



*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**

**Ysgol Rhydygors  
Llansteffan Road  
Johnstown  
Carmarthenshire  
SA31 3NQ**

**Date of inspection: September 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:

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

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

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**Publication date: 02/12/2014**

## Context

Ysgol Rhydygors is a local authority residential and day special school, maintained by Carmarthenshire Council. The school provides education for up to 54 pupils aged eight to 16 years. Currently there are 38 pupils and just over half attend on a residential basis.

All pupils have statements of special educational needs for social, emotional and behavioural difficulties. In addition, many have additional learning needs including autism and learning difficulties.

The school is organised into 10 classes across the key stages. Pupils are taught in classes that are broadly determined by their need, ability level and age. 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.

A minority of pupils are placed at Rhydygors by neighbouring authorities. A very few pupils come from ethnic minority backgrounds. Few pupils speak Welsh as their first language at home. Currently, just over 30% of pupils are looked after by the local authority. Fifty-nine per cent of pupils are eligible for free-school meals. This is higher than the all Wales average of 43% for special schools.

The school was last inspected in September 2008 and at that time the school was a residential provision for pupils in key stages 3 and 4. The school now also provides for day pupils and pupils from key stage 2.

Since 2013, there have been two interim headteachers, with the most recent being appointed in September 2014.

## Summary

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

### Current performance

The school's current performance is adequate because:

- over time, with the support of staff, pupils gain confidence and many take pride in their work and achievements;
- the majority of pupils at key stage 3 make good progress in mathematics and science and around half of pupils make progress in their literacy skills;
- the curriculum is broad and balanced;
- where appropriate the school enters pupils for examination at GCSE;
- there have been no permanent exclusions at the school for the past four years; and
- many pupils feel safe in school and most report that the school deals well with incidents of bullying.

However:

- standards of achievement at key stage 4 have fluctuated over the past three years;
- pupils do not produce enough written work;
- attendance rates have fallen in the past two years;
- there has been an increase in the number of fixed-term exclusions; and
- approaches and materials used in lessons are not always appropriate to the learning needs of all pupils.

### Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- over the past eighteen months there has been a significant changes in the school's leadership which has led to a period of instability;
- the school's progress in achieving its strategic priorities has been too slow;
- the school does not have established self-evaluation procedures;
- until very recently the school has not had the support or challenge of a fully functioning governing body;
- the school has not fully implemented the one recommendation from the 2008 inspection; and
- the school does not use the time and expertise of staff well enough.

However:

- the leadership team has recently established whole school data management systems and is now monitoring the progress of individual pupils to track and analyse pupil performance and to hold staff accountable; and
- the new chair of governors knows the school well, has a clear vision and is supported by a full complement of governors.

## Recommendations

- R1 Improve the quality and quantity of pupils' work generally
- R2 Improve attendance levels and reduce the level of fixed-term exclusions
- R3 Ensure that all lessons meet pupils' individual learning needs
- R4 Implement consistent marking and feedback procedures
- R5 Establish a stable leadership team where leaders are held to account for their agreed responsibilities
- R6 Monitor and evaluate improvement priorities through embedding the recently established self-evaluation procedures
- R7 Deploy staff to make the best use of their time and expertise

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this Ysgol Rhydygors is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

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

Adequate

#### Standards: Adequate

All pupils that attend Ysgol Rhydygors have difficulties managing their behaviour and have faced significant challenges in their previous schools. The majority of pupils have other special educational needs, including autism and specific and general learning difficulties. Most struggle to relate well to others and trust adults. Over time, with the support of staff, pupils gain in confidence and many take pride in their work and achievements.

Standards of achievement at key stage 4 have fluctuated over the past three years. At entry level, there has been a decline in standards achieved by pupils in mathematics, Welsh and science. However, there has been an improvement in English and humanities. At GCSE there has been an improvement in English, mathematics and information communication technology (ICT). However, standards in other subjects have fallen. In addition to entry level and GCSE qualifications, pupils have obtained nationally recognised qualifications in mountain biking, health and safety and motor vehicle maintenance. Many achieved an award for their work about the environment. The majority of pupils that studied for a BTEC in engineering achieved the qualification.

