



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

**Héronsbridge School
Ewenny Road
Bridgend
CF31 3HT**

Date of inspection: June 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/08/14

Context

Héronsbridge is a local authority residential special school, maintained by Bridgend Council. The school provides education for pupils aged three to 19 years. Currently there are 232 pupils on the roll of the school. Nearly all attend on a day basis.

Many of the pupils have statements of special educational needs. Pupils at the school have a range of difficulties, including profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD) and autistic spectrum disorders (ASD).

The school is organised into departments, primary, secondary, post-16 and a centre for pupils across the key stages that have autism and complex needs.

It is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning needs.

Most pupils live in Bridgend County Borough and a few are placed at Heronsbridge by neighbouring authorities. A very few pupils come from ethnic minority backgrounds. Very few pupils speak Welsh as their first language at home. Currently, just over 5% pupils are looked after by the local authority. Forty-one per cent of pupils receive free school meals. This is slightly lower than the all Wales average of 43% for special schools.

The headteacher and deputy were appointed in 2011 and the school was last inspected in 2008.

Summary

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

Current performance

Heronsbridge is an excellent school because:

- pupils make very good progress towards meeting their personal literacy and numeracy targets set in their individual educational plans;
- pupils communicate their needs clearly, either verbally, by signing or using a picture exchange communication system;
- nearly all older pupils gain a range of appropriate qualifications in accredited courses that are well matched to their abilities and needs;
- the curriculum plans build systematically on pupils' knowledge, understanding and skills; and
- behaviour, in class and during unstructured times of the day, is exemplary.

Prospects for improvement

Prospects for improvement at Heronsbridge are excellent because:

- there is a clear vision for the school that is fully understood and shared by all staff and governors;
- there is a strong culture of self-evaluation, with effective monitoring of challenging improvement targets;
- the school makes very effective use of available data to monitor and review the standards that pupils achieve and the progress that they make over time;
- partners have a very good understanding of the school's aims and values, their work contributing to improving pupils' wellbeing and supporting families; and
- staff access a comprehensive training programme that is based on school and individual priorities.

Recommendations

- R1 Ensure that there is consistency in the planning for skills
- R2 Strengthen arrangements for monitoring the quality and consistency of marking, timetabling and moderation
- R3 Ensure that teaching is consistently good or better
- R4 Ensure that all staff are fully engaged in supporting the learning of pupils
- R5 Ensure that there is consistency in the daily reports provided to parents and that the information provided is relevant to pupils' needs

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Pupils who attend the school have a range of needs, which include severe, profound and multiple learning difficulties and autism. Pupils across the school achieve good and better progress in their standards in relation English, mathematics, science and personal and social education appropriate to their identified learning needs and abilities.

Pupils make very good progress towards meeting their personal literacy and numeracy targets set in their individual educational plans. They make their needs known clearly, either verbally, by signing or using a picture exchange communication system. Younger pupils use personal news diaries to good effect and demonstrate writing for a purpose where simple sentences are used consistently. Many older pupils develop skills in re-drafting their work and undertake extended writing independently.

Many pupils make progress in their numeracy skills. Older pupils, for example, collect data and produce an appropriate range of graphs, including pictograms and bar charts. They are able to interpret the graphs. More able pupils know the four main points of a compass and use directions to follow a route. In relation to the identified needs of many of these pupils, this is excellent progress.

Nearly all pupils make effective use of information and communication technology (ICT) to develop their skills. For example, younger pupils draw on the interactive whiteboard using a paint programme and choose appropriate shapes to depict the weather. They use computer tablets to develop understanding of the alphabet and copy letters. Older pupils design posters and use presentation software well. They make good use in selecting appropriate images to enhance the presentation of their work.

Nearly all pupils at key stage 4 and those in the leavers department gain an extensive range of appropriate qualifications in accredited courses that are well-matched to their abilities and needs. For example, pupils study for ASDAN, entry level and GCSE qualifications in physical education, English and mathematics. A few pupils achieve Duke of Edinburgh bronze awards and sport and leisure accreditation. In the post 16 department, a few pupils have trained as sports leaders and support PE lessons in primary classes.

