



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

**A report on**

**Ysgol Tŷ Coch  
Lansdale Drive  
Tonteg  
Pontypridd  
Rhondda Cynon Taf  
CF38 1PG**

**Date of inspection: June 2017**

**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:

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

Ysgol Tŷ Coch is a day special school maintained by Rhondda Cynon Taf local authority. The school provides education for pupils aged 3-19 with profound and multiple learning difficulties, autistic spectrum disorder and severe learning difficulties.

Currently, there are 141 pupils on roll. All pupils have a statement of special educational needs (SEN). Thirty-six per cent of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. English is the main language of nearly all pupils.

The school is based on two sites. The main school site is situated in Tonteg and provides education for primary and secondary aged pupils. In September 2014, the school opened a satellite site at Buarth y Capel in Ynysybwl. This site provides specialist support for pupils aged 14-19 with autistic spectrum disorder.

The headteacher has been in post since September 2015 and many of the senior leadership team are also new to post. At the time of the inspection, the headteacher is also employed as a temporary executive headteacher of another special school in the local authority.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

- Nearly all pupils make valuable progress in their learning and personal development from their starting points
- Most pupils develop their communication skills exceptionally well in relation to their needs and abilities
- Standards of pupils' wellbeing across the school are outstanding
- Nearly all pupils are polite and courteous, and show high levels of respect towards others
- Pupil voice is highly effective throughout the school
- The school provides a wide range of high quality learning experiences that contribute very well to pupils' wellbeing, social development and progress in learning
- The quality of teaching is good overall
- The school standard of care, support and guidance for pupils is exceptional

### Prospects for improvement

- The headteacher provides inspirational leadership for the school
- The senior leadership team communicate high expectations and a clear vision for the school
- The school has implemented an innovative and highly effective approach to staff development that identifies the leadership skills and behaviours of staff
- Over a short period of time, leaders have established robust procedures to evaluate the school's performance and plan for improvements
- The school works very effectively with an extensive range of partners and these make a significant contribution to enhancing provision and improving the standards and wellbeing of all pupils
- The school manages its staff and resources very well

## Recommendations

- R1 Improve the provision for developing pupils' Welsh language development
- R2 Ensure that teachers provide specific feedback to pupils to help them improve their work
- R3 Strengthen a very few areas of self-evaluation processes to ensure sufficient focus on the progress that pupils make

### **What happens next?**

The school will draw up an action plan that 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: Good

Pupils who attend Ysgol Tŷ Coch have a wide range of special educational needs, which include profound and multiple learning difficulties, autistic spectrum disorder (ASD) and severe learning difficulties.

Nearly all pupils make valuable progress in their learning and personal development from their starting points. They respond well to the highly individualised approach and supportive ethos of the school. Over time, many pupils make strong progress against their literacy and numeracy targets identified in their individual education plans (IEPs). By the time they leave school, most pupils develop very useful independence, social and life skills and they are well prepared for the next steps in their lives.

It is not appropriate to compare standards that pupils achieve at the school with national averages or analyse trends over time because of the wide range of pupils' special educational needs. There is no significant difference between the performance of boys and girls, pupils eligible for free school meals or those looked after by the local authorities.

Most pupils develop their communication skills exceptionally well in relation to their needs and abilities. The majority of pupils use signing and picture exchange systems well to communicate their needs around the school. Pupils of all ages who are more able speak with increasing confidence and pride about what they learn, their interests and aspirations. Those pupils with highly complex needs use assistive technology such as switches and symbols confidently to communicate their needs, make choices and demonstrate their understanding. A few pupils use eye gaze technology skilfully to play instruments such as the guitar.

Pupils with highly complex needs make strong progress in relation to their needs and abilities. They understand their daily routines and respond exceptionally well to staff's encouragement and support. Most pupils use a range of sounds and gestures to communicate their choices and respond to questions in lessons about what they like and do not like. They enjoy opportunities to create sounds and music, for example using musical equipment during circle time and participating in music workshops with the National Orchestra of Wales.