In books at key stage 4 there is generally little evidence of pupils' work. In addition, most of the work seen is the same for all pupils. It is not clear, therefore, what work has been completed by pupils independently. In addition, in many instances work is incomplete.

Only a few older pupils create descriptive pieces of writing showing good organisation and appropriate structure of paragraphs, and using vocabulary that engages the reader.

The majority of pupils at key stage 3 make good progress in mathematics and science and around half of pupils make suitable progress in their literacy skills. However, the majority of pupils do not make appropriate progress in developing their reading skills. When prompted, pupils show good recall and understanding in their French lessons.

Based on the limited amount of work available and from a very low baseline, pupils at key stage 2 make appropriate progress in numeracy. However, they generally lack confidence in developing their oracy skills.

Many pupils take care in the presentation of their work and are confident in responding to direct questions. In ICT and art, for example, pupils are enthusiastic, ask questions and use specialist terminology well. They use computer applications creatively. Scanning codes are attached to their work and this allows others to see an animation of the pupil describing what they have achieved. This helps to develop pupils' confidence in oracy and use of available technologies. Pupils made good progress in these subjects. However, pupils' use of ICT across subjects is underdeveloped.

In addition to individual education plan targets, most work books also contain targets for numeracy and literacy. However, the school does not measure pupil progress, against these targets well enough.

In mathematics, nearly all pupils across the key stages accurately complete tasks set. However, pupils do not use and develop their numeracy skills across the full range of subjects.

Older pupils have the opportunity to attend college courses and are supported well. As a result, the proportion of pupils not engaged in education, training or employment has reduced from considerably from 58% in 2012 to 16% in 2014.

Pupils' skills in developing their use of Welsh are appropriate. For example, in Year 8 Welsh, all pupils can translate positive and negative sentences. Older pupils successfully use the conditional tense when describing what would happen in the future. However, pupils do not use Welsh in other areas of learning, or more broadly within the school.

Until recently, residential pupils were not considered to be eligible for free school meals. It is not possible therefore to compare the standards of this group of learners with other pupils.

### **Wellbeing: Adequate**

Many pupils feel safe in school and most report that the school deals well with incidents of bullying.

Most pupils have a good understanding of healthy living and understand the importance of eating healthily. The majority of pupils know how to improve their fitness and nearly all take part in regular exercise.

Overall attendance at the school has fallen in the last two years to 87% and the level of unauthorised absence has increased. There have been no permanent exclusions at the school for the past four years. However, in the last two years there has been an increase in the number of fixed-term exclusions.

Each class has elected a pupil to the school council. The council meets regularly and discusses matters that are important to the pupils. For example, the council requested successfully that Year 11 have a different school tie, to distinguish them from other pupils. In their role as school councillors, pupils develop their skills in listening to the views of others and take on roles of responsibility. As a result, they have a better understanding of the importance of consultation and joint decision-making.

Key stage 4 pupils in particular develop independence in their learning. For example, in ICT they use research skills to plan visits, and these include using rail timetables to determine journey times and using menus and other materials to calculate costs. However, few pupils assess their own performance well enough.

Most pupils develop their social and life skills well. They organise fund raising events and invite members of the local community to coffee mornings. Where appropriate, all pupils access local sports clubs in the evenings where they play golf, football and rugby. They take part in, for example, the Phoenix project with the local Fire Service. This helps to develop good relationships between the pupils and the emergency services.

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

The school provides a broad and balanced curriculum.

A strength of the curriculum at key stage 2 is the provision of outdoor learning. "Wellie Wednesday" enables pupils to develop their social, literacy and numeracy skills in the wider community, for example they visit local parks and develop what they have learned in the classroom.