In addition, pupils achieve well across a wide variety of vocational courses, for instance horticulture, construction and childcare. As a result of experiencing new learning opportunities, pupils gain in confidence and are prepared well for the next stage of learning. Because of this, last year, all school-leavers moved on to employment or a range of appropriate placements in local further education colleges or other providers.

Standards achieved in English and mathematics, by pupils eligible for free school meals, are slightly better than by those not eligible for free school meals. In the last year, looked after pupils have improved their standards, which are slightly better than they are for non-looked after pupils. However, due to the small steps in progress that pupils make, these differences are not significant.

Many pupils develop appropriate skills in Welsh. However, although the use of the Welsh language is less evident with older pupils, a few of these pupils do make good use of these skills when they visit classrooms with fruit and milk each morning at break-time.

Wellbeing: Excellent

All pupils feel safe at Heronsbridge and they develop a very good understanding of how to lead healthy lives. This includes, for example, making healthy eating choices to the negative impact that substances have on the body. Pupils develop a sound understanding of the importance of body language to engage in appropriate conversations that help to keep themselves safe.

Pupils are enthusiastic to develop their sporting and team skills. A few pupils attend the morning swim squad and others enjoy after school yoga sessions. Nearly all pupils in key stages 3 and 4 have participated in at least five sessions of extra-curricular sports over the last year.

Pupils with complex learning needs engage in a range of activities that develop their co-ordination skills. This includes following rebound therapy programmes using the trampoline and hydrotherapy. Pupils enjoy participating in regional sporting events such as football, basketball and gymnastic tournaments. Two pupils represent the UK in the annual International MENCAP tournament.

The attendance rate has improved over the past three years and is currently 91.4%. Nearly all pupils are considerate of their peers. During break-times, they play with their friends in unsupported imaginative play, run around and play team sports.

Over time, pupils learn to manage their responses to others appropriately. Behaviour, in class and during unstructured times of the day, is exemplary. Pupils relate to their peers and staff very well and show genuine care and concern of others. When appropriate, a minority of pupils show interest in visitors and they introduce themselves confidently.

There have been no fixed-term or permanent exclusions for the past three years. Nearly all pupils enjoy their lessons. They know the routines of the day well and follow the instructions of staff. Pupils at the school take part in a range of valuable community events.

Older pupils work with a horticulturist, to create award winning gardens for the Royal Horticultural Show (RHS) in Cardiff and Chelsea. Primary and senior pupils have developed a wider range of creative skills and have displayed their work in Cardiff Metropolitan University.

Pupils learn the importance of nutrition. They prepare food that they then sell to staff and visitors in their fairtrade coffee shop and from their regular trolley rounds.

Where appropriate, pupils evaluate their own learning experiences. They use a range of methods, including simple pictures, to fuller written accounts provided by older pupils. The evaluations provided by older pupils are used to adapt programmes of study. Pupils are prepared very well for life and work outside school.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Excellent

The school provides a suitably broad and balanced curriculum that is stimulating and engaging to all pupils. Curriculum plans build systematically on pupils' knowledge, understanding and skills.

The school has developed highly effective partnerships with local schools and a further education college. Pupils in key stage 5 attend academic and vocational courses that match their skills and provide opportunities to work alongside mainstream peers. The range of courses offered includes: hospitality and catering, horticulture, sports studies, and performing arts. This is a strength of the school.

All teachers are starting to plan for key skills across the curriculum. The literacy and numeracy framework has been mapped effectively against English and mathematics instep assessments to support key skills planning. All pupils have appropriate targets set for literacy and numeracy.

Pupils with more complex needs receive a range of high quality intervention strategies to develop their literacy and numeracy skills, for example the use of intensive interaction, touch trust and rebound therapy.

The school provides a very good range of extra-curricular activities, clubs and residential experiences, which develop pupils' skills, including choir, gardening, yoga and cookery.

There are well-planned opportunities for pupils to develop and use their Welsh language skills, particularly in the primary phase. A wide range of activities successfully enables pupils to learn about and understand Welsh culture and heritage, for example an annual eisteddfod and residential trips to Llangrannog.

The school has excellent provision for education for sustainable development and Global citizenship. Staff promote sustainable development effectively across all aspects of school life.

The school makes excellent use of its grounds to enhance pupils' learning experiences, for example harvesting apples from the orchard and keeping bees. International links strengthen pupils' understanding of global citizenship. Pupils and staff have benefited from visits to partner schools in Germany and the Netherlands. The school has developed an innovative recycling project providing on site work experience and enabling the community of Bridgend to recycle unwanted bikes. This has been recognised as an example of sector leading practice.

Teaching: Good

The quality of teaching across the school is at least good and in a few cases it is excellent. These lessons are thoroughly planned, interesting and resources matched well to pupils' individual needs. Key skills are planned imaginatively and feedback is given throughout. Pupils are enthusiastic, engaged and challenged to achieve their full potential.

Teachers and teaching assistants know pupils very well. Teachers use a range of teaching approaches such as rebound therapy, write dance and touch therapy to extend choices for pupils and secure their active engagement in learning. In addition to whole class teaching approaches, many pupils follow individual programmes of study. However, the tracking of support programmes, for example those that support pupils in developing specific literacy skills or wider key skills, are not consistent. Teachers have high expectations of all pupils. Generally, support staff are deployed to very good effect. However, in a very few lessons support staff are not fully utilised to maximise opportunities for learning and pace is slow.

Good use is made of questioning, which enables pupils to recall, express and extend their knowledge and understanding. A range of resources are used effectively to meet learners' different communication needs including a picture exchange communication system, sign-a-long and technological aids.

All pupils have personal targets that are important to them. For example, older pupils review their targets and reflect on progress. The school uses 'Brilliant Blue' and 'On the way Orange' to support pupils in this process.

The school has well-established assessment systems that are used to record pupils' progress in English, mathematics, personal and social education and science. This information is used well to set appropriate targets on pupils' individual education plans (IEPs).

Reports to parents and carers are clear and provide a thorough evaluation of pupils' achievements, wellbeing and development.

Teachers regularly mark pupils' work but they do not always make comments that will help take the learning forward.

Care, support and guidance: Good

The school has effective policies and strategies for promoting care, support and guidance, which make a strong contribution to pupils' learning outcomes and wellbeing. However, a very few school procedures do not reflect well enough the relevant local authority policies.

The benefits of healthy living are promoted effectively through a range of activities that link well to pupils' interests and targets for personal development. These include physical activities such as gymnastics, hydrotherapy and rebound therapy.

The school makes appropriate arrangements for promoting healthy eating and drinking. For example, pupils learn about healthy food choices through preparing and cooking healthy meals.

The personal social education programme provides comprehensive, age-appropriate information and guidance including sex and relationships education. The programme helps pupils to develop their self-esteem, self-awareness and positive attitudes towards personal safety. For example, older pupils learn to use public transport and develop a wide range of work related skills through taking part in valuable work experience placements.

There are a range of relevant opportunities for pupils to engage with the community through activities such as beach cleaning and working with the local food bank. In addition, the school helps pupils to develop their social skills through supporting them to attend local youth clubs in mainstream schools.

Over time, many pupils develop their independence and take increasing responsibility for themselves and their learning in line with their needs and ability. Pupils are elected by their peers to the school council. The council meets regularly and is an effective forum for pupils to raise and discuss issues that concern them.

There are effective strategies and plans for meeting pupils' additional learning and health needs. The Real Opportunities team at the school provides courses to develop parents' understanding of issues that affect their child. These are valued highly by the parents that attend them.

Where appropriate, the school provides daily feedback to parents via a home-school book. Parents generally welcome this on-going feedback. However, there is no agreed format for these and the quality of information provided is not consistent.

The school has highly effective arrangements for monitoring and tracking pupil behaviour. It provides staff with detailed guidance and training in behaviour management. This ensures that there is a consistent approach in managing behaviour across the school. This is sector leading practice.

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

Learning environment: Good

The school's motto is "Together we can" and its values are "independence, wellbeing, opportunity and sustainability". These inform and guide the activities of the school.

There is a highly supportive and positive ethos throughout the school with a strong focus on equality and diversity. The school ensures that there is equality of access to the curriculum. All pupils are treated with respect and dignity. The school makes good use of acts of collective worship to celebrate individual pupil achievements.

The school has made a number of effective adaptations to the building to accommodate both the increase in the number of pupils at the school and their need, for example pupils with more complex autism.

The Friends of Heronsbridge association has raised significant amounts of money to enhance the physical environment at the school. This includes a hydrotherapy pool and the Eco cabin.

The grounds are used to very good effect to enrich pupils' learning experiences. For example, there is a kitchen garden and orchard where pupils grow herbs, vegetables and fruit. The African garden reflects the school's links with Botswana and Tanzania.

There is a good range of resources that are well matched to pupils' needs and the requirements of the curriculum. The school building and grounds are well maintained.

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

Leadership: Excellent

The headteacher and senior leaders have a clear vision for the school that is fully understood and shared by all staff and governors. They articulate robustly their high expectations and sustain a positive culture within the school.

There are comprehensive policies and plans in place, which are effectively aligned to national and local priorities. These address well the complex needs of pupils.

The distributed leadership model meets most of the school's general needs in relation to planning, target setting and performance management. This ensures that core strategic issues are addressed consistently.

The school has comprehensive data about individual pupils' performance and uses this well to plan and monitor outcomes.

There is a comprehensive schedule of regular meetings and the school utilises an electronic, internal messaging system well. This ensures that all staff are fully engaged in the business of the school and that staff are held to account for carrying out the agreed actions.

Heronsbridge recently reorganised its staffing structure following job evaluation. Senior leaders recognise the importance of teamwork and value highly the commitment of staff to this model of work. Support staff have a very good understanding of their roles and know how their work links with the school's strategic direction.

The governing body is very supportive of the school, as illustrated by its active role in fund raising. Governors' knowledge of the school is enhanced by their involvement in varied sub-committees and their active link roles with individual subject areas. They receive appropriate school performance data and other management information regularly. They are developing their role in monitoring curriculum delivery and make lesson observations to inform this. However, they do not challenge the school enough to improve pupils' outcomes, policies and practice.

Improving quality: Good

Leaders and managers have established a strong culture of self-evaluation and use a well-planned cycle of quality assurance activities to monitor and review all aspects of the school's work. As a result, they have an accurate understanding of the school's strengths and areas for improvement. However, the monitoring of some management responsibilities at department and subject level is not robust enough. For example, there is inconsistency in timetable organisation and marking.

The school makes very effective use of available data to monitor and review the standards that pupils achieve and the progress that they make over time. Effective use is made of lesson observations to set individual and whole school targets to improve teaching. However, lesson observations do not evaluate well enough the standards that pupils achieve in lessons.

The self-evaluation report is an informative document that gives a detailed account of the school's work. It takes good account of the views of all staff and parents and draws on evidence from a wide range of partners. These include monitoring reports from local authority officers and audit reports from external agencies.

Leaders use the self-evaluation process to set challenging targets for improvement. The school improvement plan provides a detailed analysis of the school's priorities for development. It identifies the actions required to secure the planned improvements, staff with lead responsibility and appropriate timescales for the delivery of each action. However, the plan is not fully costed and this means that the school does not have a clear view of the financial implications of its planned actions.

Staff know the school's priorities for development well and develop effective department plans to support their delivery across the school.

Leaders are effective in monitoring the progress of the planned actions and are successful in securing improvements that have a positive impact on pupil outcomes and wellbeing.

Partnership working: Excellent

The school works closely with a very wide range of partners, including the local health authority, further education college, schools and third sector agencies. These partners share a very good understanding of the school's aims and values. They contribute well to developing pupils' standards and wellbeing at the school.

Heronsbridge is developing outstanding joint work, with other special schools, to moderate pupils' standards of literacy and numeracy in line with the national literacy and numeracy framework.

The school liaises effectively with its partners to ensure that they have up to date information about pupils. Partners value this when seeking to balance their differing priorities in order to deliver additional support for pupils.

The senior leadership team formally evaluates the impact of partnership initiatives annually. This enables the school to identify threats to sustainability at an early stage and to work with partners to adjust planning appropriately.

The provision of health clinics at the school is highly valued by parents. The sessions provide parents with opportunities to discuss their child's medical needs and minimises the need for pupils to be absent from school. The seamless, joined up work between school, parents and wider agencies improves pupils' wellbeing and has a direct impact on outcomes as identified in annual evaluation reports.

The school provides effective training to support the capacity of mainstream colleagues to develop their understanding and expertise on matters of additional learning needs.

A number of the partners enhance the good training and development programme in the school. These inputs contribute to the sustainability of provision by raising the capacity of the school to meet needs previously delivered by specialists. Training of this kind is shared well with other professionals in local schools and other settings.

The school and its partners work well to assist parents and carers to understand and contribute to their children's education and therapy. Families are fully appreciative of this support.

Partnership working at the school is sector leading.

Resource management: Excellent

The school has a good range of highly skilled and suitably trained staff, who make a very important contribution to pupils' learning experiences and to the quality of the care, support and guidance that they receive.

There are effective networks of professional practice with other schools and partners. For example, the school is involved with other special schools in developing access to specialised information and communication technology. As a result, the communication skills of pupils with the most complex needs have improved. In addition, the school is a lead practitioner school as part of the Welsh Government's national support programme for special schools.

There is a highly effective induction programme for new staff. They are mentored rigorously during a six month probation period to ensure that they meet the needs of pupils well. In addition, the school aligns its performance management system well to a very good training and development programme. The identification and delivery of specific training for all staff to support the particular needs of pupils at the school are sector leading.

Teachers make effective use of their planning, preparation and assessment time.

The school's financial management is efficient and effective. As a result of a recent job evaluation exercise, the school has successfully implemented a new staffing structure. Support staff are very clear as to their roles at the school.

In view of the excellent standards achieved by pupils, the opportunities for continued professional development and the careful management of resources, the school provides excellent value for money.

Appendix 1

Stakeholder satisfaction report – responses to learner questionnaires

Primary 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	
I feel safe in my school.	61		61 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			96%	4%	
The school deals well with any bullying.	52		48 92%	4 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	58		57 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	58		58 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%	
There are lots of chances at school for me to get regular exercise.	60		57 95%	3 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			97%	3%	
I am doing well at school	61		61 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	59		58 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	59		58 98%	1 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	55		49 89%	6 11%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			82%	18%	
I have enough books, equipment, and computers to do my work.	56		50 89%	6 11%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	57		50 88%	7 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			82%	18%	
Nearly all children behave well at playtime and lunch time	60		58 97%	2 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			85%	15%	

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.	83	71 86%	12 14%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		76%	22%	1%	1%		
My child likes this school.	82	68 83%	14 17%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		77%	21%	0%	0%		
My child was helped to settle in well when he or she started at the school.	83	74 89%	8 10%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		78%	21%	1%	0%		
My child is making good progress at school.	83	66 80%	16 19%	1 1%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		66%	30%	2%	0%		
Pupils behave well in school.	82	56 68%	22 27%	2 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		52%	35%	3%	0%		
Teaching is good.	83	67 81%	15 18%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		74%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	83	67 81%	15 18%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		66%	31%	1%	0%		
The homework that is given builds well on what my child learns in school.	80	48 60%	23 29%	3 4%	2 2%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		43%	32%	8%	2%		
Staff treat all children fairly and with respect.	83	65 78%	17 20%	1 1%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		72%	24%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	82	65 79%	16 20%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		68%	28%	1%	0%		
My child is safe at school.	83	69 83%	14 17%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		74%	24%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	83	65 78%	17 20%	1 1%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		69%	27%	2%	1%		
I am kept well informed about my child's progress.	81	57 70%	23 28%	0 0%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		66%	29%	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.	83	71 86%	12 14%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		75%	21%	2%	2%		
I understand the school's procedure for dealing with complaints.	83	55 66%	22 27%	4 5%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		55%	33%	3%	1%		
The school helps my child to become more mature and take on responsibility.	82	62 76%	18 22%	1 1%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		62%	33%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	77	40 52%	18 23%	2 3%	2 3%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		41%	29%	8%	2%		
There is a good range of activities including trips or visits.	82	58 71%	19 23%	3 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		68%	29%	1%	0%		
The school is well run.	82	69 84%	10 12%	2 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		74%	22%	1%	1%		

Appendix 2

The inspection team

Huw Davies	Reporting Inspector
Anthony Mulcahy	Team Inspector
Linda Vivien Gyton	Team Inspector
Steve Lamb	Team Inspector
Andrea Louise Davies	Lay Inspector
Susan Lynne Painter	Peer Inspector
Jeremy Evans	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

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

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment