



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

A report on

**Heol Goffa School
Heol Goffa
Llanelli
Carmarthenshire
SA15 3LS**

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:

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol Heol Goffa is a local authority day special school situated in Llanelli and maintained by Carmarthenshire local authority. The school provides placements for pupils aged from 3 to 19 years with severe or profound and multiple learning difficulties.

Currently, there are 77 pupils on roll. Nearly all pupils have a statement of special educational needs and 43% are eligible for free school meals. A very few pupils come from ethnic minority backgrounds. Thirteen per cent of pupils are in the care of the local authority. English is the main language of nearly all pupils.

The school aims to provide dynamic, enjoyable and challenging learning experiences which offer opportunities for each pupil to reach their individual potential.

The school was last inspected in May 2010. The headteacher has been in post since 2011 and the deputy headteacher, appointed from within the staff team, has been in post since September 2016.

Summary

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

Current performance

The school's current performance is excellent because:

- Nearly all pupils make strong progress in relation to their individual needs and abilities
- Pupils engage enthusiastically in all aspects of school life and are positive about their learning
- Pupils benefit significantly from a wide range of well-planned, enjoyable and stimulating learning experiences
- Teaching is excellent
- There are extensive arrangements for pupils to develop important life skills
- Pupils receive an excellent level of care support and guidance

Prospects for improvement

The school's prospects for improvement are excellent because:

- Senior leaders communicate a clear vision for the school that is shared by all staff
- The senior leadership team are highly effective in developing the leadership skills of the staff
- Leaders make very effective use of data to monitor and review the standards that pupils achieve and set challenging targets for improvement
- The school's arrangements for self-evaluation and improvement planning are rigorous and leaders have a very good understanding of the school's strengths and areas for improvement
- The school has very strong partnerships, which impact positively on the wellbeing and outcomes for pupils

Recommendations

- R1 Further develop the use of assessment to capture the progress made by pupils with more complex needs
- R2 Increase the opportunities for older pupils to engage in work experience placements

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

Pupils who attend Ysgol Heol Goffa have a wide range of needs, which includes autism, severe learning difficulties and profound and multiple learning difficulties. Over time, nearly all pupils make strong progress in relation to their individual needs and abilities. Many pupils make strong progress in developing their skills in relation to literacy, numeracy, information and communication technology (ICT), and personal and social education. They apply these skills consistently across the curriculum and in their social interactions.

By the time they leave the school, all leavers gain at least one or more qualifications in accredited courses that are well matched to their individual needs and abilities. These qualifications include ASDAN and Agored Cymru units at entry level 1 to entry level 3. A few pupils achieve Duke of Edinburgh bronze awards. Over the last three years, nearly all pupils have moved on to further education or adult service provision.

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. There is no significant difference between the performance of all pupils and that of boys and girls, those pupils eligible for free school meals or those who are looked after by a local authority.

In lessons, many pupils recall prior learning well. They have a good understanding of classroom routines and follow these positively. This promotes the development of their self-confidence and helps them to become more effective learners.

Pupils across the school develop their thinking skills well. They respond confidently to tasks which require them to apply their knowledge and solve problems. For example, younger pupils work together effectively to solve clues and follow a trail. Older pupils plan and organise the daily healthy eating tuck shop as a successful enterprise within the school.

Most pupils make good progress in developing effective communication skills in relation to their needs and abilities. For example, they know how to make eye contact and wait their turn to contribute to discussion. Most pupils listen well to staff and their peers and follow instructions correctly. Many pupils are confident to respond to questions and they share their ideas effectively. A few pupils who are more able ask suitable questions to explore further the subject they are studying. Post-16 pupils provide extended, articulate verbal contributions to develop the plot of an original drama with minimal prompting.

Pupils with more complex needs use assistive technology to support their communication effectively. For example, they use signing and symbols to communicate their needs, make choices and to answer questions.