The curriculum at key stage 3 builds appropriately upon experiences in key stage 2. At key stage 4, pupils have the opportunity to gain relevant qualifications in a range of subjects. These include GCSE courses in English, Welsh, science and mathematics.

The school has effective links with local colleges and this enables pupils to follow a more personalised curriculum, for example by studying BTEC engineering. In addition to the formal curriculum, pupils also have the opportunity to participate in the Duke of Edinburgh Award. All Year 11, pupils participate in work experience, and recently pupils have worked at a theatre, local businesses and a country park.

There is an appropriate range of clubs at the school that enhance pupils' learning experiences, including basketball, football and an ICT club.

The school has adapted its curriculum well to respond to the National Literacy and Numeracy Framework. All pupils have appropriate literacy and numeracy targets for all subjects. The school has recently audited the use of ICT across the curriculum, including the competence of staff. There are well-developed plans to implement planning for ICT across the curriculum.

All pupils are taught an appropriate Welsh course. However, opportunities to learn about Welsh culture across the curriculum are underdeveloped.

The school promotes education for sustainable development effectively by encouraging pupils to recycle and through visits to a local eco village to learn about sustainable building and energy sources. However, the curriculum does not promote pupils' understanding of their rights and responsibilities as global citizens well enough.



## **Teaching: Adequate**

The relationship between both teaching and support staff and pupils is strong and creates an environment where pupils feel secure and confident. Staff engage pupils and motivate them to participate enthusiastically in activities. When staff provide positive feedback, it encourages pupils to improve their work and they make good progress in their learning. Where teaching is highly effective, for example in ICT and art, staff create an environment where the expectation of pupils is particularly high. Most teachers use an appropriate range of resources.

In the minority of lessons, the approaches and the materials used are not appropriate to the learning needs of the pupils. The pace of lessons is too slow and the teacher relies too much on lengthy explanations.

Teachers mark pupils' work regularly but the quality of marking across the school is inconsistent. Comments do not always provide pupils with clear advice on how to improve their work and many teachers do not set subject specific targets. At key stages 2 and 3, the recently adopted marking scheme is used well. However, opportunities for self and peer assessment are not well developed.

The school has recently introduced a system to set targets and track the progress of individuals and groups of pupils. Members of the leadership team regularly monitor this data. However, assessments are not always accurate and staff do not always use their knowledge of pupils well enough to provide challenging work. The role of subject co-ordinators in tracking pupil progress is in its early stages. It is too soon, therefore, to assess the impact on standards.

End of year reports provide limited information on pupil achievement and do not indicate clearly enough how pupils can improve their work. Parents have an appropriate opportunity to respond to reports.

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

Policies and provision to support pupils' health and wellbeing are appropriate and help pupils to develop an understanding of the importance of healthy living. The school has the appropriate arrangements to promote healthy eating and drinking.

Learning experiences promote pupils' personal development effectively, including their spiritual, moral, social and cultural development. However, pupils in key stage 2 do not take part in a daily act of collective worship. The school, therefore, does not meet the statutory requirement for a daily act of collective worship.

Staff manage instances of challenging behaviour well. Pupils' daily behaviour targets are in a transfer log that is used to share important information between education and care staff. However, staff do not consistently involve pupils in reviewing their progress against their personal targets.

The school is developing appropriate strategies to improve attendance. However, it is too early to judge the impact of these.

The identification of additional learning needs is thorough and comprehensive. Teachers receive appropriate advice and guidance on how to support pupils. However, leaders do not monitor how well staff implement these strategies in classes.

The school provides an appropriate range of intervention programmes to support the needs of pupils. Individual education plans are pupil friendly and pupils have the opportunity to discuss their targets with their key workers. However, the school does not monitor the progress that pupils make against their targets.

Pupils have appropriate access to a learning coach. They benefit from the support provided in transitions to further education and their local community. Pupils have good access to a wide range of support services including educational psychology, speech and language therapy and a youth worker.

