



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

A report on

**Pen-Y-Cwm Special School
Strand Annealing Lane
Ebbw Vale
Blaenau Gwent
NP23 5AN**

Date of inspection: April 2016

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.

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Context

Pen-y-Cwm School in Blaenau Gwent has 112 pupils aged between 3 and 19 years. All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties or autistic spectrum disorders.

Nearly all pupils have English as their home language. Pupils are drawn from the whole of Blaenau Gwent as well as from the neighbouring local authorities of Merthyr Tydfil, Torfaen, Monmouthshire and Newport. Thirty-eight per cent of the pupils are eligible for free school meals.

The school mission is to empower and support individuals to be resilient and independent and to develop skills to reach their potential.

There are currently the equivalent of 15 full-time teachers, including senior leaders, and 58 classroom support staff. The headteacher has been in post since 2011.

Summary

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

Current performance

Pen-y-Cwm School is good because:

- Pupils make good progress in their learning in relation to their abilities and recognised needs
- There are highly effective arrangements to support pupils' health and wellbeing
- Pupils are offered a broad and balanced range of relevant learning experiences within and beyond school
- Leaders and managers have strong commitment to school improvement

Prospects for improvement

Pen-y-Cwm School has good prospects because:

- The headteacher and senior leaders are effective
- All staff are committed to providing high quality learning experiences
- Self-evaluation is well embedded and links well to development planning for further improvement
- There are effective systems in place to monitor the performance of all staff in order to secure improvement

Recommendations

R1 Improve assessment for learning strategies to support pupils' learning throughout the school

R2 Make sure that target-setting is cohesive

R3 Improve the quality and consistency of reports to parents

R4 Make sure that staff performance management procedures are used consistently to inform improvements

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils make good progress in their learning in relation to their abilities and recognised needs. The individualised approach to learning makes it inappropriate to compare the results of attainment for pupils at the school with national and local benchmarks.

Over time and in relation to their needs, most pupils achieve learning and behaviour targets to build on their knowledge and develop their skills and understanding. They listen and focus well on their work and sustain their concentration throughout their tasks. They are enthusiastic to learn and take part in the range of activities at school.

Most pupils develop their thinking skills well and apply them to work out the dilemmas they experience, such as whether certain things such as expensive clothing are essential in life.

Many pupils make strong progress with their literacy skills. Older pupils write well for different purposes, for example reviews of places they have visited and what they have seen.

Many pupils use signing well to supplement their language and communication. They engage with enthusiasm in class sign language training sessions and make good use of their skills to support peers with limited language and communication to take a full part in lessons and the life of the school.

Across the school, pupils with more complex needs use information and communication technology (ICT) successfully to help them communicate their needs and interact with peers and staff. They use the school's specialist areas well to explore their environment.

Many pupils develop their understanding of picture schedules and use them effectively to learn the routines of the day.

Generally, pupils make sound progress with numeracy skills and apply these well as they move through the school. For instance, key stage 3 and 4 pupils shop in the local community and learn what things cost, how much money they need and how much change they would get. More able pupils can read timetables and can tell the time using an analogue clock face.

Post-16 pupils apply their skills to run business enterprise activities. They sell products that they make and manage the financial affairs of the business. These types of activities help them to understand the world of work and prepare them for the time they leave school.

Many pupils make good use of ICT to draft their work. They change font size and style, centre work and produce colourful attractive posters. Older pupils send emails to teachers to share their work and ask for comments.

All pupils who receive intensive support in the specialist groups established at the school make good progress in learning to manage their emotions and improve their behaviour. As a result, most are able to return to their classes and take an active part with their peers.

Older pupils gain a range of suitable qualifications in ASDAN Transition and Towards Independence Challenge, Open College Network, St John's Ambulance and the Duke of Edinburgh Bronze, Silver and Gold Awards. A very few pupils attain GCSEs in art. Many older pupils attain the Sports Leadership Award. Over the past three years, nearly all pupils who left the school went on to further education, training or an adult service provision.

