range of external agencies and other support services in order to tackle disadvantage. They provide highly effective practical support and guidance for pupils and their families.

The school has rigorous procedures in place for identifying, supporting and managing pupils' additional learning needs. Individual education plans identify appropriate learning targets that staff use systematically to support pupils' learning.

Staff make comprehensive risk assessments that are updated regularly. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Excellent

The school has a very positive and inclusive ethos which promotes diversity exceptionally well and celebrates pupils' achievements. It is a nurturing community in which pupils, staff and members of the local community are highly valued and respected. Pupils are given the opportunity to participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds.

The school has effective policies and procedures in place to make sure that the school deals with any form of discrimination.

The school environment is vibrant, welcoming and stimulating. There is an innovative range of learning areas within the school building and grounds which provide pupils with extensive opportunities to engage practically in their learning and develop their skills.

The school has a very good range of learning resources that are well matched to pupils' needs. These are used effectively to enrich the curriculum and have an impact on raising standards. Displays throughout the school are colourful and attractive, and reflect the achievements and experiences of the pupils.

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

The headteacher provides inspirational leadership and, along with the members of the senior leadership team, has established a very clear vision for the life and work of the school. Staff, governors and partners share this vision. The senior leadership team provides a strong strategic direction for the school.

There are comprehensive plans and policies, which focus well on meeting the wide range of pupils' needs.

Senior leaders use an innovative project management approach to develop the leadership skills of a wide range of staff who take responsibility for priorities in the school development plan. They collaborate well with partners, for example local organisations, mainstream primary and secondary schools and further education colleges to form very effective networks of professional development that impact on school improvement. As a result, for example they have improved curriculum planning and delivery.

The comprehensive range of data on pupil performance is used skilfully by senior leaders to secure improvements in pupil performance.

The school has developed a rigorous staff performance management process to identify challenging individual and whole school targets for improvement. Staff review progress in meeting these targets regularly. Priorities for individual staff development and whole school training needs are also clearly identified and addressed. This maximises the impact of training on standards across the school.

Governors are well informed about the work of the school. They fulfil their statutory duties well and provide very effective support and challenge for the leadership team. They set challenging performance management targets for all members of the leadership team.

Governors are linked with specific areas of the school and make termly visits to monitor the progress of strategic plans and evaluate progress made with whole school priorities. They observe lessons alongside members of the leadership team, scrutinise pupils' work and review information in pupils' statements of special educational needs to monitor the quality of provision.

Improving quality: Excellent

The school is an outstanding learning community with an established culture of collaborative working. Good practice is shared effectively across all departments of the school, and with partners, to improve outcomes for pupils.

Leaders use the self-evaluation process effectively to identify the school's strengths and set challenging targets for improvement. Self-evaluation processes are embedded firmly in a cycle of regular quality assurance activities which review the standards that pupils achieve and the progress that they make over time. Effective use is made of lesson observations to set individual and whole school targets to improve teaching and learning.

The views of major stakeholders are sought and listened to when identifying areas for improvement. For example, the family support programme provides a highly effective forum for parents to contribute to the self-evaluation process. Pupils also contribute well to the process through the well-organised school council. Other stakeholders are also consulted and make a very good contribution to the self-evaluation process. The school consults regularly with the local authority biodiversity group and takes account of its views in the self-evaluation and development planning for the school's highly successful eco centre.

The school development plan is extensive and provides a very detailed analysis of the school's priorities for development. The plan identifies the actions to be taken to secure the planned improvements, resources to be allocated, appropriate timescales for their delivery and clear success criteria.

The school has made very good progress in addressing the recommendations from the last inspection and is very well placed to continue to improve.

Partnership working: Excellent

The school has established very strong partnerships with mainstream primary and secondary schools, special schools, further education colleges and the local authority. These partnerships improve provision and outcomes for pupils. The school works exceptionally well with key partners in the 14-19-curriculum partnership.

Very good collaborative work and effective use of the Welsh Government funding for 'Unlocking the Potential of Special Schools' has secured a high quality outreach programme. This programme effectively promotes the sharing of good practice.

The school has been visionary in developing its own off-site eco centre. The centre provides environmental education and training for pupils from St Christopher's and pupils from partner schools, for example to use the forest school.

The school has outstanding links with many external sporting agencies that help to provide a high quality sporting programme for pupils. The school has been innovative in engaging with key partners such as a local professional football team and the Football Association for Wales to develop its own football academy. This has been highly effective in improving wellbeing and outcomes of many pupils.

The school has extensive links with the local community including local businesses and industries. These have enabled the school to establish a wide range of enterprise opportunities within the school building and grounds. They include a café, retail shops, bicycle maintenance and car washing facilities. These provide pupils

with a very good range of work placements that impact positively on increasing pupils' confidence and improving their independence.

Resource management: Excellent

The school has a very good range of experienced, specialist teachers and support staff who are deployed effectively. As a result they are able to support the individual needs of pupils well. Staff have appropriate planning, preparation and assessment time. This enables them to be fully effective in ensuring that pupils are provided with a wide variety of challenging learning experiences.

The school has a comprehensive range of resources within the classrooms and around the school which are used very successfully to support the needs of the pupils as well as members of the community.

The school manages its budget efficiently, with the appropriate involvement of the governing body. They make innovative use of the money they generate from additional funding through grant applications and fund raising.