Most pupils make strong progress in developing their early writing skills. For example, pupils develop their early mark making skills well by using a range of materials such as sand, glitter and foam. Over time, a majority of pupils learn to over write neatly with support and a minority form letters and short sentences with increasing accuracy. A few pupils, who are more able, write interesting pieces of extended writing, such as biographies based on their classmate.

Many pupils improve their reading skills well in relation to their needs and abilities. A minority of older pupils develop the confidence to read aloud in class and a few

answer questions well and demonstrate their understanding. A few older pupils, who are more able, respond thoughtfully to poems and a very few infer meaning accurately. Younger pupils listen attentively and with enjoyment to stories read by teachers and on the interactive whiteboard. In lessons, where appropriate, a few non-verbal pupils demonstrate their very early reading skills by recognising letters and sentences with growing confidence.

Many pupils develop sound numeracy skills. Younger pupils, for example, sequence numbers up to 20 confidently and identify different 2D shapes accurately to copy pictures such as a train. When given the opportunity, pupils who are more able apply their numeracy skills well in real life situations. For example, pupils in the Foundation Phase use their money skills with growing confidence when buying their own ice creams on a school visit to the beach. Many older pupils use their number and money skills well in sessions such as enterprise to take food orders, order stock and sell fruit and vegetables from the school's gardens.

Most pupils make effective use of their information and communication technology (ICT) skills in a range of subjects. Younger pupils use a mouse and keyboard confidently in lessons to drag and drop information on the interactive whiteboard. Many older pupils who are more able use an appropriate range of ICT programmes to word process their work, complete research tasks and create interesting animations about famous visitors to the school. They apply their ICT skills well in real life situations, such as when setting personal identification numbers (PIN) and passwords for digital devices. Pupils' understanding of the importance of keeping themselves safe online is secure.

All pupils aged 14-19 follow a learning pathway of their choice that is matched well to their needs and aspirations. All pupils leave the school with at least one recognised qualification and many achieve a range of valuable entry-level qualifications in vocational subjects. All pupils move on successfully to appropriate placements such as specialist colleges, further education colleges or day services. A very few leavers secure employment in the local community. A few pupils, across the school, benefit from attending local mainstream schools for lessons such as science.

Post 16 pupils benefit from valuable work experience placements at school and in the local community. Pupils work in the school café and hair salon and interact successfully with members of the community who visit. Where appropriate, pupils attend placements outside of school, such as the local charity shop or specialist construction company. These valuable experiences develop pupils' understanding of the world of work, their confidence and their independence skills exceptionally well.

Over the last three years, pupils' progress in Welsh language has been variable across the school. When given the opportunity, pupils respond appropriately to basic Welsh words and phrases.

### **Wellbeing: Excellent**

Standards of pupils' wellbeing across the school are outstanding. Nearly all pupils enjoy school, show an active interest in their learning and are enthusiastic in lessons. This is a notable strength at the school.

Nearly all pupils feel safe at school and most feel that staff deal well with any instances of bullying. Most pupils have a thorough understanding of the importance of keeping healthy and, where appropriate, are able to make healthy choices regarding their diet. Nearly all pupils take part enthusiastically in physical activities. Many pupils develop their core strength, muscle tone and co-ordination skills well through activities such as rebound therapy, swimming and hydrotherapy. Pupils represent Ysgol Tŷ Coch proudly in a range of local sporting events including athletics, swimming and football.

Around the school, pupils are polite and courteous, and show high levels of respect for their classmates, staff and their environment. Nearly all pupils show interest in others' wellbeing. Those who have difficulty managing their emotions develop, over time, a better understanding of these emotions and learn to respond appropriately. As a result, the behaviour of pupils around the school is of a very high standard. There have been no exclusions from the school for the past three years.

Pupils know the routines of the school very well. As a result, they move around the school confidently, settle quickly in lessons and remain on task. Over time, and with the support of committed staff, most pupils develop their confidence and independence skills well. This ranges from using walking frames and electric wheelchairs to preparing meals and making decisions about future career options.

The attendance rate for the last three years has been over 91%. This consistently high attendance is due, in part, to the therapeutic and health provision at the school.

Pupil voice is highly effective. The school council have a broad and varied remit and take pride in the responsibilities that they hold. Through the school council, pupils can influence important aspects of the life of the school including the appointments of staff and improving their learning environment. The school council's understanding of decision-making and democracy is developing well through opportunities to present reports to the governing body and visits to places such as the Palace of Westminster. Members of the school council also work closely with Friends of Tŷ Coch to purchase equipment for the café that is run by older pupils.

Where appropriate, pupils take part eagerly in activities such as after-school club, the Duke of Edinburgh Award activities and the annual special school eisteddfod. As a result, pupils participate fully alongside their peers in activities and develop a good understanding of community life.

<b>Key Question 2: How good is provision?</b>
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<b>Excellent</b>
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**Learning experiences: Excellent**

Ysgol Tŷ Coch provides a wide range of high quality learning experiences for all pupils. The curriculum is broad and balanced and meets the needs and interests of pupils very effectively. This contributes to pupils' wellbeing, social development and progress in learning very well.

The thematic curriculum for pupils in the Foundation Phase through to key stage 3 is comprehensive and benefits from detailed planning. It provides an extensive range of stimulating and engaging activities for all pupils. As a result, pupils regularly learn

and share experiences with peers from other classes. The school offers a range of individual and highly personalised vocational learning pathways for older pupils. The curriculum across the school is highly flexible and responsive to pupil need. This is a particular strength at the school.

The school provides many interesting and engaging learning opportunities that are linked to developing pupils' life skills. The school's vegetable and flower garden, school café, 'Caffi Coch' and the beauty salon provide pupils with invaluable opportunities to develop new skills and to work alongside others. The school has highly effective links with the community and outside agencies. For example, pupils run a popular weekly food co-op in conjunction with local farmers and food growers. These experiences develop pupils' confidence, social skills and independence well.

The school plans effectively for the development of pupils' literacy, numeracy and ICT skills. Staff work together constructively to map the provision for skills clearly across the curriculum from Foundation Phase to the post 16 provision. This has a positive impact on pupils' standards in communication, literacy and numeracy.

Through its interesting and engaging curriculum, the school effectively develops pupils' knowledge and understanding of the heritage and history of Wales. This is strengthened further through regular and valuable visits to places of local, regional and national historical and cultural interest. The school celebrates Welsh culture well through enrichment activities during Dydd Santes Dwynwen and St David's Day and through the school eisteddfod. The school promotes the Welsh language suitably.

The school has very comprehensive arrangements for developing pupils' understanding of education for sustainable development and global citizenship. The work of the eco-group is having a beneficial impact on the school environment, for example by promoting recycling and reducing the school's energy consumption.

### **Teaching: Good**

Teachers and support staff have a very good understanding of pupils' needs and abilities. All staff work together well to provide enjoyable and challenging learning experiences that enable nearly all pupils to make valuable progress over time. Support staff have a clear understanding of their role and are confident and effective in supporting and facilitating learning.

All staff have strong working relationships with the pupils that they teach. They have high expectations of pupils' behaviour and engagement in their learning. Overall, they help pupils to manage their behaviour skilfully and create calm learning environments across the school, which promote pupils' wellbeing and progress very effectively.

Teachers' planning is detailed and focuses suitably on developing the skills and independence of pupils. In most lessons, teachers ensure that learning objectives build on pupils' previous learning and link closely to their individual targets. These lessons include a suitable variety of activities and resources that are well matched to pupils' different abilities. Teachers deliver well-structured lessons that include frequent change of activities to ensure that pupils remain engaged and motivated. However, on a few occasions, there are missed opportunities to promote pupils' independence and the pace of learning is too slow.

The school has developed a suitable range of beneficial strategies to involve pupils in assessing the progress they have made. They provide regular opportunities for pupils to review their learning and reflect on their progress. Most teachers use questioning sensitively to challenge and develop pupils' understanding. All staff provide encouraging feedback in lessons using pupils' preferred means of communication. However, in a few cases, feedback is not precise enough to enable pupils to improve their work.

The school tracks the progress and wellbeing of all pupils very effectively. It has well-established systems to assess pupils' starting points, set targets and track pupils' progress over time. All staff contribute to the ongoing assessment of pupils' progress against their targets. They use this information well to inform planning and improve provision.

Arrangements for the internal and external standardisation of pupils' work are robust. They support teachers' ability to assess the standards of pupils' work accurately. Parents and carers receive valuable information about their child's progress and wellbeing through end of year reports, annual reviews and parents' information evenings.

### **Care, support and guidance: Excellent**

Overall, the quality of care, support and guidance provided at Ty Coch is exceptional.

The school plans very well for and responds flexibly to pupils' changing health, emotional and learning needs. It has highly successful procedures and practices in place that promote the wellbeing and healthy living of pupils.

The school promotes pupils' moral, social and cultural development very well through the curriculum and visits to places such as the 'Big Pit' to explore the Welsh coalmining heritage. Class tutorials and assemblies are used to very good effect to explore children's rights, both in this country and overseas.

There are highly effective strategies in place to manage behaviour. Staff are consistent in reinforcing the importance of respect and responsibility. They apply positive behaviour strategies consistently throughout the school and deal with challenging situations very well. In order to develop pupils' understanding of appropriate behaviours towards each other and relationships, the school has developed a highly creative "relationship rainbow". This is developing pupils' understanding of appropriate talk, trust and touch very effectively.

The school provides a wide range of therapeutic interventions to promote pupils' health and wellbeing. This includes the use of the hydrotherapy pool and sensory room. The school nurses attend to the day-to-day medical needs of pupils well. They provide staff with useful advice on a number of pupils' health related issues, including planning and co-delivering the sex and relationship education curriculum. Staff work very effectively with professionals from a wide range of specialist agencies to support the complex medical and health needs of pupils. They give good attention to the advice from health colleagues and this impacts positively on pupils' development and attendance at school.

There are strong links with parents and carers. The school values their input and consults widely on important issues such as the development of the e-safety policy. The school provides very useful advice and guidance to parents and carers on a range of issues such as managing pupils' eating, sleeping and behavioural needs. The school provides high quality advice and guidance to pupils and their parents and carers in relation to option choices at Year 9, appropriate vocational options at the local college and suitable post-19 destinations.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The inspection team has brought a very few minor issues to the attention of the school.

### **Learning environment: Excellent**

The exceptionally caring and inclusive ethos of Ysgol Tŷ Coch promotes its values of respect, high expectations, challenge, integrity, passion and enjoyment (RECIPE) very successfully. The exemplary strategic equality plan captures the ethos and work of the school very well. As a result, the school recognises, respects and celebrates each individual pupil and the diversity of their complex needs exceptionally. Pupils of all backgrounds and needs are included fully in all aspects of the life and work of the school.

The main school building is maintained well. Displays in classrooms and around the school are colourful and informative, and they celebrate pupils' achievements very well. Staff make very creative use of the school's limited internal space to provide a stimulating and conducive learning environment. However, in a few areas of the main site, classrooms are small for the number of pupils and adults. This limits the range of activities available to pupils.

The school has made suitable adaptations to the building. This includes the creation of a fully functioning hair salon and industrial standard kitchen. These provisions enhance the learning experiences of older pupils exceptionally well.

The external area of the school has recently been renovated to a very high standard. It provides a stimulating learning area for pupils, including a vegetable garden and outdoor play areas. The welcoming external learning and play areas are used well by pupils during lessons and break times.

The Buarth y Capel site provides pupils with a high quality, well-maintained learning environment that meets the needs of pupils with autistic spectrum disorder very well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The headteacher provides inspirational leadership for the school. He has established an effective leadership team that communicate high expectations and a clear vision for the school, focusing on providing meaningful and enjoyable learning experiences tailored to the needs of individual pupils. Staff and parents are highly supportive of this vision and the strategic direction of the school.

The school has implemented an innovative and highly effective approach to staff development that identifies the leadership skills and behaviours of each member of staff. Senior leaders use this information well to identify staff with the skills necessary to lead on school improvement projects and to build effective teams. This approach has been highly successful in helping the school to address successfully many priorities in the school improvement plan.

Staff have a very good understanding of their roles and know how their work supports the school's strategic direction. A set of comprehensive and detailed policies, that staff understand well, provide effective support for the work of the school. The governing body review these regularly.