Most pupils show a very positive attitude towards learning Welsh. Many use it naturally in the classrooms as part of their daily routines, for example responding to the register.

Many pupils develop important life skills, including getting on with peers and working together in tasks such as preparing snacks and drinks. However, they do not get enough chances to develop these skills in real life situations such as work experience at local or on-site cafés. This restricts their opportunities to become more independent.

There is no significant difference between the performance of boys and girls, pupils eligible for free school meals, those from minority ethnic groups or those looked after by the local authority.

Wellbeing: Good

Nearly all pupils feel safe at the school and many develop a very clear understanding of how to lead healthy lives. This includes making healthy eating choices, staying fit and keeping themselves safe online.

Nearly all pupils enjoy coming to school. Overall attendance at the school over the past three years has been below the average for special schools in Wales. However, more recently there has been an improvement in the attendance of many pupils. Nearly all pupils attend well, unless they are unwell. They are usually prompt in arriving.

Pupils take part in most activities with great enthusiasm and want to do their best. Members of the school council take their role seriously and appreciate being able to influence matters at school, such as having new equipment on the yard.

Nearly all pupils are considerate of their peers. Behaviour, in class and during unstructured times of the day, is very good. Pupils relate to their peers and staff very well and show genuine care and concern for others.

Pupils who have difficulty managing their emotions learn over time, and with expert support from the school, to manage their feelings and improve their behaviour. As a result of the support they receive, they calm down when they are upset and settle quickly back into class.

Many pupils take part in a range of sporting activities, including swimming, judo and archery. They compete successfully in regional sporting events such as football, tag rugby and gymnastic tournaments, and are extremely proud of their achievements.

Pupils engage well in a range of activities that develop their co-ordination skills. They make good progress with rebound therapy programmes, hydrotherapy and music and dance sessions where they improve their co-operation skills and tolerance to noise and touch.

Many pupils take part in community activities to extend their learning and interests. These include attending mainstream school for part of the week, supporting a local wildlife centre and using the skills they gain from their sports leadership programme to volunteer at the leisure centre. These experiences give them valuable opportunities to take responsibility, play a part in their community and prepare for life after leaving school.

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

The school offers all pupils a broad and balanced range of relevant learning experiences within and beyond school. Teachers collaborate well in their detailed planning of termly themes.

The school offers most older pupils a wide range of accredited courses and activities that meet their range of needs and interests including work related skills and community opportunities. There is a strong focus on developing life skills, including public transport training.

There is effective planning for the development of literacy and numeracy skills across the curriculum. The whole school focus on phonics has led to improved reading skills and the identification of those pupils needing alternative methods to learn to read. The school has an appropriately strong focus on developing pupils' communication skills at all levels. This includes the use of technology, picture exchange systems and social use of language.

The school provides many opportunities for pupils to apply their numeracy skills across the curriculum, such as the use of mental addition in archery sessions.

Provision for ICT skills is good for pupils of all abilities. Pupils can access a range of technology, such as simple switch-operated communication aids in story time, touch screens for numeracy programmes, symbol software to support literacy and publishing and paint programmes for producing leaflets and posters.

Teachers make effective use of data from termly assessment and monitoring of pupils' progress to evaluate individual education plan (IEP) targets and produce new ones.

There is effective provision for oral Welsh language development and the Cwricwlwm Cymreig. Pupils have many opportunities to visit places of cultural heritage.

The provision for sustainability and global citizenship is effective. The school encourages pupils to play their part in sustainability and helps them understand that they belong to a wider community. For example, pupils visited their link school and an orphanage in Poland. Whilst there, they acted in a film being made by a Welsh film company.

The school provides interesting enrichment activities such as music therapy, live radio broadcasting and bringing zoo animals into school. However, it does not always analyse the impact of these experiences on pupil outcomes.

Teaching: Good

Teachers have sound knowledge of their pupils and subject areas. They employ an effective range of approaches to meet pupils' additional needs. They plan lessons to include a variety of motivating resources, including technology, to enhance learning.

Staff make very effective use of the specialist areas of the school to provide extremely useful physical activities and sensory stimulation sessions. They are flexible and responsive to pupils' needs, allocating staff well to support tailored work for individuals and small groups to enable pupils to make progress in targeted areas.

Teachers assess and track pupil progress in skills and wellbeing rigorously, using the school's online skills assessment tool and a commercial emotional wellbeing tool. They use the data very well to inform future target setting, planning and provision.

All members of the school community have very good working relationships that contribute positively to pupils' learning. Teaching assistants are very competent and confident in supporting and facilitating learning.

All staff know their pupils exceptionally well and manage incidents of difficult behaviour calmly and effectively. They use the whole school strategies effectively to help all pupils to remain engaged in their learning.

Many classes have well-embedded strategies of assessment for learning. In these classes, pupils understand what they need to do to improve their work because staff discuss learning objectives, share success criteria and make clear their expectations. The strategies are leading these pupils to becoming more independent in their learning. Although the majority of pupils are beginning to self-assess their work, peer assessment is rare.

Nearly all staff use incidental Welsh and sign language well.

Parents are kept well informed about their child's progress and achievements through home to school diaries, phone calls and meetings. Annual school reports to parents vary in quality, are generally descriptive, and do not all include assessment information.

Care, support and guidance: Good

The school has highly effective policies and strategies for promoting care, support and guidance that have a strong emphasis on supporting pupils' behaviour, communication and emotional wellbeing. As a result, nearly all pupils behave well and engage enthusiastically in their learning.

The school offers an appropriate range of activities that link well to pupils' interests and abilities. These support learning about the benefits of a healthy lifestyle, including regular exercise and healthy eating. Pupils can take part in physical activities such as gymnastics, archery, and swimming, and there are regular opportunities for pupils to prepare and cook healthy meals.

The school promotes pupils' social, moral, spiritual and cultural development effectively through the curriculum, assemblies and a wide range of visits to local places of historic interest such as Cyfarthfa Castle.

The personal and social education programme provides pupils with valuable, age-appropriate information about a wide range of issues including sex and relationships, e-safety and personal hygiene. The programme helps pupils to develop their self-awareness and positive attitudes towards personal safety.

The careers education programme is well structured. This supports pupils well when they make transitions to college or other services.

The school council meets regularly and is an effective forum for pupils to raise and discuss issues that concern them.

The school works well with external agencies that support and advise staff about individual pupils' needs. Teachers use information from nurses and therapists to provide effective support for pupils' learning and health needs, for example through using a wide range of communication strategies, rebound and hydrotherapy.

The school has effective arrangements for identifying and meeting the wide range of pupils' additional learning needs. All pupils have an IEP and a majority have personal handling plans. However, the link between targets in plans is not always clear and the quality of IEP targets varies too much across the school. For example, not all IEPs have targets that are specific and measurable.

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

Learning environment: Good

The school has a highly positive and inclusive ethos, which promotes diversity very well. It is a nurturing community in which pupils are highly valued and respected. Pupils have the opportunity to participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds. For example, all pupils have the opportunity to take part in a residential activity.

There are effective policies and procedures in place to make sure that the school deals with any form of discrimination.

The school building provides a vibrant, welcoming and stimulating learning environment. It is a purpose-built school, which meets the needs of all pupils very effectively. For example, it has a hydrotherapy pool, hoists in all classrooms and a wide range of sensory facilities. Good quality wall displays enhance the learning environment.

Resources at the school match well to pupils' needs and the requirements of the curriculum. The school makes appropriate use of the grounds to enrich pupils' learning experiences and support their well-being. For example, there is a play area with fully accessible play equipment and an area for pupils to exercise and play team games.

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

The headteacher has a clear vision and high expectations for the school. She communicates these very effectively to governors, pupils, parents and staff.