In view of the excellent standards achieved by the pupils, the effective teaching and careful management of resources, the school provides excellent 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	95		51	38	4	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
			54%	40%	4%	2%	
			58%	38%	3%	1%	
The school deals well with any bullying	94		36	44	12	2	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			38%	47%	13%	2%	
			51%	37%	10%	2%	
I have someone to talk to if I am worried	93		57	34	1	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			61%	37%	1%	1%	
			62%	34%	3%	1%	
The school teaches me how to keep healthy	95		41	44	6	4	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			43%	46%	6%	4%	
			54%	39%	3%	3%	
There are plenty of opportunities at school for me to get regular exercise	94		48	43	3	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			51%	46%	3%	0%	
			56%	40%	4%	0%	
I am doing well at school	95		50	41	2	2	Rwy'n gwneud yn dda yn yr ysgol.
			53%	43%	2%	2%	
			60%	36%	2%	1%	
The teachers help me to learn and make progress and they help me when I have problems	94		63	27	3	1	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			67%	29%	3%	1%	
			63%	34%	2%	1%	
My homework helps me to understand and improve my work in school	94		30	33	19	12	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			32%	35%	20%	13%	
			39%	41%	12%	8%	
I have enough books and equipment, including computers, to do my work	95		50	31	9	5	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			53%	33%	9%	5%	
			59%	32%	6%	3%	
Pupils behave well and I can get my work done	90		32	33	22	3	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			36%	37%	24%	3%	
			44%	40%	14%	2%	
Staff treat all pupils fairly and with respect	94		54	35	5	0	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			57%	37%	5%	0%	
			61%	33%	4%	1%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		93	37 40%	42 45%	9 10%	5 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			47%	38%	9%	5%	
I am encouraged to do things for myself and to take on responsibility		95	51 54%	38 40%	5 5%	1 1%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			57%	38%	4%	1%	
The school helps me to be ready for my next school, college or to start my working life		94	47 50%	42 45%	4 4%	1 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			60%	36%	2%	2%	
The staff respect me and my background		95	50 53%	38 40%	6 6%	1 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			62%	33%	5%	1%	
The school helps me to understand and respect people from other backgrounds		94	51 54%	38 40%	4 4%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			61%	36%	2%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		43	22 51%	17 40%	1 2%	3 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			57%	31%	8%	3%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		33	10 30%	22 67%	0 0%	1 3%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			55%	36%	4%	5%	

Special Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	73	68 93%	0 0%	5 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		96%	1%	3%	
The school deals well with any bullying.	66	43 65%	4 6%	19 29%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		83%	7%	10%	
I know who to talk to if I am worried or upset.	61	57 93%	1 2%	3 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		93%	2%	4%	
The school teaches me how to keep healthy	72	63 88%	3 4%	6 8%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		93%	3%	4%	
There are lots of chances at school for me to get regular exercise.	73	64 88%	5 7%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		94%	3%	3%	
I am doing well at school	73	67 92%	1 1%	5 7%	Rwy'n gwneud yn dda yn yr ysgol.
		94%	3%	3%	
The teachers and other adults in the school help me to learn and make progress.	72	70 97%	1 1%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	1%	1%	
I know what to do and who to ask if I find my work hard.	59	53 90%	1 2%	5 8%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	2%	4%	
My homework helps me to understand and improve my work in school.	52	26 50%	10 19%	16 31%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		72%	14%	14%	
I have enough books, equipment, and computers to do my work.	71	54 76%	8 11%	9 13%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		91%	6%	3%	
Other children behave well and I can get my work done.	67	46 69%	15 22%	6 9%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		83%	11%	7%	
Nearly all children behave well at playtime and lunch time	70	59 84%	4 6%	7 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		86%	9%	5%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	41	23 56%	14 34%	2 5%	2 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		74%	23%	1%	1%		
My child likes this school.	41	24 59%	14 34%	0 0%	2 5%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		76%	22%	0%	0%		
My child was helped to settle in well when he or she started at the school.	41	27 66%	11 27%	2 5%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		76%	23%	1%	0%		
My child is making good progress at school.	40	20 50%	14 35%	4 10%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	32%	2%	0%		
Pupils behave well in school.	41	13 32%	18 44%	4 10%	2 5%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		51%	36%	2%	0%		
Teaching is good.	41	24 59%	13 32%	1 2%	2 5%	1	Mae'r addysgu yn dda.
		73%	24%	1%	1%		
Staff expect my child to work hard and do his or her best.	41	21 51%	17 41%	2 5%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	32%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	14 38%	13 35%	5 14%	2 5%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		40%	33%	8%	2%		
Staff treat all children fairly and with respect.	41	22 54%	16 39%	0 0%	2 5%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		71%	24%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	41	25 61%	11 27%	3 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		66%	30%	1%	0%		
My child is safe at school.	41	24 59%	13 32%	1 2%	2 5%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		73%	24%	1%	1%		

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child receives appropriate additional support in relation to any particular individual needs'.		41	23 56%	12 29%	3 7%	2 5%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			67%	27%	2%	1%		
I am kept well informed about my child's progress.		39	16 41%	17 44%	6 15%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			65%	29%	4%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		41	24 59%	13 32%	1 2%	3 7%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			74%	22%	2%	2%		
I understand the school's procedure for dealing with complaints.		41	18 44%	15 37%	3 7%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			53%	35%	3%	1%		
The school helps my child to become more mature and take on responsibility.		41	21 51%	15 37%	2 5%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddoed yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			60%	34%	1%	0%		
My child is well prepared for moving on to the next school or college or work.		38	13 34%	15 39%	5 13%	2 5%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			39%	30%	9%	2%		
There is a good range of activities including trips or visits.		41	23 56%	15 37%	0 0%	3 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			68%	30%	1%	1%		
The school is well run.		41	24 59%	11 27%	1 2%	2 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			72%	24%	1%	1%		

Appendix 2

The inspection team

Meinir Rees	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
Anthony Mulcahy	Team Inspector
Jane Williams	Team Inspector
Glenda Jones	Lay Inspector
Michael Andrew Henderson	Peer Inspector
Maxine Pittaway	School Nominee

Copies of the report

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

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