Most pupils make suitable progress in their literacy skills. More able pupils learn to spell high frequency words correctly and develop clear handwriting. Generally, they use capital letters and full stops accurately. Less able pupils improve their handwriting and develop consistent letter formation by overwriting. Many pupils improve their reading skills suitably over time. More able pupils read confidently and acquire suitable strategies to read longer or unfamiliar words. A few pupils read with appropriate expression and follow punctuation to pause in appropriate places.

Many pupils make good progress in developing their numeracy skills. Pupils at key stage 3 know the names and characteristics of simple two-dimensional shapes and can identify successfully a range of three-dimensional shapes. The majority of pupils are able to apply their numeracy skills successfully in practical situations, for example when telling the time, planning a budget or buying food items.

Most pupils make effective use of ICT to develop their skills for a range of purposes. For example, pupils at key stage 2 use the interactive white board confidently to complete symmetrical patterns accurately. At key stage 4, pupils use computer tablets effectively to record their learning and to research the cost of food items when planning a party. Post-16 pupils are able to use the internet to plan the most effective routes by rail and road to a known destination and calculate the cost of the journey.

Many post-16 pupils who are more able and a minority of pupils at key stage 4 make effective use of vocational opportunities to gain a clear understanding of the world of work.

The majority of pupils respond appropriately to Welsh greetings and can use common greetings words in the correct context. Over time, they develop their understanding of frequently used phrases. Nearly all pupils develop their understanding of the culture and heritage of Wales effectively.

Wellbeing: Excellent

Pupils enjoy coming to school and engage enthusiastically in all aspects of school life. They are positive about their learning and proud of their achievements.

Nearly all pupils know how to keep themselves healthy and how to be safe. They know what to do if they are worried or upset and are confident that the staff will respond well to their concerns.

Pupils with complex needs have a positive attitude to keeping themselves healthy through engaging well in therapy programmes such as physiotherapy, hydrotherapy and rebound therapy. They respond enthusiastically to sensory programmes.

Nearly all pupils take part enthusiastically in regular physical exercise in physical education lessons and lunchtime activities. These include dance, gymnastics and using the climbing frame at lunchtime. This helps them to develop their understanding of the importance of exercise within a healthy lifestyle. Many pupils enjoy regular opportunities to ski at a local ski centre and the challenge of extending their skills on snow during valuable school trips abroad. A very few pupils have developed their skiing skills to a high level and represent Wales and Great Britain at international level.

Many pupils develop their ability to work well with others through taking part in extra-curricular activities such as singing in the school choir, performing in drama productions and taking part in cookery competitions.

Most pupils have a secure understanding of the importance of personal hygiene including the need to wash their hands before handling food. They know which foods are healthy and which are not and the importance of having a balanced diet.

Most pupils attend school regularly and, where they do not, it is mostly due to their complex needs. Pupils engage exceptionally well in lessons and sustain their concentration and interest. Most reflect well on their progress in achieving their personal targets and know what to do to improve.

Nearly all pupils learn the skills they need to manage their behaviour well over time. They build respectful relationships with staff and respond positively to the support they receive. Pupils are welcoming and courteous to visitors as well as to each other.

Members of the school council contribute enthusiastically to all aspects of school life. They make an important difference to pupils' experiences at school. For example, they have worked with the local council to improve the safety of pedestrians outside the school. They attend meetings of the governing body regularly and work with other school councils locally and nationally.

Pupils across the school develop care and empathy for others through fund-raising activities for a range of charities.

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

The school provides a broad and balanced curriculum that meets the needs of the pupils exceptionally well. Teachers plan collaboratively to make highly effective use of the school's resources and ensure stimulating and engaging learning experiences across the school. Curriculum plans build systematically on pupils' knowledge, understanding and skills.

The school makes creative use of the local environment to extend pupils' learning and to enable pupils to apply their knowledge in the wider community. They access the community regularly to develop their skills, for example when shopping for food or developing their awareness of road safety.

There is a strong emphasis throughout the school on ensuring pupils develop the skills they need to become more independent. The school provides an extensive range of extra-curricular activities, clubs and residential experiences, including music, drama, netball, gardening and boccia. These are highly effective in developing pupils' confidence and the wider skills they will need in their future lives. Post-16 pupils have relevant opportunities to participate in work experience and enterprise activities which prepare them well for the world of work.