The re-organisation of the senior leadership team in 2014 has strengthened the capacity of the school to improve provision and standards. Senior leaders are effective, understand their roles and responsibilities and undertake their work efficiently. In line with the school's aims and objectives, middle leaders have clear priorities, linked to school development planning. All staff contribute to the positive ethos of providing high quality learning experiences in a caring environment.

The school has effective systems in place to monitor the performance of all staff in order to secure improvement. The school takes appropriate actions to challenge, support and monitor underperformance. However, use of the performance management systems is inconsistent. For instance, reviews on the performance of teachers do not always take a good enough account of completion of previous improvement objectives.

Generally, meetings provide suitable opportunities for all staff to contribute to the strategic direction of the school. There is a clear focus on improving outcomes through improved data tracking and the provision of rich and stimulating experiences for pupils. However, records of meetings are not always detailed enough. As a result, senior leaders are unable to hold themselves to account well enough.

Governors generally have a good understanding of the school's strengths and areas for development. They bring an appropriate range of skills and expertise that are used well in their role. This allows the governing body to support and challenge the school. However, minutes of their meetings do not provide an adequate reflection of their work, especially the challenge that governors provide.

Improving quality: Good

The school has appropriate arrangements for self-evaluation and this links well to development planning for further improvement. There is an established programme of monitoring and reviewing appropriate evidence in order to raise standards. This quality assurance system provides senior leaders with up-to-date information, which enables them to monitor progress effectively.

The school's data system is used consistently to good effect to monitor progress at an individual pupil, class, key stage and whole school level and to target improvement.

The senior leadership team observe lessons on regular basis. Peer observations are an integral part of school life. These are used to good effect to share good practice in the school. However, the quality of written feedback provided to teachers is inconsistent.

The school has a track record in improving standards and provision for pupils. There is a clear focus on rigorous review to ensure positive impact. The current school development plan exemplifies this well. It identifies a range of improvement priorities that both consolidate and extend existing aspects of the school's work. There is a strong rationale for each of the priorities and these are supported by clear workstreams, designated staff and costings aligned to the financial year. Dates for reviewing the implementation of the development plan are clear. However, the success criteria do not focus enough on expected outcomes in relation to pupil standards.

The school routinely seeks the views of pupils, staff, parents and governors on a range of matters. This leads to improvements such as changes to daily departure arrangements for pupils, which has reduced pupil anxiety. Further consultations led to a range of informative leaflets produced for parents that explain, for example, how the annual review process works.

Partnership working: Good

The school has many well-established partnerships, which contribute to the rich and varied learning experience of pupils. For example, the annual opera project allows pupils to develop new skills in singing and performance. Pupils are involved in designing the stage set, posters and production programmes. They receive expert tuition from an opera singer and perform in an annual public music festival. As a result, the experience has a direct, beneficial impact on pupils' learning and wellbeing.

Partnerships with a number of qualified and experienced sports coaches has resulted in the school establishing clubs in, for example, archery and judo. Pupils develop skills in these sports to a high standard. A minority gain qualifications in sports leadership and, in a very few cases, pupils have become judo coaches in their local communities.

The school keeps parents well informed about its work through its website, regular contact and a range of information leaflets.

There is excellent communication between the school and health board. Specialist staff provide support and therapy at school. As a result, there is a very good shared understanding of the needs of pupils and a mutual trust and respect between agencies.

The school works well with local schools. Where appropriate, pupils access mainstream provision for specialist subjects or when there is a possibility that the pupil will be re-integrated into mainstream school. These links ease transition for the few pupils that are integrated into mainstream school and allow pupils to maintain contact with mainstream classmates.

Partnerships with other special schools are beginning to have a positive impact on teaching and learning.

Resource management: Good

The school has an appropriate number of well-qualified and experienced staff, who provide highly effective support for the broad range of pupils' learning and health needs.