There is a detailed calendar of meetings that have a clear focus on priorities for school improvement and on improving learning experiences. Meetings are purposeful, have clear agendas and result in clear actions that leaders review and address.

The school has developed a robust staff performance management process that identifies individual and whole school improvement targets well. Staff review progress in meeting these targets regularly. Senior leaders use this information to identify individual staff and whole school training needs. Members of the wider leadership team value highly the training and mentoring they receive to develop their leadership skills. Underperformance of staff is dealt with in a timely and supportive manner.

The governing body fulfil their statutory duties well. They receive detailed reports from senior leaders and are frequent visitors to the school. As a result, they know the work of the school well and provide strong support and a high level of challenge for the senior leadership team.

### **Improving quality: Good**

Over a short period of time, leaders have established robust procedures to evaluate the school's performance and plan successfully for improvements. They have formed important strategic partnerships with similar providers to evaluate the school's quality assurance procedures, moderate its self-evaluation judgements and set targets for improvement.

Staff at all levels make highly effective contributions to self-evaluation and school improvement planning. For example, teachers and learning support staff worked together to produce the school's teaching and learning policy and to design the ambitious new curriculum. This partnership working across the staff team to secure school improvement is a strong feature of the school.

Leaders make very effective use of data to monitor and review the standards that pupils achieve and the progress that they make over time. The school's self-evaluation report provides a detailed and mostly accurate record of the school's strengths and areas for improvement. It draws on comprehensive first-hand evidence such as the scrutiny of pupils' work, lesson observations and the scrutiny of teachers' planning. However, a minority of lesson observation reports do not focus well enough on the standards that pupils achieve and leaders' observations of teaching are generally over-generous.

Members of the wider leadership team have started to evaluate pupils' standards and the provision made for their areas of responsibility. This is at a very early stage of development at the school. There are many valuable opportunities for major stakeholders such as pupils, parents and staff to provide their views. These are considered well by the school in determining its priorities for improvement.

Leaders use the results of self-evaluation to plan effective strategies for school improvement. The comprehensive and detailed school improvement plan is based closely on the findings in the self-evaluation report. The plan identifies priorities for improvement, intended outcomes, clear success criteria, appropriate deadlines and robust procedures for monitoring progress. Leaders have displayed the school's priorities for improvement prominently around the school. Staff and pupils add useful comments to the displays, commenting how they are contributing to the school reaching its targets. Leaders regularly review the school's progress in addressing the priorities in the school improvement plan.

### **Partnership working: Excellent**

The school has an extensive range of partnerships that make a significant contribution to improving provision, standards and wellbeing.

The innovative joint working with a wide range of local and national businesses is having a very positive impact the quality of the outdoor learning environment. This includes improving the play areas for younger pupils and supporting the refurbishment and development of a family centre planned for the school.

The school has highly effective links with professional musicians, local artists and drama specialists such as the National Orchestra of Wales and theatre in education companies. These experiences support pupils' personal development, build their confidence and improve their communication skills exceptionally well. The wide range of innovative creative experiences available at the school is an outstanding feature.

The school has effective working relationships with the local authority and the regional consortium. Senior leaders at Ysgol Tŷ Coch play a leading role in promoting and facilitating professional development opportunities for newly qualified teachers and teachers new to special educational needs across the consortium. As a result, newly appointed teachers and aspiring middle leaders at the school also benefit from valuable opportunities to observe and share best practice with colleagues in local mainstream and special schools.

The school has well-established arrangements for moderation of pupils' work. Staff work very closely with colleagues from other special schools on the standardisation of work. This ensures that teacher assessments and processes are robust throughout the school. The school has useful links with local mainstream primary and secondary schools. These links enable pupils, particularly those who are more able, to access specialist curriculum facilities, such as a science laboratory.

There are very strong links with parents and carers. The school communicates successfully through termly newsletters, texting and social media. The school has well-established arrangements in place to support pupils' transition into the

Foundation Phase and recently to the Buarth y Capel site. This include pre-visits, taster sessions and informative meetings with the teachers and specialist support agencies. The smooth and timely transition arrangements into the school are highly valued by parents and carers.

