



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

**A report on**

**Greenfield Special School  
Duffryn Road  
Pentrebach  
CF48 4BJ**

**Date of inspection: March 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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**Publication date: 12/05/2017**

## Context

Greenfield School is the only special school maintained by Merthyr Tydfil local authority. The school is situated in Pentrebach on the southern outskirts of Merthyr Tydfil. There are 178 pupils on roll aged from 3 to 19 years of age. All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorder or behaviour, emotional and social difficulties.

Nearly all pupils come from Merthyr Tydfil. Nearly all of the pupils are from English-speaking backgrounds. Forty-five per cent of the pupils are eligible for free school meals. Six per cent of pupils are looked after by the local authority. The school is based on three adjacent sites. This includes sites for primary and secondary aged pupils and two classrooms are based in the adjoining integrated children's centre.

The school was last inspected November 2010. There are 24 full-time teachers and 69 learning support staff employed by the school. The headteacher and the senior leadership team have been in post since September 2014.

## Summary

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

### Current performance

The school's current performance is excellent because:

- Nearly all pupils make strong progress in their learning
- Nearly all pupils make extensive progress in their Welsh language skills in relation to their needs, abilities and starting points
- Nearly all pupils have outstanding attitudes to learning and pupils' behaviour across the school is exemplary
- The school provides a highly effective range of learning experiences that has a positive impact on pupils' learning and wellbeing
- Teaching is consistently good throughout the school
- The school provides a very high level of care, support and guidance for its pupils

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides a very clear strategic direction for the school
- The senior leadership team promotes a culture of high aspirations and expectations for all staff and pupils
- The school responds positively and promptly to local, regional and national priorities, which has a positive impact on many aspects of the school's work
- The school's arrangements for self-evaluation, quality assurance and planning for improvement are well established
- The school has an extensive range of highly developed partnerships which support pupils and staff development successfully
- The school manages its budget very well

## Recommendations

- R1 Extend accreditation opportunities in literacy and numeracy for more able pupils
- R2 Share the consistently good teaching and assessment practices across the school

### **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?

Good

#### Standards: Good

Nearly all pupils make strong progress in their learning from their starting points and in relation to their individual needs and abilities. They respond very well to the individualised and flexible approach to learning across the school. All pupils make notable progress towards meeting their learning targets and many achieve the targets set in their individual education plans (IEPs).

In the last three years, all pupils have left the school with at least one recognised accreditation and moved on to suitable further education, training or adult service placements. Many pupils aged 14-19 gain a wide range of worthwhile entry level vocational qualifications in courses matched well to their interests. A few more able pupils achieve useful level 1 qualifications in courses such as art, sport, leisure and motor mechanics. A few post-16 pupils achieve valuable entry level and level 1 qualifications in literacy and numeracy.

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, those from minority ethnic groups or those looked after by the local authority.

Many pupils make very good progress in developing their literacy, numeracy and information and communication (ICT) skills. They develop their reading, writing and communication skills well in relation to their needs and abilities. Nearly all pupils listen well to staff and to each other. They respond well to questions and many pupils talk about their work and achievements with confidence. Many pupils with profound and multiple learning difficulties and severe learning difficulties communicate their needs, make choices and develop their independence very well using a picture exchange system and signing. Many pupils in the Foundation Phase make strong progress in their very early writing skills. They learn to over write and copy letters with support. A few more able pupils can identify and form letters independently. Many older pupils learn the names and sounds of letters and write sentences independently. A few more able pupils produce a wide range of extended pieces of writing for different purposes. They write descriptive paragraphs about their favourite character from the class reading book and a detailed newspaper article about their holiday news. More able pupils use a range of subject specific terms accurately in their written work.

Most pupils throughout the school develop a wide range of numeracy skills in relation to their needs and abilities. Many apply these skills well in subjects across the curriculum. Many pupils in key stage 2 develop their early number, shape and measuring skills successfully. They are able to recognise, name and use number bonds up to 100 with confidence. Many older pupils apply their numeracy skills well in real life situations. They learn to count and weigh ingredients when following a

recipe, use timetables to plan journeys and use a thermometer accurately to record temperature using positive and negative numbers. A few more able pupils develop their data handling skills effectively. For example, a few pupils in key stage 3 collect and present data in bar graphs accurately to show different eye colours in the class and to compare the weight of different chocolate bars.

Many pupils use ICT confidently in lessons across the curriculum. They make strong progress in acquiring ICT skills relevant to their needs and abilities. For example, younger pupils use ICT well to self-register at the start of the day and older pupils use word processing programmes well to present and re-draft their work. A few pupils research topics of interest with confidence and use ICT programmes to create basic databases, bar charts and graphs.

Over time, many pupils develop their thinking skills and problem-solving skills well. In many lessons, they work confidently in small supported groups and individually to solve problems such as estimating the weight and length of objects. Over time, many pupils develop their independence skills well. For example, they use kitchen equipment safely in lessons and a very few older pupils travel to and from their work placements independently. A very few pupils attend work experience placements in the local community.

Nearly all pupils make extensive progress in their Welsh language skills in relation to their needs, abilities and starting points. They recognise and use Welsh words confidently to greet staff, visitors and each other. A minority of pupils use a very good range of phrases to describe how they are feeling, what they are learning and to find out information about visitors. A few pupils can extend on their answers and ask probing questions in Welsh confidently. Pupils use their Welsh language skills confidently and proudly around the school.

### **Wellbeing: Excellent**

Nearly all pupils have outstanding attitudes to learning and school. Overall, pupils' behaviour across the school is exemplary. Over time, nearly all pupils learn the skills they need to manage their feelings and behaviour. As a result, nearly all pupils behave exceptionally well throughout the school day. They are courteous and polite and show respect to their peers, staff and visitors. Many pupils are considerate of other's needs and support each other well to achieve in lessons.

Nearly all pupils enjoy coming to school and have a very positive attitude to learning. They feel safe in school and benefit from the nurturing ethos and high level of care and support provided by staff. All pupils know the routines of the day very well and follow instructions carefully and promptly. Many pupils attend school regularly. Where they do not, this is due mostly to pupils' complex needs.

In lessons, nearly all pupils settle quickly, concentrate well and sustain interest in their learning. They take pride in their achievements and work hard to improve. Many pupils have a secure understanding of how well they are doing and what they need to do to improve.

Nearly all pupils develop positive attitudes towards healthy eating and the benefits of exercise. They participate enthusiastically in physical activities including dance, football and swimming. Many pupils attend the very wide range of sporting activities that take place at lunchtime. Many older pupils take part enthusiastically in adventurous activities such as rock climbing and canoeing. Pupils with restricted movement engage well in a valuable range of activities to improve their co-ordination and physical responses. These include hydrotherapy, physiotherapy and rebound therapy programmes.

Pupils have a strong voice across the school. Members of the school council are enthusiastic about the work they do and have taken a lead role in many initiatives, for example in developing the anti-bullying policy. Older pupils undertake a wide range of roles within the school. For example, they work as peer mentors, help to run the school bank and are responsible for selling fruit at break times. These activities help pupils to develop valuable leadership skills.

Pupils make strong progress in developing their independence and take increasing responsibility for themselves and others as they grow through the school. Many pupils develop important life skills by participating in community events, for example by performing in drama productions, attending regional sporting events and fundraising for national charities.

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

The school provides an extensive range of learning experiences that has a positive impact on pupils' learning and wellbeing. The curriculum is broad, balanced and highly individualised to meet the needs and abilities of pupils. The wide range of learning pathways enhance the learning experiences of older pupils successfully. Nearly all post-16 pupils attend a college link course and a few attend mainstream vocational courses that match their interests. A very few pupils attend work experience placements in the local community.

The school provides a wide range of entry level qualifications and suitable level one vocational accreditations for pupils aged 14-19. Opportunities to gain level one accreditation in literacy and numeracy are sufficient for post-16 pupils. The school incorporates literacy and numeracy opportunities purposefully and creatively across the curriculum. The literacy and numeracy framework is well embedded throughout the school. As a result, pupils have meaningful opportunities to apply and develop their literacy, and numeracy skills in all areas of the curriculum.

There is well-planned provision for the development of pupils' ICT skills across the curriculum. The school makes creative use of a range of technology to enhance learning experiences and ensure all have full access to the curriculum.

The school plans highly individualised intervention programmes for pupils who require support with their basic skills, behaviour and social communication skills. For example, targeted support in the Foundation Phase to improve pupils' self-esteem and confidence has a very positive impact on younger pupils' behaviour.

The school's provision for promoting the Welsh language across the school is an outstanding feature. The school places a high priority on developing staff and pupils' Welsh language skills. There are extensive opportunities for pupils to practise their Welsh skills across the school. Pupils have worthwhile opportunities to learn about the culture and heritage of Wales, for example by visiting local places of interest and the Urdd camp.

Provision for promoting pupils' understanding of sustainable development is highly creative and successful. For example, through community and school projects, pupils across the school develop a thorough understanding of the importance of recycling and energy conservation. Well-established links with other countries, such as Chile, help to promote pupils' understanding of global citizenship.

### **Teaching: Good**

Nearly all teachers and learning support staff know their pupils well and have high expectations about their achievement and progress in learning. They track all aspects of pupils' development and progress diligently. They use this information well to provide learning experiences that secure consistently good levels of participation in learning by nearly all pupils in lessons. Effective planning, involving teachers and learning support staff, generally ensures that lessons match the needs of most pupils at just the right level. Careful planning of a carousel of activities during lessons supports pupils to develop skills well and keeps learning moving at a lively pace.

Staff make creative use of an extensive range of specialised strategies to meet the needs of nearly all pupils. For example, they use sign language and symbols exceptionally well to communicate with pupils. This enables pupils to access the curriculum successfully and make strong progress in their learning. Teachers deploy support staff extremely well. These staff make an outstanding contribution to the teaching and learning process. Staff support pupils to manage their own behaviour very well in lessons.

The school uses a broad range of assessment for learning strategies successfully. They adapt the strategies well to meet the needs of pupils as they move through the school. Nearly all lessons have clear learning objectives. These usually match pupils' learning targets well. Teaching staff give useful oral feedback to pupils during learning activities, question pupils carefully and provide them with good opportunities to think before giving answers. They provide valuable opportunities for pupils to review their progress and that of their peers in plenary sessions. These strategies support pupils to progress in lessons and over time. In a very few cases, written feedback is not always helpful in supporting pupils to improve their work.

Arrangements to moderate pupils' work are comprehensive. They support robust teacher assessment judgments and the high expectations that all staff have in relation to pupil performance. Annual reports and statutory reviews keep parents and carers well informed about their children's progress. There are appropriate opportunities for pupils and parent to contribute to these reports.

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

The school provides a very high level of care, support and guidance for its pupils. The clear focus on pupils' health needs, care and wellbeing is a strength of the school. The exemplary pupil centred approach is embedded well across the school. As a result, the school provides programmes of intervention to improve pupils' self-esteem, communication and behaviour that are carefully matched to pupils' individual needs, interests and abilities. The consistent application by staff of these programmes has a very positive impact on pupils' wellbeing and personal development.

The school's has a well-planned personal and social education programme. Staff provide pupils with valuable age-appropriate information about sex, healthy relationships and personal safety, including how to be safe on line. Thought-provoking assemblies provide beneficial opportunities for pupils to reflect on their own beliefs and explore a wide range of moral issues.

There are highly effective procedures to encourage healthy eating and drinking, and to promote healthy lifestyles. These include many chances for pupils to participate in sporting activities as part of the curriculum and in extra-curricular activities.

The school keeps parents and carers fully informed about their child's progress and provides useful training for parents to develop their understanding of issues that affect their child. This includes training about behaviour management and the use of sign language. These opportunities are valued highly by the parents who attend.

There are a wide range of opportunities for pupils to make a positive contribution to the life of the school. These include a peer mentor scheme, a highly effective school council, and eco council.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school is a welcoming, highly inclusive and caring community that values and supports all of its pupils and staff. The school motto 'opening doors to the future' permeates through all aspects of its work successfully. Staff and pupils promote the strong ethos and values exceptionally well across the school. The school celebrates and respects equality and diversity well, and all pupils have equal access to all areas of the curriculum.

The school buildings are well maintained and secure. The school makes creative use of the available indoor space to provide a bright and stimulating learning environment for all pupils. There is an extensive range of equipment, books and ICT resources. Specialist resources, such as the hydrotherapy pool and touch therapy rooms, enhance the learning experiences for pupils effectively. The school gives considerable thought to the needs of older, more able pupils and provides them with accommodation that enables them to develop their independence successfully. Across the school, displays celebrate pupils' achievements well, for example through

photographs of pupils at work and play. Staff are beginning to make suitable use of the outdoor spaces to support teaching and learning.

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

The headteacher provides exceptional leadership. He has a strong commitment to continuously improve the school. The headteacher is supported by a team of dedicated senior leaders. The senior leadership team have a clear strategic direction for the school and provide pupils with positive and high quality learning experiences. They promote a culture of high aspirations and expectations for all staff and pupils.

All staff have a thorough understanding of the school's strategic direction and values and reflect them well through their own work. This helps to promote the very positive ethos at the school and contributes to the exceptionally good behaviour of the pupils.

The headteacher, senior leaders and all staff at the school understand their roles and responsibilities very well. The senior leadership team delegate responsibilities creatively to all members of staff. This increases the school's leadership capacity. As a result, the school has made very good progress in improving quality over the last three years. There is a detailed calendar of meetings at the school. They are well planned, have clear agendas and result in clear actions for staff.

The arrangements for reviewing the performance of all staff are well established. Senior leaders identify and challenge underperformance effectively and, when needed, supportive programmes are put in place quickly to secure improvements.

The school responds positively and promptly to local, regional and national priorities. This has a positive influence on many aspects of the school's work. For example, it has embedded person centred practice into its work successfully. The school is also working proactively with other special schools across Wales to plan for the introduction of the digital competency framework and the new curriculum.

The governing body provides strong support for the school and an appropriate level of challenge in many areas such as attendance and finance. Many members of the governing body are frequent visitors to the school and undertake regular focused learning walks. This gives them a good understanding of the range of pupil need across the school. Through regular training, comprehensive reports by the headteacher and detailed data packs, the governing body has a sufficient understanding of the school's strengths and main areas for improvement.

### **Improving quality: Excellent**

The school's arrangements for self-evaluation, quality assurance and planning for improvement are well established and highly effective. These drive the culture of continuous improvement at the school. The school has a comprehensive and detailed monitoring calendar that evaluates all areas of its work. It focuses clearly on improving standards and the quality of teaching across the school. The school draws on a wide range of first-hand evidence including observations of teaching and

scrutiny of pupils' work. Staff use the extensive pupil level data and information from IEP tracking well to set informed targets for improvement. The school gathers and incorporates the views of parents and pupils successfully through the person centred reviews.

The school's self-evaluation report provides an accurate and detailed evaluation of the school's strengths and areas for improvement. The school improvement plan links very well with the self-evaluation report. It sets clear targets, allocates resources and sets measurable success criteria. Senior leaders have recently refined the arrangements for setting priorities and reduced the number of targets to five. As a result, the senior leadership team are able to set very specific and challenging improvement targets for the future. Senior leaders review progress against achieving previous priorities robustly, such as improving the quality of provision for Welsh.

The school has been very pro-active in addressing the recommendations and continuing to improve the quality of provision since the last inspection.

### **Partnership working: Excellent**

The school has an extensive range of highly successful partnerships to support pupils and develop staff. Senior leaders monitor and evaluate the impact of partnerships on pupil outcomes regularly and robustly. This information feeds into the school data set and self-evaluation well.

The school has strong partnerships with external agencies, such as social services, health professionals and the education welfare service, which provide valuable support and advice to staff about individual pupils' needs. These highly developed partnerships ensure that the school has a well-coordinated approach to support pupils' attendance, health and communication needs.

Teachers work very effectively with staff from other special schools across Wales to ensure accurate moderation and standardisation of pupils' work. This ensures the reliability of teacher assessment, improves the provision for skills across the curriculum and promotes a culture of reflective practice at the school.

The school regularly shares its good practices with the regional education consortium and local authority. The school takes a leading role in supporting many mainstream schools to manage challenging behaviour and staff are working closely with other schools to develop person centred planning across the local authority. The school works very well with a few mainstream schools and nurseries to ensure worthwhile opportunities for pupils to interact with peers in different settings. For example, a very few younger pupils attend a local nursery setting every week.

The school has strong partnerships with parents. The parent group 'Grwp' provides parents with valuable opportunities to meet with other parents and attend specific training events. Training on behaviour management supports parents to develop their behaviour support skills at home. This has had a notable impact on the standards of behaviour and attitudes to learning across the school.

## **Resource management: Good**

The school has an appropriate number of qualified teachers to deliver the curriculum effectively. They are supported well by a team of highly skilled support staff. Senior leaders deploy staff efficiently throughout the school to meet the learning, care and wellbeing needs of pupils. The arrangements for teachers' planning, preparation and assessment time are appropriate. The performance management arrangements enable senior leaders to identify individual and whole school professional development needs well. All staff benefit from a wide range of professional development opportunities that focus clearly on the priorities in the school improvement plan.

The school manages its' budget effectively. The headteacher and the governing body make sure that spending is well linked to the school priorities and monitor the impact of grant expenditure very effectively through robust data analysis and quality assurance reviews. The school makes creative use of the pupil deprivation grant to improve pupils' wellbeing and learning experiences.

In view of the standards that pupils achieve, 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.	105	99 94%	4 4%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	3%	
The school deals well with any bullying.	104	85 82%	6 6%	13 12%	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.	105	95 90%	2 2%	8 8%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	3%	5%	
The school teaches me how to keep healthy	105	101 96%	2 2%	2 2%	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.	105	88 84%	9 9%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		90%	6%	3%	
I am doing well at school	105	97 92%	1 1%	7 7%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	4%	4%	
The teachers and other adults in the school help me to learn and make progress.	105	103 98%	0 0%	2 2%	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.	105	99 94%	2 2%	4 4%	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.	105	68 65%	12 11%	25 24%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		63%	20%	17%	
I have enough books, equipment, and computers to do my work.	105	95 90%	4 4%	6 6%	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.	105	88 84%	11 10%	6 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	15%	8%	
Nearly all children behave well at playtime and lunch time	105	85 81%	10 10%	10 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	13%	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.	48	40 83%	6 12%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	2%	1%		
My child likes this school.	48	40 83%	7 15%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	20%	1%	0%		
My child was helped to settle in well when he or she started at the school.	48	43 90%	3 6%	1 2%	0 0%	1	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.	48	32 67%	12 25%	3 6%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	29%	3%	0%		
Pupils behave well in school.	48	25 52%	18 38%	2 4%	1 2%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	1%		
Teaching is good.	48	38 79%	8 17%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		76%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	48	33 69%	14 29%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		69%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	48	21 44%	18 38%	1 2%	1 2%	7	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.
		54%	36%	8%	2%		
Staff treat all children fairly and with respect.	48	40 83%	6 12%	2 4%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		77%	21%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	48	37 77%	9 19%	0 0%	0 0%	2	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.	48	41 85%	5 10%	1 2%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		76%	22%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	47	38 81%	6 13%	2 4%	1 2%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	3%	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 am kept well informed about my child's progress.	48	40 83%	6 12%	2 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		69%	26%	4%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	42 88%	4 8%	1 2%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		77%	19%	2%	2%		
I understand the school's procedure for dealing with complaints.	48	27 56%	17 35%	0 0%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		60%	35%	3%	1%		
The school helps my child to become more mature and take on responsibility.	48	35 73%	9 19%	1 2%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		67%	31%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	48	15 31%	10 21%	4 8%	2 4%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	36%	10%	3%		
There is a good range of activities including trips or visits.	48	37 77%	9 19%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	26%	3%	0%		
The school is well run.	48	42 88%	4 8%	1 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		78%	20%	2%	1%		

## Appendix 2

### The inspection team

Ms Margaret Elisabeth Davies	Reporting Inspector
Mr Richard Lloyd	Team Inspector
Mrs Gill Sims	Team Inspector
Mr Anthony Mulcahy	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Ladan Harper	Peer Inspector
Mr Wayne Murphy (Headteacher)	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