Teachers and teaching assistants have regular opportunities to increase their expertise through sharing good practice and attending relevant training that links well to the school's priorities for development. Teachers receive appropriate planning, preparation and assessment time.

Teaching assistants play a valuable role in recording and reporting pupils' achievements and in contributing to theme planning, IEP targets and pupil assessment. A few teaching assistants have useful specific roles such as inclusion, communication and leading sports activities.

There are effective networks of professional practice with other schools and partners. For example, the school is involved with other special schools in developing materials for physical movement sessions, emotional wellbeing of pupils and behaviour management. Through its links with networks of educational providers, the school has been able to strengthen its expertise in addressing its priorities.

The headteacher works effectively with the governing body to monitor the school budget. Spending is carefully linked to the priorities of the school improvement plan.

Grants used to support specific groups of pupils have contributed to developing parents' understanding on how to help their children at home, especially with aspects of communication and behaviour.

In view of the good outcomes and provision, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	72	70 97%	0 0%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		94%	3%	3%	
The school deals well with any bullying.	72	61 85%	2 3%	9 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		84%	9%	7%	
I know who to talk to if I am worried or upset.	71	66 93%	2 3%	3 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	4%	4%	
The school teaches me how to keep healthy	71	63 89%	1 1%	7 10%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		93%	4%	3%	
There are lots of chances at school for me to get regular exercise.	72	64 89%	3 4%	5 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		92%	6%	3%	
I am doing well at school	73	71 97%	0 0%	2 3%	Rwy'n gwneud yn dda yn yr ysgol.
		93%	5%	3%	
The teachers and other adults in the school help me to learn and make progress.	73	72 99%	0 0%	1 1%	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.	70	68 97%	2 3%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		95%	3%	3%	
My homework helps me to understand and improve my work in school.	71	42 59%	12 17%	17 24%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		67%	21%	12%	
I have enough books, equipment, and computers to do my work.	72	68 94%	0 0%	4 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		91%	5%	4%	
Other children behave well and I can get my work done.	73	63 86%	5 7%	5 7%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	16%	6%	
Nearly all children behave well at playtime and lunch time	72	63 88%	4 6%	5 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		83%	13%	4%	

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.	53	44 83%	9 17%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	1%	1%		
My child likes this school.	55	44 80%	11 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	20%	1%	0%		
My child was helped to settle in well when he or she started at the school.	54	43 80%	11 20%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	54	40 74%	14 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	29%	2%	0%		
Pupils behave well in school.	48	27 56%	21 44%	0 0%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		59%	37%	4%	0%		
Teaching is good.	54	44 81%	10 19%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		76%	23%	1%	1%		
Staff expect my child to work hard and do his or her best.	54	32 59%	22 41%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		68%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	46	15 33%	23 50%	8 17%	0 0%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		54%	36%	9%	2%		
Staff treat all children fairly and with respect.	55	46 84%	9 16%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		76%	22%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	54	33 61%	21 39%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	29%	1%	0%		
My child is safe at school.	54	43 80%	11 20%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		76%	22%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	41 75%	14 25%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	25%	3%	1%		
I am kept well informed about my child's progress.	55	38 69%	14 25%	3 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		67%	28%	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.	55	42 76%	13 24%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		76%	20%	2%	2%		
I understand the school's procedure for dealing with complaints.	54	28 52%	26 48%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		61%	35%	3%	0%		
The school helps my child to become more mature and take on responsibility.	54	30 56%	24 44%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		66%	32%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	15 39%	18 47%	5 13%	0 0%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	37%	9%	3%		
There is a good range of activities including trips or visits.	55	43 78%	12 22%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		70%	27%	3%	0%		
The school is well run.	55	46 84%	9 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		77%	21%	2%	1%		

Appendix 2

The inspection team

Sw Roberts	Reporting Inspector
Huw Davies	Team Inspector
Anthony Mulcahy	Team Inspector
Andrea Louise Davies	Lay Inspector
Julie Kay	Peer Inspector
Theresa Evans-Rickards	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

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

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment