



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Flintshire Portfolio PRU  
The Inclusion Centre  
Nant Mawr Road  
Buckley  
Flintshire  
CH7 2PX  
United Kingdom**

**Date of inspection: February 2015**

**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

Flintshire Portfolio PRU consists of four areas of provision:

- 1 Troi Rownd Inclusion Centre in Queensferry, for up to eight Foundation Phase and key stage 2 pupils with social, emotional and behavioural difficulties (SEBD)
- 2 Bryn Tirion and Tymor Byr, a short term inclusion centre in Shotton for up to 18 key stages 3 and 4 pupils with SEBD
- 3 YPEC and TGAU centres within Coleg Cambria, for up to 35 pupils at key stage 4 with SEBD
- 4 Canolfan Dysgu / Learning Centre in Shotton, for up to 24 pupils at key stages 3 and 4 with social and emotional difficulties

There are currently 85 pupils on roll at the portfolio PRU. Five of these pupils are also registered at a school. Eight pupils have statements of special educational needs (SEN) and 67 pupils are at school action plus. Forty-one per cent of pupils are eligible for free school meals. Nearly all pupils are from English speaking homes. Eight pupils are looked after by the local authority.

Apart from the key stages 3 and 4 provision at Tymor Byr, where schools can make direct referrals for short term interventions, on a dual registration basis, all referrals to the portfolio PRU come through the county moderation panel.

There have been significant changes made to the portfolio PRU over the last 12 months, with three of the provisions moving to alternative premises. The local authority is currently undertaking a review of the service.

## Summary

<b>The PRU's current performance</b>	<b>Adequate</b>
<b>The PRU's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Flintshire Portfolio PRU's strengths are that:

- Most pupils make steady progress and nearly all pupils at key stage 4 move onto further education, training or employment
- Nearly all pupils improve their behaviour over time
- A majority of younger pupils are well supported and return successfully to their mainstream schools
- The portfolio PRU provides a broad and balanced range of learning experiences
- Care, support and guidance are effective

However, the portfolio PRU's current progress is judged as adequate because:

- Pupils' standards in writing and numeracy are not as good as they should be
- Overall attendance is too low
- Pupils at key stage 4 do not all have access to and receive a formal structured 25 hour programme
- Assessment for learning is not consistent across the portfolio PRU
- The quality and implementation of individual education plans (IEPs) is too variable across the portfolio PRU

### Prospects for improvement

Flintshire Portfolio PRU's strengths are that:

- The local authority has a clear vision for the future of the portfolio PRU and has made recent changes that have improved the quality of provision and standards.
- A few teachers in charge are working more closely together, for example in planning to improve consistency
- Teachers in charge now have improved leadership and management roles, which include budgeting and managing staffing issues
- Within individual centres, managers make sure that all staff work as a team and have a clear understanding of pupils' learning, as well as behavioural needs
- The newly formed governing body has appropriate knowledge and expertise and is beginning to provide more challenge to leaders and managers

However, prospects for improvement are judged as adequate because:

- At a few centres, self-evaluation is in its early stages of development and there is no overarching self-evaluation for the portfolio PRU
- The portfolio PRU does not use outcomes from lesson observations well enough

to give managers a clear idea of strengths and areas for development

- Data, although collected, is not analysed carefully enough at a strategic level in order to inform school improvement
- Managers have not yet developed a consistent and cohesive approach across all centres
- In a few centres, teachers do not have enough access to performance management and support

## **Recommendations**

R1 Improve pupils' standards in writing and numeracy

R2 Improve attendance and the monitoring of hours that each pupil accesses

R3 Introduce assessment for learning across the portfolio PRU

R4 Improve the quality and implementation of IEPs across the portfolio PRU

R5 Introduce a strategic and shared approach to managing within a single organisation

R6 Monitor and evaluate individual and groups of pupils' performance across the portfolio PRU

R7 Introduce robust systems of performance management for all staff

### **What happens next?**

The PRU will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the PRU's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Across the portfolio PRU, most pupils make steady progress. They develop their speaking and listening skills well. In the Foundation Phase, for example, younger pupils learn to take turns in a conversation and begin to moderate their language appropriately in social situations. Many key stages 2 and 3 pupils improve their listening skills and become more confident speakers. They respond to questions and more able pupils give clear explanations and descriptions using a suitable vocabulary. A few show a good understanding of subject specific language, for example using and being able to define terms such as alliteration. Pupils in key stage 4, who are following the GCSE English programme of study, generally adapt their language well to meet the tasks set.

Many pupils enter the key stages 2 and 3 provision with reading skills well below those expected for their age. Many of these pupils make good progress in improving the accuracy and fluency of their reading. Many improve their comprehension skills and answer factual questions on the text well. However, pupils have limited experience of applying higher order reading skills, such as making inferences and skimming and scanning for key pieces of information. In written exercises, more able pupils in key stage 4 demonstrate their understanding of set texts by offering opinions and using evidence from the text well to back up their views.

Many pupils join the portfolio PRU as reluctant writers. Many make steady progress in developing their ability to write simple sentences and short pieces of work. More able pupils in key stage 2 convey meaning using simple sentences and their letter formation is generally sound. In key stage 3, pupils remember events in a well-known story and sequence them in their writing. They spell simple words appropriately and make suitable approximations when spelling unknown words. A few punctuate their work consistently using capital letters and full stops. More able pupils in key stage 4 write in a range of genres, use a variety of sentence structures and generally paragraph their work appropriately. Their writing is usually interesting and holds the reader's attention well. However, in many centres pupils do not write well enough at length. Over time, they do not improve their written work well enough and continue to repeat basic errors.

A majority of younger pupils make appropriate progress in developing their mathematical awareness. More able pupils match pairs of numbers to make 100, partition three-digit numbers and solve simple addition problems. Less able pupils make steady progress but often do not consolidate their understanding well enough. In key stages 3 and 4, pupils generally develop their numeracy skills during mathematics lessons and, with support, they talk about the strategies they use to solve problems. They become more confident to 'have a go' without the fear of failure holding them back. More able pupils are not always challenged well enough and as a result do not always achieve their potential in mathematics. Many pupils use their numerical skills to weigh and measure in activities such as cooking. However, generally pupils do not use the skills they gain in mathematics lessons well enough in other subjects and many find it difficult to solve problems.

Most pupils on individual learning programmes make good progress in improving their reading and basic numeracy skills and a majority make sound progress in improving their spelling skills. However, not all pupils have access to these programmes.

Many older pupils show good progress in developing their thinking and independent learning skills.

Taking into account pupils' individual baseline assessments, there are no important differences between the performance of boys and girls or between the performance of pupils eligible for free school meals and those not eligible. Many pupils make steady progress towards meeting the targets in their IEPs. However, targets are not always specific or measurable.

It is not appropriate to compare standards of achievement in the portfolio PRU with national averages or to analyse performance trends over time because of the wide range of special needs that the pupils have. However, results of the Entry Level Certificate and the General Certificate of Secondary Education (GCSE) at end of key stage 4 show that pupils entered for these examinations generally achieve an appropriate range of qualifications. All key stage 4 pupils leave the portfolio PRU with a recognised qualification and nearly all move on to further education, training or employment.

### **Wellbeing: Adequate**

Most pupils feel safe in the portfolio PRU and think that staff treat them with respect. Positive relationships between staff and pupils are a strong feature across the centres of the portfolio PRU.

Pupils have a clear understanding of how to keep themselves healthy and make informed choices about their diet. For example, pupils enjoy fruit at break times and do not bring fizzy drinks to the portfolio PRU.

Many pupils take part in and enjoy planned physical activity and often this is for the first time. They benefit from a wide range of outdoor activities, including residential opportunities such as a camping trip to Anglesey. They regularly take part in fundraising events.

Pupils' behaviour in and around the centres is generally good. Exclusions are low. Nearly all pupils improve their behaviour over time. They learn to manage their anger and reduce conflict with staff and other pupils. Those pupils with high levels of anxiety gain confidence and become more willing to take part in group activities and express themselves. Pupils and parents recognise the positive impact these changes have on the quality of their lives.

Through carefully focused work by staff, pupils gain valuable insight into risky behaviours and how to keep themselves safe. For example, they gain a good understanding of abusive relationships, safety on line and how to improve the way in which they relate to others. They reflect on the impact of bullying and know what to do if they come across it.

Pupils have many opportunities to give their opinions about the Portfolio PRU and feel that staff listen to them. They express their views both informally, in lessons, and more formally at reviews and class meetings. However, not all centres have a school council, with formal opportunities for pupils to be involved in decisions about the work of the Portfolio PRU.

Pupils' overall attendance at 71% is too low. In one centre it is as low as 48%. There are good examples of pupils who now attend regularly following years of non-attendance. However, the low levels of attendance have a negative impact on pupils' wellbeing.

Pupils at key stage 4 who attend the provision based at the local college do not have access to a formal structured 25-hour programme. Although they have the opportunity to take part in a range of activities outside the college, not all pupils choose to do so. These high levels of non-structured time do not prepare pupils for working life.

Between 2011-2014, a majority of pupils accessing the short-term provision returned to school successfully and maintained their school placements.

Almost all learners at key stage 4 have undertaken work experience in the last year. Pupils enjoy these placements and recognise their value in developing employment skills.

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

The portfolio PRU provides a suitable core curriculum that meets statutory requirements. Many pupils have access to a broad and balanced range of learning experiences.

Enrichment activities, such as visits from a theatre company and outdoor activities, are a strong feature of pupils' learning experiences. These activities provide pupils with worthwhile opportunities to develop their social skills and broaden their horizons.

The curriculum includes an appropriate focus on personal and social education that draws on the expertise and services of external agencies well. For example, the All Wales Police School Liaison Programme and sessions led by the Young People's Drug and Alcohol Team help pupils to keep safe and understand their responsibilities as citizens.

Pupils at key stage 4 have the opportunity to attend the local authority's extra curricula provision, Time for Change, which provides a variety of good work experience placements, including motorbike mechanics, a computer gaming shop and a solicitor's office. However, it is unclear how many key stage 4 pupils access these options and receive their full entitlement to educational provision.



A few centres plan well to develop pupils' speaking, listening and reading skills in a range of subjects. However, overall planning to develop pupils' literacy and numeracy skills across the curriculum is in the early stages of development.

The personal and social education and geography schemes of work across all centres provide good opportunities for pupils to address aspects of Welsh culture and global citizenship. The portfolio PRU makes suitable provision for pupils to learn about sustainability. For example, pupils in key stages 3 and 4 have the opportunity to grow their own food in the herb garden and on their allotment.

### **Teaching: Adequate**

Teachers and teaching assistants know and understand their pupils well. They have high expectations for behaviour, set clear boundaries and respond quickly where there are issues.

In the best lessons, teachers plan the work carefully to meet learners' needs and abilities. They set clear learning objectives and make good use of plenaries to check pupils' understanding. In order to hold pupils' interest, they plan a wide range of activities and maintain a lively pace throughout the lesson. They use good quality resources that are often tailor-made to suit their particular pupils. Teachers pay careful attention to literacy and encourage pupils to practise and reinforce their developing skills. They expect pupils to use a range of vocabulary, including the appropriate technical language. Staff encourage pupils to work independently, think through situations and come up with solutions.

However, in other lessons the work set does not meet the needs of all pupils and there is not enough practical work to reinforce learning. Teachers do not give pupils enough opportunities to practise and develop their writing skills and do not place enough emphasis on the importance of presentation. They do not make sure that all pupils are fully engaged in the lesson and have an opportunity to contribute. In a few lessons, teaching assistants are not actively involved. Staff do not always encourage pupils to work independently.

The portfolio PRU collects a range of assessment data. However, this data is not used consistently well to plan work that meets all pupils' needs.

Teachers mark books regularly but there is no common marking system across the portfolio PRU. Marking does not always tell pupils what they need to do to improve. Assessment for learning is not yet a consistent feature across the portfolio PRU. Annual reports to parents and carers are thorough and contain detailed information about pupils' academic achievements as well as behaviour.

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

The care, support and guidance provided for pupils are effective. There are appropriate policies to promote pupils' health and wellbeing.

The portfolio PRU actively promotes pupils' moral, social and cultural development well through assemblies, curriculum activities and educational visits.

The PRU makes appropriate arrangements for promoting healthy eating and drinking. Personal and social programmes are relevant and include important modules on healthy living and staying safe. Modules on drugs awareness, sex and relationships and internet safety enable older pupils to make informed choices and develop personal responsibility.

There is a clear and positive behaviour management approach. This is used successfully across all centres to provide a calm environment that aids pupil learning.

The portfolio PRU has taken steps to improve pupils' attendance. Staff follow up all absences promptly, using an agreed procedure. However, this has not yet had an impact on overall attendance.

The portfolio PRU makes effective use of a wide range of specialist services such as speech and language therapists, educational psychologists, North Wales Police and the Drugs and Alcohol team. A strong partnership with the Child and Mental Health Service has led to the establishment of 'Friends groups', which help pupils to develop their confidence and self-esteem.

Most pupils have IEPs. The best IEPs have specific and measurable targets and pupils and parents are involved in reviews regularly. However, both the quality and implementation of plans are not consistent across all centres.

Statutory annual reviews of statements of special educational needs are well organised, informative and carried out within statutory time limits.

Arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The portfolio PRU establishes an inclusive and caring ethos and provides a welcoming environment. Individual centres generally make good use of available space. Displays in classrooms and around the individual centres are well presented. They include pupils' work and are informative, relevant and current.

The local authority takes account of pupils' views when making improvements to the sites, for example improving the décor. There are sufficient resources to support teaching and learning.

Whilst there are external spaces on the majority of the sites, there is a lack of outdoor provision for the Foundation Phase on one site. All buildings are safe, secure and well maintained.

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

All staff have clear roles and responsibilities, which they understand well. Within the individual centres, teachers and teaching assistants work together effectively to support the learning and behavioural needs of the pupils.

Appropriately, the local authority has developed the leadership and management roles of the teachers in charge, who now take responsibility for budgets and staffing issues within their centres. One of the teachers in charge has recently taken on additional leadership and management responsibilities in another centre. This has improved strategic planning at these two centres. However, the teachers in charge do not receive appropriate training to carry out strategic aspects of their work. As a result, they do not always understand fully what is required, for example in relation to self-evaluation and development planning.

Teachers in charge meet on a fortnightly basis to share information. However, the individual centres do not work well enough with each other to plan or develop good practice. In addition, overall leadership and management arrangements do not result in a cohesive approach across the portfolio PRU.

The local authority has recently formed a new management committee, which they have named a governing body. This includes a suitable range of stakeholders who have relevant knowledge and expertise, for example representatives from social services, health and youth justice. They have a clear understanding of their roles and responsibilities and are enthusiastic about the future development of the PRU. They provide useful support to the PRU and have recognised the need to develop their role as critical friend.

### **Improving quality: Unsatisfactory**

Self-evaluation takes place at an individual centre level across the portfolio PRU. However, in the majority of the centres it is in the early stages of development. Leaders do not use the individual self-evaluation reports to inform an overarching portfolio PRU analysis or evaluation. As a result, the local authority and teachers in charge do not have a good enough understanding of the strengths and areas for development across the portfolio PRU as a whole.

Within the individual centres, all staff are involved in the self-evaluation process. The centres collect the views of pupils and parents and carers through regular questionnaires. However, most of the self-evaluation reports do not include a robust analysis of data and do not focus enough on pupil outcomes. They do not identify areas for development clearly enough and, as a result, links with the development plans are weak. Key actions in the development plans relate mainly to provision and have very little reference to pupil standards. Most of the plans do not prioritise actions clearly enough.

The local authority has a clear vision for the future of the PRU. However, this vision has not yet been set out in a clear plan outlining key actions and timescales.

In a very few of the centres, formal lesson observations help teachers understand what they need to do to improve. However, in most centres, lesson observations do not take place or have started very recently. As a result, leaders and managers do not have a clear enough understanding of the strengths and areas for development across the portfolio PRU.

Although individual centres collect a range of data on pupil outcomes, the analysis of this data is at an early stage. The portfolio PRU does not collate its data across all centres. As a result, local authority managers are not able to analyse data effectively to identify areas for development and inform strategic planning and PRU improvement.

The local authority has recently made a few important strategic changes, which have improved provision and standards at the portfolio PRU. For example, four of the centres have moved to more appropriate, fit-for-purpose accommodation. The relocation of two centres to the local college has increased the opportunities for pupils to develop the skills they need to prepare them for further education and employment. However, progress against most of the recommendations from the previous inspection has been too slow. In particular, managers have not addressed overall leadership and management issues so that there is a cohesive approach across the portfolio PRU.

### **Partnership working: Good**

The portfolio PRU has many effective partnerships that have a positive impact on pupils' learning and wellbeing. These include agencies such as health, social services, youth justice and the police. This allows pupils to receive prompt access to effective assessment and support as well as increased opportunities to widen their life experiences. Partnerships with parents are strong and parents feel able to contact teachers in charge when required. The portfolio PRU's positive relationship with local agencies enables a speedy response to changes in pupils' needs and circumstances.

There are effective links with the local community and volunteers. For example, local businesses provide valuable opportunities for work experience. This gives pupils the chance to prepare well for the world of work. A wide range of volunteers and community organisations widen horizons for pupils across the portfolio PRU, for example in the arts, sports and woodland skills. These experiences allow pupils to gain in confidence and achieve awards.

The portfolio PRU has successful and established links with the local secondary schools and works closely with senior leaders. For example, schools provide and mark work for pupils in the short stay unit. The portfolio PRU participates actively in staff development networks within the local authority and wider consortia. For example, teachers in charge attend the north Wales PRU forum and teachers attend mathematics and English development meetings. This has allowed the portfolio PRU's staff to benefit well from the sharing of knowledge and best practice from other settings.