### **Resource management: Good**

The school manages its staff and resources very well. It has a wide range of suitably qualified and experienced staff to deliver the curriculum and meet pupils' complex health needs. Senior leaders deploy staff efficiently and effectively to meet the needs of all pupils. The school makes creative use of staff experience and skills to enhance pupils' learning experiences and broaden the curriculum.

The school is involved in a number of useful professional networks. Staff share expertise and good practice regularly with colleagues from other schools. Nearly all teachers benefit from visiting and observing best practice within Ysgol Tŷ Coch and across the regional consortium. This has led to notable improvements in the school's approach to assessment.

The headteacher, office manager and governors monitor the budget carefully and ensure that financial decisions link well with the school's improvement priorities. The school makes effective use of grants to improve the standards and wellbeing of pupils. For example, the school's initiative to develop pupils' speech and language skills is having a positive impact on standards.

In view of the standards achieved by pupils, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	60	60 100%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		94%	3%	3%	
The school deals well with any bullying.	60	56 93%	3 5%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		83%	9%	8%	
I know who to talk to if I am worried or upset.	60	58 97%	1 2%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	3%	4%	
The school teaches me how to keep healthy	60	56 93%	0 0%	4 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		92%	4%	5%	
There are lots of chances at school for me to get regular exercise.	60	60 100%	0 0%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		91%	6%	3%	
I am doing well at school	60	59 98%	0 0%	1 2%	Rwy'n gwneud yn dda yn yr ysgol.
		93%	4%	4%	
The teachers and other adults in the school help me to learn and make progress.	59	59 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	1%	2%	
I know what to do and who to ask if I find my work hard.	60	60 100%	0 0%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	3%	3%	
My homework helps me to understand and improve my work in school.	60	46 77%	4 7%	10 17%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		64%	19%	17%	
I have enough books, equipment, and computers to do my work.	59	56 95%	1 2%	2 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		91%	5%	4%	
Other children behave well and I can get my work done.	60	59 98%	0 0%	1 2%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		79%	14%	7%	
Nearly all children behave well at playtime and lunch time	60	57 95%	0 0%	3 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		83%	12%	6%	

## 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.	36	27 75%	8 22%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	20%	2%	1%		
My child likes this school.	36	31 86%	4 11%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		80%	19%	1%	1%		
My child was helped to settle in well when he or she started at the school.	36	31 86%	5 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		81%	18%	1%	0%		
My child is making good progress at school.	36	24 67%	10 28%	1 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	28%	3%	0%		
Pupils behave well in school.	36	21 58%	14 39%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	1%		
Teaching is good.	36	27 75%	7 19%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		76%	23%	1%	1%		
Staff expect my child to work hard and do his or her best.	35	23 66%	11 31%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		68%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	16 46%	13 37%	4 11%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		53%	36%	8%	3%		
Staff treat all children fairly and with respect.	36	31 86%	5 14%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		77%	21%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	36	30 83%	5 14%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	28%	1%	0%		
My child is safe at school.	36	30 83%	4 11%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		76%	21%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	36	18 50%	17 47%	1 3%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	25%	3%	1%		
I am kept well informed about my child's progress.	36	22 61%	11 31%	3 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		68%	26%	5%	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	
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	27 75%	8 22%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		77%	20%	2%	2%		
I understand the school's procedure for dealing with complaints.	36	20 56%	13 36%	2 6%	1 3%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		59%	36%	4%	1%		
The school helps my child to become more mature and take on responsibility.	36	23 64%	10 28%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		67%	32%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	12 38%	6 19%	0 0%	1 3%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		51%	36%	10%	3%		
There is a good range of activities including trips or visits.	34	22 65%	10 29%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		70%	26%	3%	1%		
The school is well run.	35	31 89%	3 9%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		77%	20%	2%	1%		

## Appendix 2

### The inspection team

Ms Margaret Elisabeth Davies	Reporting Inspector
Mr Anthony Mulcahy	Team Inspector
Mr Richard Tither	Team Inspector
Mrs Delyth Gray	Team Inspector
Mr Huw Davies	Team Inspector
Ms Gwen Lloyd Aubrey	Lay Inspector
Mrs Susan Lynne Painter	Peer Inspector
Mr David Jenkins (Headteacher)	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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