The school's arrangements for safeguarding pupils generally meet requirements but a few areas give cause for concern.

### **Learning environment: Good**

The prevailing ethos at Ysgol Rhydygors is one of support. The school promotes the importance of respect and an appreciation of people from different backgrounds successfully. Across the school there is an emphasis on equality. Staff actively and sensitively challenge any inappropriate language.

The school has an agreed strategic equality plan. However, the disability accessibility plan is out-of-date and is not specific enough to the needs at the school.

The standard of accommodation is good and internal space is generally well maintained. Where internal decoration is of a poor quality, this is due to recent water damage. Toilet facilities are suitable and meet the needs of the number of pupils.

Displays are colourful, enhance the environment and in most cases celebrate pupils' work well. Resources are plentiful, although reading books are in need of updating.

The school enjoys extensive grounds that include a tarmac play surface and a mini assault course. Pupils generally use these spaces well. However, areas of the school's playing fields are inaccessible due to poor drainage.

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

Over the past 18 months there have been significant changes in the governance and leadership of the school, which have led to a period of instability. Although leaders had appropriate plans to move the school forward, they did not keep records of agreed actions or hold staff to account well enough. As a result, progress in achieving strategic priorities has been too slow. However, the leadership team has recently worked effectively with a range of outside agencies to support them in their improvement journey. This has included supporting and challenging all staff at the school.

The leadership team has recently established whole school data management systems and is now monitoring the progress of individual pupils to track and analyse pupil performance and to hold staff accountable. This is in the early stages of implementation and there are still some gaps in the data that the school has on pupils prior to joining the school. The school has strengthened its performance management framework and all teaching staff have appropriate annual targets that relate to improving pupil outcomes.

The school has lacked the support and challenge of a fully functioning governing body. A new chair of governors has recently been appointed and, for the first time in over a year, there is a full complement of governors. The chair of governors has worked closely with the school leadership on the process of school improvement. The governing body now contains a range of individuals with relevant experience and expertise and it understands its role as a critical friend.

### **Improving quality: Unsatisfactory**

The school's systems to evaluate its performance, including the use of first hand evidence and gathering the views of a wide range of stakeholders, are in the very early stages of development. The school has started to implement practices, for example subject evaluations that contribute to the self-evaluation process. However, the lack of consistent historical data has made it difficult to assess the progress of individual pupils. The school does not use data well enough to monitor and evaluate progress or to set targets for improvement.

The school's leadership has begun to draw on regular quality assurance procedures and recently implemented a commercial data tracking system. As a result, the school is now beginning to study trends and progress over time in order to match the curriculum more closely to the needs of individual pupils. The school is beginning to draw on first-hand evidence of the quality of teaching and learning through regular lesson observations carried out with the support of the local authority.

The school has produced a useful improvement plan that sets out challenging areas for development and timescales. Where appropriate, costings have been provided. However, it is not always clear how improvement targets link to the stated priorities.

The school has not made enough progress towards meeting the recommendation from the last Estyn inspection report.

### **Partnership working: Good**

The school has established a wide range of effective partnerships with external agencies and colleges both locally and in pupils' home areas. There is regular contact between the colleges and the school. This arrangement is effective in supporting the attendance of pupils at college and in monitoring the progress they make.

The school has developed strong ties with community based groups and other schools. These links have extended the range of activities and choices available to pupils and provide pupils with valuable learning experiences, support and resources. These partnerships have a significant impact on pupils' wellbeing.

Ysgol Rhydygors has good links with the local pupil referral unit and they share learning facilities and staff. As a result, pupils benefit from a wider range of specialist subject teachers. The local authority's peripatetic music service has a well-established link with the school and provides individual and small class teaching in guitar, drumming and keyboards.

Through partnership with Careers Wales and the jointly funded youth worker, pupils are well supported and prepared as they move on from the school.

There are effective partnerships with parents and, through its co-operative working with social services, the school is able to ensure that all parents and carers attend and participate in review and planning procedures for their children. The school is effective at developing joint working practices with trust and good communication between partners.

### **Resource management: Adequate**

The school is appropriately staffed to teach the curriculum effectively and staff are experienced in meeting the primary special educational needs of the pupils. However, staff are not always deployed well enough to make the best use of their time and expertise.

All teachers have been involved in direct classroom observation by the school leadership team, local authority challenge advisers and senior staff from other schools and services. Staff have received detailed written feedback. This has led to appropriate training to meet the school and individual needs.

Teachers have visited mainstream schools to develop their knowledge around specific areas of development, for example in moderating pupils' work. As a result staff are developing their confidence in assessing pupils' work and this is improving the accuracy of teachers' judgements.

Staff are engaged with a number of networks of professional practice. These include ICT and Welsh. As a result, the quality of provision in these areas has improved, as are pupils' standards. In addition, the school is working with the local authority to develop Rhydygors as a communication friendly school. Pupils at the school are ambassadors for this initiative.

The school has targeted resources appropriately to improve the performance of pupils eligible for free school meals. The school has suitable plans to reduce its budget surplus.

Pupils make adequate progress at Ysgol Rhydygors and, as a result, the school provides 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.	21	17 81%	4 19%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		94%	2%	3%	
The school deals well with any bullying.	20	18 90%	2 10%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		82%	8%	10%	
I know who to talk to if I am worried or upset.	21	20 95%	1 5%	0 0%	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	21	20 95%	1 5%	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.	21	19 90%	2 10%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		92%	4%	3%	
I am doing well at school	21	18 86%	3 14%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		93%	3%	3%	
The teachers and other adults in the school help me to learn and make progress.	21	20 95%	1 5%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	1%	1%	
I know what to do and who to ask if I find my work hard.	21	20 95%	1 5%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	2%	3%	
My homework helps me to understand and improve my work in school.	19	14 74%	5 26%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		73%	14%	13%	
I have enough books, equipment, and computers to do my work.	21	20 95%	1 5%	0 0%	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.	20	15 75%	5 25%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		83%	10%	7%	
Nearly all children behave well at playtime and lunch time	21	18 86%	3 14%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		86%	9%	5%	

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## 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.	26	23 88%	3 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		76%	21%	1%	1%		
My child likes this school.	26	18 69%	8 31%	0 0%	0 0%	0	Mae fy mhentyn 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.	26	22 85%	4 15%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		78%	20%	1%	0%		
My child is making good progress at school.	26	13 50%	11 42%	1 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		65%	31%	2%	0%		
Pupils behave well in school.	26	10 38%	11 42%	3 12%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		52%	35%	4%	0%		
Teaching is good.	26	20 77%	5 19%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		74%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	26	18 69%	8 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	25	12 48%	5 20%	1 4%	1 4%	6	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.
		44%	31%	7%	2%		
Staff treat all children fairly and with respect.	26	22 85%	3 12%	1 4%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		73%	23%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	26	21 81%	3 12%	1 4%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		68%	28%	1%	0%		
My child is safe at school.	26	20 77%	4 15%	1 4%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		74%	23%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	22 85%	3 12%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		70%	26%	2%	1%		
I am kept well informed about my child's progress.	26	19 73%	7 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		67%	28%	3%	1%		

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	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.	26	22 85%	3 12%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		75%	20%	2%	2%		
I understand the school's procedure for dealing with complaints.	26	19 73%	7 27%	0 0%	0 0%	0	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.	26	19 73%	6 23%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		63%	32%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	25	9 36%	9 36%	1 4%	1 4%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		40%	29%	7%	2%		
There is a good range of activities including trips or visits.	26	21 81%	5 19%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		69%	28%	1%	0%		
The school is well run.	26	19 73%	6 23%	0 0%	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
Michael Ridout	Team Inspector
Ann Dackevych	Team Inspector
Michelle Gosney	Peer Inspector
Julie Price	Lay Inspector
Margaret Davies	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