### **Resource management: Adequate**

The portfolio PRU has an appropriate level of staffing to teach the curriculum. Managers deploy staff effectively to make the best use of their expertise and experience. Support staff carry out their roles well and make a valuable contribution to the work and life of the portfolio PRU. All teaching staff have appropriate planning, preparation and assessment time. However, not all teachers have had access to full performance management and support.

The portfolio PRU works closely with schools, advisers and other partners. Managers have worked well with the literacy and numeracy partners to develop literacy across the portfolio PRU. For example, managers have audited the development of literacy across all areas of the curriculum.

Staff have access to a wide range of training. However, the Portfolio PRU does not measure the impact of staff training on pupil standards well enough.

The teachers in charge manage resources well in the individual centres. In the best examples, resources such as staff, planning interventions and developments are shared effectively across centres within the portfolio PRU. However, the strategic overview of the deployment and impact of resources is in its early stages.

In view of the progress and standards achieved by most pupils, the portfolio PRU gives adequate value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Special questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	38	32 84% 89%	1 3% 3%	5 13% 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	38	29 76% 77%	2 5% 11%	7 18% 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	38	30 79% 84%	1 3% 7%	7 18% 9%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	38	24 63% 74%	7 18% 12%	7 18% 14%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	38	22 58% 72%	11 29% 18%	5 13% 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	38	29 76% 80%	2 5% 5%	7 18% 15%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	38	35 92% 94%	2 5% 4%	1 3% 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	38	36 95% 93%	0 0% 3%	2 5% 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	38	17 45% 55%	9 24% 27%	12 32% 18%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	38	30 79% 83%	5 13% 12%	3 8% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	38	25 66% 73%	6 16% 17%	7 18% 10%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	38	24 63% 70%	7 18% 15%	7 18% 15%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## 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.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		78%	20%	2%	0%		
My child likes this school.	12	8 67%	3 25%	1 8%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		65%	30%	4%	0%		
My child was helped to settle in well when he or she started at the school.	12	9 75%	2 17%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		76%	23%	1%	0%		
My child is making good progress at school.	13	6 46%	7 54%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		67%	28%	4%	0%		
Pupils behave well in school.	12	3 25%	5 42%	2 17%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		40%	40%	7%	1%		
Teaching is good.	12	8 67%	2 17%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		73%	25%	0%	0%		
Staff expect my child to work hard and do his or her best.	6	3 50%	3 50%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		74%	26%	0%	0%		
The homework that is given builds well on what my child learns in school.	5	2 40%	2 40%	0 0%	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.
		38%	33%	4%	4%		
Staff treat all children fairly and with respect.	12	9 75%	2 17%	1 8%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		75%	22%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	6 46%	2 15%	2 15%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		62%	30%	4%	1%		
My child is safe at school.	10	8 80%	1 10%	1 10%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		75%	23%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	6 50%	5 42%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	22%	2%	1%		
I am kept well informed about my child's progress.	13	7 54%	5 38%	1 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		77%	21%	2%	0%		

	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.	13	9 69%	3 23%	1 8%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		82%	16%	1%	0%		
I understand the school's procedure for dealing with complaints.	12	7 58%	3 25%	2 17%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		60%	32%	4%	2%		
The school helps my child to become more mature and take on responsibility.	6	3 50%	3 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		74%	22%	3%	1%		
My child is well prepared for moving on to the next school or college or work.	13	6 46%	5 38%	1 8%	1 8%	0	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		51%	27%	7%	4%		
There is a good range of activities including trips or visits.	11	5 45%	0 0%	4 36%	2 18%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		69%	22%	3%	2%		
The school is well run.	11	8 73%	2 18%	0 0%	1 9%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		80%	16%	2%	1%		

## Appendix 2

### The inspection team

Mrs Claire Yardley	Reporting Inspector
Mrs Caroline Rees	Team Inspector
Ms Pauline Preston	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Dr Glenda Jones	Lay Inspector
Mr Alec Ian Clark	Peer Inspector
Megan Jones	Peer Inspector
David Messum	Nominee



## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of ALN terms

**ADHD:** attention deficit hyperactivity disorder

**ALN:** additional learning needs

**ASD:** Autistic Spectrum Disorders, includes Asperger's Syndrome

**ATR:** additional teacher resource

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

**CoP:** Code of Practice

**HI:** hearing impairment

**MSI:** multi-sensory impairment

**PMLD:** profound and multiple learning difficulties

**SpLD:** specific learning difficulties, including dyslexia

**VI:** visual impairment