Provision for the co-ordination of pupils' skills development in communication, literacy, numeracy and ICT is a very strong feature of the school. The school tracks pupils' progress in these skills very well and ensures that suitable interventions are in place to enable all pupils to make continued progress in these important areas.

Teachers plan effectively to ensure that pupils have suitable opportunities to learn about caring for the environment. The school promotes sustainable development well across many areas of school life, for example through the annual Fairtrade fortnight. The school has strong international links, which strengthen pupils' experiences and understanding of different cultures and their role as global citizens.

The school plans suitably to develop pupils' Welsh language skills. There are many opportunities for pupils to develop their understanding of Welsh culture and heritage, for example through the school's annual eisteddfod and residential trips to Llangrannog.

Teaching: Excellent

The quality of teaching is consistently high across the school. All teachers have high expectations of what pupils can achieve. They challenge pupils appropriately to concentrate and complete tasks to the best of their ability.

All teachers ensure lessons are based on enjoyable, creative experiences and use a wide range of imaginative resources to support learning. The engaging and varied activities meet the individual needs of pupils successfully, particularly when teachers choose tasks to suit individual pupil learning styles. Staff use questioning exceptionally well to develop pupils' understanding and to help them reflect on what they have learnt. As a result, over time, many pupils improve their communication skills and understand how to improve their work.

Teachers and support staff work closely together as a strong and effective team. All staff manage challenging behaviour very skilfully and this enables pupils to remain engaged with their learning and to make progress.

Target-setting and the assessment of pupils' progress are a strong feature of teaching. Assessment is rigorous and staff use an extensive range of assessment tools to establish pupils' baseline on entry, track pupil progress and set targets for pupils' next steps. However, procedures for tracking the progress of pupils with complex needs are newly in place and it is too early to evaluate the impact this has on pupils' progress.

The extensive use of highly specific targets for each pupil has a very positive impact on pupils' progress. Staff assess the progress that pupils make during lessons and provide useful informative verbal feedback that supports pupils well in assessing their own learning. Leaders use this information well to make improvements in provision.

End-of-year reports and annual reviews keep parents and carers well informed about their children's achievement and development.

Care, support and guidance: Excellent

The school provides a very high level of care, support and guidance for its pupils. The school's procedures to promote awareness of healthy lifestyles and to develop pupils' wellbeing are exemplary. There is extensive provision for pupils to engage in activities that develop their physical and emotional wellbeing. Pupils have many worthwhile opportunities to practise their social skills through regular visits locally and abroad.

The school has a comprehensive personal and social education (PSE) curriculum that is very well matched to the needs of individuals. The school provides extensive opportunities for pupils to develop important life skills, such as learning how to be safe online, how to shop and how to prepare healthy meals.

The school works very effectively with professionals from a suitable range of agencies, which ensures effective collaborative planning for pupils' individual health needs.

Pupil-centred planning is at the heart of the school's provision. As a result, targets on individual education plans relate well to the individual wishes and choices of the pupils. The school constantly monitors pupils' progress against the targets set in their individual education plans.

The school is an open and welcoming community. It provides regular opportunities for parents to come into school to learn about their child's progress. Parents support these events well. The school has introduced new procedures for holding the annual review of statements of special educational needs. The new arrangements enable pupils and family members to contribute to decisions about their future more effectively. The school communicates well with parents and provides consistent follow-up support if needed.

There are highly effective policies and procedures in place for managing pupil behaviour, which staff apply exceptionally well. Staff build positive relationships with pupils and manage pupil behaviour skilfully.

Strong links with other schools across the world help pupils to develop a strong sense of cultural awareness. There are effective arrangements to develop pupils' social, moral and spiritual awareness through regular assemblies, the curriculum and time for reflection each day.

Pupils are elected by their peers to the school council. The council meets regularly and is an effective forum for pupils to raise concerns and make changes on behalf of other pupils.

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

Learning environment: Adequate

The school has a very calm and caring ethos where all pupils are treated with respect and dignity. Positive and supportive relationships are evident between staff and pupils.

Staff use the facilities within the school flexibly for the benefit of all pupils. They ensure that pupils can participate in all aspects of school life regardless of the complexity of their various needs and abilities. Inclusion is supported effectively by the challenging and exciting opportunities that the school provides.

The school environment is welcoming and stimulating. The well-maintained school grounds provide valuable opportunities for pupils to engage in active learning and to develop their skills. There is a wide range of specialist learning areas that enable staff to meet the varied needs of pupils very effectively.

Throughout the school, there are stimulating displays that celebrate pupils' achievements and enhance their learning. The school has a wide range of good quality learning resources that meet the needs of pupils successfully. However, areas of the school building, particularly the school hall and teaching areas for post-16 pupils, limit significantly the range of learning opportunities that can take place on site.

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

The headteacher and members of the senior leadership team provide exceptional leadership for the school. They communicate a clear strategic direction for the school that focuses well on developing pupils' academic and social skills through providing relevant, enjoyable and challenging learning experiences. All staff have a very good understanding of their roles and know how their work supports the school's strategic direction.

The senior leadership team are highly effective in developing the leadership skills of the many staff who have responsibility for co-ordinating subjects and leading school improvement projects. They have introduced a robust procedure for managing these projects, which provide staff with clear guidance for their work. Senior leaders provide highly effective coaching and mentoring to help staff fulfil these roles successfully. The extensive distribution of leadership roles has helped the school to respond positively to many local and national priorities. For example, the school has developed highly creative and innovative learning experiences that have a beneficial impact on pupils' standards and wellbeing.

The work of the school is supported by a set of comprehensive, detailed policies and procedures that staff understand well. These are reviewed regularly by the headteacher and governing body. There is a detailed calendar of meetings that have a clear focus on improving outcomes for pupils. Meetings are purposeful, have clear agendas and result in clear actions that leaders review and address.

Members of the senior leadership team and subject co-ordinators are rigorous in gathering comprehensive information on the quality of teaching and learning as part of the exemplary performance management process. They use this information to set challenging targets for staff that relate well to individual subject and whole school priorities for development.

The governing body are well informed about the work of the school. They receive detailed reports from senior leaders and are frequent visitors to the school. Many governors take part in focused learning walks and know the staff and pupils well. As a result of their high level of engagement, they have a good understanding of the work of the school and provide strong support and a high level of challenge for the senior leadership team.

Improving quality: Excellent

Leaders have established a strong culture of self-evaluation. They use a well-planned cycle of quality assurance activities to monitor and review all aspects of the school's work. Staff at all levels make highly effective contributions to self-evaluation, improvement planning and quality assurance activities.

The self-evaluation report provides a thorough, detailed and accurate record of the school's strengths and areas for improvement. It takes full account of monitoring reports from local authority officers and draws on high quality first-hand evidence such as records of work scrutiny and lesson observations. There are many opportunities for parents to provide their views and excellent procedures for pupils to contribute through strong representation from the school council to the governing body.

Leaders make very effective use of data to monitor and review the standards that pupils achieve and the progress that they make over time. Subject self-evaluation reports are of a high quality. They follow a common format and focus well on the quality of teaching and pupil outcomes. Data analysis by senior leaders and subject co-ordinators is thorough, as are lesson observations. The rigorous evaluation of such first-hand evidence results in clear targets for individual staff, subject and whole school improvement. Leaders use the results of self-evaluation to plan highly effective strategies for school improvement.

The comprehensive and detailed school improvement plan is based on the findings in the self-evaluation report. The plan identifies intended outcomes, clear success criteria, appropriate deadlines and robust procedures for monitoring progress. Leaders regularly review the school's progress in addressing the priorities in the school improvement plan.

Partnership working: Excellent

The school has developed a wide range of highly effective strategic partnerships that have a positive impact on pupils' standards and wellbeing. The school has developed outstanding strategic partnerships with special schools in the Republic of Ireland, Northern Ireland, Scotland, Austria, Cyprus and Turkey. These provide pupils with exciting opportunities to experience overseas travel, make friends in other countries and learn first-hand about other cultures and traditions. These partnerships also enable staff to share good practice and improve the curriculum. For example, teachers have used information from these partnerships to review and improve

planning for subjects such as geography, food technology, art and religious education.

The school has formed highly effective partnerships with a wide range of external agencies that help to provide a high quality outdoor learning programme for pupils. Pupils benefit highly from a rich and varied programme of sporting activities including skiing, tennis and outdoor adventurous activities such as kayaking. These have improved pupils' self-confidence, self-esteem and social skills.

An outstanding partnership with the youth service has enabled older pupils to join a netball team with adults from a local day centre. This provides valuable opportunities to work with others and take part in sports competitions. This helps prepare a few pupils well for transition to the adult day centre on leaving school.

The school has extensive links with businesses in the local community. These provide pupils with a very good range of learning experiences that impact positively on developing pupils' independent living skills.

Staff communicate effectively with parents and carers through home-school diaries, detailed reports and regular newsletters. The school provides valuable training for parents and carers in important aspects of communication such as the use of signing and symbols. This promotes continuity in learning and care across home and school settings from which pupils and parents benefit highly.

Resource management: Good

The school has a wide range of well qualified and experienced staff who have a clear understanding of the needs of the pupils and a strong commitment to aims of the school.

Leaders deploy staff well to make best use of their skills and experience. Staff training and development are a high priority for the school. Teachers and teaching assistants have regular opportunities to increase their expertise through attending relevant training and undertaking specialist qualifications.

Teachers receive appropriate planning, preparation and assessment time. This enables them to provide pupils with a wide variety of stimulating, interesting enriching learning experiences.

There is a wide range of high-quality resources that are used well to support pupils' learning and wellbeing.

The headteacher works very effectively with the governing body to monitor the school budget. Together, they ensure that spending is carefully linked to the priorities of the school improvement plan. The school also uses additional grant funding effectively to support pupils' communication and literacy skills.

In view of the good outcomes 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.	32	31 97%	0 0%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	3%	
The school deals well with any bullying.	32	26 81%	3 9%	3 9%	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.	32	31 97%	0 0%	1 3%	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	31	30 97%	1 3%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		92%	4%	4%	
There are lots of chances at school for me to get regular exercise.	32	30 94%	2 6%	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	32	30 94%	0 0%	2 6%	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.	32	32 100%	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.	32	30 94%	0 0%	2 6%	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.	28	6 21%	7 25%	15 54%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		62%	20%	17%	
I have enough books, equipment, and computers to do my work.	32	31 97%	0 0%	1 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.	32	24 75%	7 22%	1 3%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	15%	7%	
Nearly all children behave well at playtime and lunch time	32	24 75%	5 16%	3 9%	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.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	20%	2%	1%		
My child likes this school.	11	11 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		80%	19%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	11 100%	0 0%	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.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		69%	28%	3%	0%		
Pupils behave well in school.	11	6 55%	5 45%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	0%		
Teaching is good.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		76%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	11	7 64%	4 36%	0 0%	0 0%	0	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.	9	2 22%	4 44%	2 22%	0 0%	1	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.	11	7 64%	4 36%	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.	11	8 73%	3 27%	0 0%	0 0%	0	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		77%	21%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	3%	1%		
I am kept well informed about my child's progress.	11	7 64%	3 27%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		69%	25%	4%	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.	11	8 73%	3 27%	0 0%	0 0%	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.	11	6 55%	4 36%	1 9%	0 0%	0	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.	11	7 64%	4 36%	0 0%	0 0%	0	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.	10	3 30%	6 60%	0 0%	0 0%	1	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.	11	8 73%	3 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	26%	3%	0%		
The school is well run.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		78%	20%	2%	1%		

Appendix 2

The inspection team

Mr Anthony Mulcahy	Reporting Inspector
Mr Richard Mark Tither	Team Inspector
Mrs Linda Jane Williams	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Ms Ange Anderson	Peer Inspector
Mrs Janet Oyston	Deputy Headteacher

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

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

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment