



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

**A report on**  
**Carmarthenshire Secondary Teaching and Learning Centre**  
**Parc Gittio**  
**Llwynhendy Road**  
**Llwynhendy**  
**Llanelli**  
**Carmarthenshire**  
**SA14 9DP**

**Date of inspection: September 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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**Publication date: 24/11/2015**

## Context

Carmarthenshire Teaching and Learning Centre is a local authority pupil referral unit (PRU) maintained by Carmarthenshire local authority. The centre opened in September 2013 and provides education for up to 42 pupils at key stage 3 and 4 who have social, emotional and behavioural difficulties (SEBD).

The PRU is accommodated on two sites. One is based in the village of Pwll, on the western outskirts of Llanelli, and the other in the village of Llwynhendy, on the eastern side of the town. The two sites have an integrated line management structure, and are overseen by a single management committee. The PRU aims to return pupils to mainstream education, or support them into further education, training or employment.

There are 27 pupils on roll. Nearly all pupils are also registered at other mainstream schools. All pupils are of key stage 4 age and all have special educational needs. Seven per cent of pupils have statements of special educational needs. Twenty-six per cent of pupils are eligible for free school meals and 19% are looked after by their local authority. Nearly all pupils come from homes where English is the main language.

This is the first inspection of Carmarthenshire Teaching and Learning Centre. The Head of Centre was appointed in September 2014. The Centre Manager was appointed as deputy head of the centre in January 2015.

## Summary

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

### Current performance

The PRU's current performance is adequate because:

- Around half of pupils make suitable progress in their literacy and numeracy skills
- Pupils at key stage 4 gain an appropriate range of qualifications in accredited courses
- There are effective arrangements for identifying and meeting pupils' additional learning needs
- There are effective partnership arrangements with parents, specialist agencies and colleges of further education
- All school leavers move on to colleges of further education, work-based learning or employment

However:

- A few pupils do not engage well enough in lessons
- Staff do not apply strategies for managing behaviour consistently across the PRU; as a result, the behaviour of a minority of pupils gives cause for concern
- Attendance is unacceptably low
- Provision for the development of information and communication technology (ICT) skills across the curriculum is at an early stage
- Accommodation at the Llwynhendy site does not meet the social and learning needs of the pupils

### Prospects for improvement

The PRU's prospects for improvement are adequate because:

- The newly appointed management team have introduced quality assurance processes that are starting to have an impact on pupils' standards
- The PRU works closely with partners to provide additional support and guidance for pupils
- The leadership team are fully committed to the centre and its pupils and all staff share this commitment

However:

- The local authority has been inconsistent in the support provided for the management team
- Self-evaluation processes are not robust enough and do not include a number of important areas
- Leaders and managers do not systematically analyse pupil performance data

## Recommendations

- R1 Address the safeguarding concerns raised during the inspection
- R2 Improve pupils' attendance
- R3 Improve pupil behaviour and ensure that all staff manage pupil behaviour consistently
- R4 Improve the process and quality of self-evaluation
- R5 Ensure that the PRU, management committee and local authority work together effectively to raise standards
- R6 Improve the accommodation to ensure that it provides a safe environment and meets the learning needs of pupils
- R7 Improve the provision for ICT across the curriculum

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Pupils who attend Carmarthenshire Teaching and Learning Centre have a range of social, emotional and behavioural difficulties. Most have a history of poor attendance and exclusion in their mainstream schools.

Around half of the pupils make good progress in developing their skills. They listen well to their teachers, co-operate well with their peers and take pride in their work. In a majority of lessons, they recall prior learning well, ask pertinent questions and apply their thinking skills to new topics. However, a minority of pupils do not make suitable progress. They do not behave well, they disrupt the learning of others and do not work to the best of their ability.

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

Pupils at key stage 4 gain an appropriate range of qualifications in accredited courses that are well matched to their abilities and needs. For example, in 2015, most Year 11 pupils achieved passes in both English and mathematics GCSE, and all pupils left with at least three nationally recognised qualifications. These included a range of Essential Skills Wales qualifications at level 2. A minority of pupils achieved four GCSE passes. These achievements helped all school-leavers to move on to appropriate placements in local further education colleges.

There is no significant difference between the achievements of boys and girls, pupils who are eligible for free school meals and those who are in the care of their local authority.

Around half of pupils make sound progress in developing their literacy skills. They write for a wide range of audiences and for different purposes. Their writing is well organised into paragraphs and uses a suitable range of general and subject-specific vocabulary. They improve their reading skills and develop the confidence to read aloud in class. They make good use of these skills to research information and analyse text. A majority of pupils speak and listen well in relation to their age. For example, in tutorial and English lessons, they practise their language skills and answer questions confidently, giving reasons for their answers when asked. Around half of pupils demonstrate number skills in line with their age and ability. They apply the four rules of number accurately and show a good understanding of the appropriate types of graphs and charts for presenting different types of data. They use equipment to construct graphs and geometric shapes. However, a minority of pupils do not take pride in the presentation of their work and do not work accurately. A few pupils select appropriate methods for calculation when solving real life problems. However, most pupils do not apply their numeracy skills well enough across the curriculum or in practical situations.

Many pupils do not develop the ICT skills they need well enough to support their learning across the curriculum.

Pupils develop their Welsh language skills appropriately and gain a suitable understanding of Welsh culture.

### **Wellbeing: Unsatisfactory**

Almost all pupils feel safe in the PRU and feel that staff respect them. Almost half of the pupils do not agree that the PRU helps them to be healthy. A few pupils understand the benefits of eating fruit and a balanced diet. However, although staff promote a healthy lifestyle, many pupils have not developed positive attitudes towards improving their diet. They continue to bring fizzy and energy drinks and crisps to school. A few pupils refuse to take part in physical education. Many pupils smoke and a few carry lighters in school.

Pupils have a good understanding of bullying, including cyber bullying and know what to do and whom to talk to if they have a problem. They discuss important issues that may impact on their lives such as drugs, relationships and consent and e-safety during valuable sessions with the police liaison officer.

Pupils' attendance, at 75%, is unsatisfactory. However, a few pupils' attendance levels are significantly higher than when they were in their mainstream schools.

There have been no permanent exclusions and 32 days of fixed exclusions since the PRU was set up. There are many incidents where pupils leave lessons having refused to work. Staff do not record this length of time out of lessons. As a result, staff and pupils are not aware of how much education is lost.

The behaviour of a minority of pupils is very poor. They are abusive to staff and visitors, regularly refuse to take part in lessons and openly check their mobile phones. Swearing is commonplace. A few damage the buildings and put themselves at risk by climbing on the furniture. In a few cases, this poor behaviour is unchallenged by staff.

Pupils regularly reflect on their own learning and make decisions about their next steps. The school council meets once a term. Pupils have commented on the behaviour policy and curriculum matters but the work of the council is too limited. They do not play a full role in the work of the PRU. On occasion, pupils lose interest in the meetings and leave.

The PRU assesses all pupils on entry for emotional literacy. They were reassessed in the summer term 2015. Fourteen pupils have shown improvement, eight have stayed the same and five have lower scores.

Where pupils attend and are engaged, they develop the skills that they need to move on successfully to further learning. However, currently they cannot gain an understanding of the world of work, as there is no formal work experience programme. Pupils are not involved in work with the local community.

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

The PRU provides a broad and balanced curriculum with an appropriate focus on developing pupils' literacy and numeracy skills. The PRU has increased the range of qualifications in accredited courses that pupils can choose at key stage 4. However, the range does not meet the needs of all pupils, as there is insufficient access to vocational courses. The curriculum at the Pwll site has been adapted well to include a greater focus on physical activity and access to forest schools. These activities help pupils to develop important skills such as working with others and problem solving. However, these valuable learning opportunities are not available to pupils at the Llwynhendy site.

There is a comprehensive scheme of work in place for personal and social education (PSE) that includes sex education, health and careers. The schemes of work for core subjects are well organised with differentiated tasks, clear skills coverage and opportunities for assessment. However, in a minority of subjects medium-term planning is underdeveloped and unfinished, and it does not identify differentiated tasks.

There are limited planned opportunities for pupil recreation during breaks and lunchtimes. As a result, pupils are often unoccupied and this contributes to a tension between pupils and an unsettled atmosphere. The PRU has identified the need to develop extra-curricular activities in its centre development plan.

The PRU has established valuable links with Careers Wales and Coleg Sîr Gar to develop work-related education. Although life skills are incorporated into a few subjects, the PRU provides limited opportunities for work on independent living skills and preparation for the responsibilities of adult life.

The curriculum provides suitable opportunities for pupils to develop their literacy, thinking and numeracy skills effectively. The PRU identifies pupils with weak literacy and numeracy skills well and provide appropriate intervention programmes for these pupils. However, pupils do not have enough access to the use of ICT and this limits the opportunities to develop their ICT skills.

The centre has a number of attractive bilingual displays around the site. Pupils complete reading and writing tasks in Welsh lessons and learn about Welsh history and culture. A few teachers use incidental Welsh in lessons.

The PRU encourages discussion of global citizenship and a very limited range of environmental and sustainability themes through the PSE scheme of work. However, there is little planning for education for sustainable development and global citizenship (ESDGC) across the rest of the curriculum. There are no encouragement to recycle or be environmentally conscious around the centre.



## **Teaching: Adequate**

Most teachers plan lessons carefully. In most lessons, they set clear learning objectives and employ a suitable range of teaching strategies and resources that are well matched to the needs and abilities of the pupils. This helps a majority of pupils to remain on task and make progress.

In many lessons, teachers and teaching assistants have good up-to-date subject knowledge and high expectations of pupils' work and behaviour. They establish good working relationships with the pupils, set clear boundaries and are consistent in applying the centre's behaviour management policy. Generally, a majority of pupils respond well to this approach, remain attentive in lessons and behave appropriately.

However, in a minority of lessons where teaching is less effective, teachers do not manage pupils' behaviour well enough. In these lessons, the behaviour of a few pupils disrupts the learning of others. In a few lessons, teachers do not review pupils' progress effectively and too much of the learning is teacher-directed.

Generally, teachers mark work promptly and nearly always include positive comments to encourage pupils. However, marking is not consistent across the centre and does not always tell pupils what they have to do to improve their work. Where pupils are engaged, they are given valuable opportunities to reflect on their own learning.

Senior leaders have recently put in place a useful system to track pupil outcomes. As a result, teachers can now monitor pupil progress and are starting to set aspirational subject targets for individual pupils.

The PRU keeps parents up-to-date on pupil progress through regular and informative reports.

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

The PRU uses a wide range of activities to promote pupils' spiritual, moral and cultural development. These include discussions in tutorial time and a useful programme designed to help pupils examine their feelings and work out how to improve their responses to others.

The PRU works well with a wide range of key agencies to provide timely support for vulnerable pupils. These include counselling and mentoring for pupils provided by the educational psychology service, the Police and CAMHS.

The PRU has recently reviewed and improved its admissions procedure. Schools are now required to provide comprehensive information about pupils prior to them joining the PRU. Staff now assess pupils' emotional wellbeing when they start in the PRU. This allows staff to plan appropriate interventions and track pupils' progress.

There is an appropriate behaviour policy and a points system linked to rewards. However, staff do not apply this policy consistently. They do not always challenge pupils' poor behaviour. For example, where pupils are late to lessons they do not lose points; they sit on tables unchecked and openly use their mobile phones.

The PRU has produced an information booklet to help pupils understand the work of the PRU, what they can expect from staff and how they should behave. However, this requires a high level of reading skill and suggests that the PRU expects less of those who attend the Pwll site.

Pupils' additional learning needs are carefully identified and they are given appropriate extra support where necessary. Staff use this information well to inform individual education plans. Pupils are fully involved in setting and reviewing their targets.

Aspects of the PRU's arrangements for safeguarding pupils do not meet requirements. The inspection team shared these shortcomings with the PRU during the visit.

### **Learning environment: Unsatisfactory**

The aim of the PRU is to be an orderly and friendly community in which pupils develop the skills necessary to make a successful reintegration into school or move on to further learning or employment. Many pupils respond well to the caring ethos developed by the staff team. However, a minority of pupils do not value or engage well enough with the PRU.

The accommodation at the Pwll site has been recently refurbished and provides pupils with a stimulating, well-maintained environment for learning. This includes suitable areas and resources for sport and physical activities.

The accommodation at the Llwynhendy site is in a very poor state of repair. The classrooms provide a suitable learning environment. However, the communal areas are poorly maintained and unwelcoming. One of the classrooms at the Llwynhendy site is too small to accommodate a full class and the area designated for the use of time out is not a safe and suitable space for this purpose. The outdoor area at Llwynhendy is unsafe and not fit for purpose. As a result, pupils are unable to take part in outside activities.

Generally, there are sufficient learning resources at both sites to meet the pupils' needs. However, provision for ICT at both sites is underdeveloped and impacts negatively upon the pupils' learning.

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

The leadership team are fully committed to the centre and its pupils and all staff share this commitment. They consult the staff regularly and staff feel fully involved in the work of the centre. The new weekly staff meetings are a valuable opportunity to share information and enable all staff to make positive contributions.

The head of centre has a vision for the centre, which has a strong focus on wellbeing, but this vision is not planned for strategically enough. Staff and the management committee are unclear about the PRU's priorities. The leadership team do not use data and other evidence effectively enough to gain an accurate picture of the centre's performance and then decide on suitable targets and priorities.

The new leadership team have made beneficial changes, which have led to improvements. These include refurbished facilities at the Pwll site and an increased focus on teaching and learning, which has had a positive impact on the quality of teaching. However, many initiatives are at a very early stage of development and do not focus well-enough on important areas for development such as pupil attendance and behaviour.

Roles and responsibilities within the PRU are appropriately defined and staff understand well the roles of the leadership team. However, there are too few opportunities for members of staff outside the leadership team to gain leadership experience. As a result, too much of senior managers' time is spent dealing with day-to-day operational matters at the expense of strategic planning.

There are suitable arrangements for performance management and clear and useful guidelines, which emphasise the importance of setting measurable targets. There are valuable opportunities for staff to review these targets and discuss their progress against them. Despite this, the leadership team have failed to address important issues regarding underperformance.

The management committee have improved their processes and increased their active involvement in the day-to-day running of the centre over the past year. Members of the committee have been involved in lesson observations and book scrutiny. They have also established three new sub-committees, which plan to focus in more detail on the work of the centre. However, the committee and the local authority have not provided sufficient leadership and management support for the new, inexperienced, leadership team and have failed to implement appropriate performance management arrangements for the head of centre. The management committee does not have an instrument of government document, which is a statutory requirement.

### **Improving quality: Unsatisfactory**

The PRU has recently introduced appropriate quality assurance procedures for monitoring teaching and learning. Leaders have used well the outcomes of monitoring to implement change. This has led to early improvements in the quality of teaching. However, the PRU's processes for monitoring and evaluating the effectiveness of other systems and policies, such as those for behaviour management and attendance, are not robust and therefore do not result in improvement.

There are suitable new arrangements for the collection and tracking of data. There are recent examples where the PRU has used pupil data to plan appropriately for interventions. However, the PRU does not collate, analyse or evaluate pupil data well enough and is therefore not using it effectively to meet the needs and improve the outcomes of all pupils.

The PRU's self-evaluation report makes suitable use of evidence such as that from lesson observations and pupil views and is generally evaluative. Staff and members of the management committee were involved appropriately in the writing of the self-evaluation report. However, the report does not include data or detailed

evaluations on important aspects such as attendance, behaviour and pupil progress. As a result, the self-evaluation process does not give an accurate enough assessment of the PRU's strengths and weaknesses.

The PRU has identified a number of priorities for improvement. However, there are too many and they are too broad. Additionally, weaknesses in the PRU's self-evaluation and improvement planning mean that staff have not focused all their improvement work in the most appropriate areas. There are no measurable targets and no arrangements for monitoring and evaluation in the improvement plans.

### **Partnership working: Good**

The PRU's partnerships with parents and carers are strong. Parents feel able to contact teachers when required and feel well supported. Staff keep parents informed of progress through regular phone calls, twice-yearly review meetings and annual reports.

Well-established partnerships with a range of agencies enable the PRU to provide timely advice for staff and specialist support to individual pupils. For example, it works effectively with CAMHS and Lechyd Da to support the emotional health and wellbeing of students.

The PRU has useful links with local colleges and several 14-19 learning providers, which it uses well. Key workers assist pupils to make decisions and ensure that vocational courses match their ability and needs. Where providers work together to arrange dual placements, staff, pupils and parents report this has a positive impact on the learning and the wellbeing of pupils.

Staff benefit from effective professional links with local secondary schools. However, these links are not used well enough to offer pupils re-integration opportunities. The quality of information provided by dual registered schools about pupils on entry to the PRU is too variable.

Where pupils are educated off site each week it is unclear how the PRU liaises with these providers and evaluates the provision and impact on pupil achievement.

### **Resource management: Adequate**

There are appropriate numbers of staff to deliver the curriculum and support pupils. Teaching assistants make a valuable contribution to the work of the centre and are deployed appropriately according to subject specialisms. The PRU has further improved the way in which it uses teaching assistants as they have recently started to deliver intervention sessions to pupils. However, it is too early to evaluate the impact of this development. Teaching assistants are included in the performance management arrangements.

Most staff are suitably qualified and experienced to meet the emotional and social needs of pupils. A few members of staff are involved in networks of professional practice. They have shared good practice from the PRU with local schools and other PRUs.

Staff benefit from a satisfactory programme of training. This includes professional development on aspects of teaching and learning and training on how to meet the wellbeing needs of pupils. A few members of staff have observed each other teach and there are plans in place for all teachers to do this. However, the training programme is not matched suitably to the individual needs of staff and is not always linked sufficiently to the centre's improvement priorities.

The local authority has recently invested substantial funds in improving the quality of the accommodation at the Pwll site. This has had a positive impact on pupil and staff wellbeing. However, shortcomings in the accommodation at the Llwynhendy site are having a negative impact on pupil outcomes.

There have also been investments in ICT equipment and programmes. However, these are not yet in use because the centre has not received sufficient technical support from the local authority. As a result, these investments are yet to have an impact.

The PRU does not have control of its own budget. It therefore has to approach the local authority when in need of any resources or funds. This makes planning for the future difficult as managers do not know how much money will be available. It also causes problems with the efficient day-to-day running of the centre.

In view of the outcomes achieved by pupils, the PRU provides adequate value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

#### Secondary Questionnaire (Overall)

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	
I feel safe in my school	18		5 28%	9 50%	1 6%	3 17%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			53%	43%	3%	2%	
The school deals well with any bullying	18		4 22%	6 33%	5 28%	3 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			49%	40%	8%	3%	
I have someone to talk to if I am worried	17		5 29%	8 47%	3 18%	1 6%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			51%	39%	6%	3%	
The school teaches me how to keep healthy	18		1 6%	9 50%	5 28%	3 17%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			35%	52%	8%	5%	
There are plenty of opportunities at school for me to get regular exercise	18		4 22%	12 67%	2 11%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			37%	45%	15%	4%	
I am doing well at school	18		5 28%	5 28%	4 22%	4 22%	Rwy'n gwneud yn dda yn yr ysgol.
			42%	46%	8%	4%	
The teachers help me to learn and make progress and they help me when I have problems	15		2 13%	13 87%	0 0%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			58%	38%	3%	2%	
My homework helps me to understand and improve my work in school	16		1 6%	3 19%	4 25%	8 50%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	43%	18%	19%	
I have enough books and equipment, including computers, to do my work	17		4 24%	7 41%	4 24%	2 12%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			55%	37%	6%	1%	
Pupils behave well and I can get my work done	15		0 0%	3 20%	5 33%	7 47%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			24%	51%	20%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		16	3 19%	8 50%	4 25%	1 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			57%	34%	6%	3%	
The school listens to our views and makes changes we suggest		18	4 22%	8 44%	4 22%	2 11%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			37%	51%	10%	3%	
I am encouraged to do things for myself and to take on responsibility		17	7 41%	9 53%	0 0%	1 6%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			44%	50%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		15	4 27%	10 67%	1 7%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			51%	42%	5%	2%	
The staff respect me and my background		16	6 38%	9 56%	0 0%	1 6%	Mae'r staff yn fy mharchu i a'm cefndir.
			55%	40%	4%	2%	
The school helps me to understand and respect people from other backgrounds		15	3 20%	11 73%	0 0%	1 7%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			48%	45%	5%	2%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		15	6 40%	6 40%	2 13%	1 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			33%	52%	8%	7%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		8	3 38%	4 50%	1 12%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			31%	39%	13%	17%	

## 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 Dalim yn gwybod	
Overall I am satisfied with the school.	11		8 73%	3 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			79%	20%	2%	0%		
My child likes this school.	11		5 45%	4 36%	2 18%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
			66%	31%	4%	0%		
My child was helped to settle in well when he or she started at the school.	10		5 50%	5 50%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			77%	23%	1%	0%		
My child is making good progress at school.	11		4 36%	5 45%	1 9%	1 9%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			68%	28%	4%	0%		
Pupils behave well in school.	9		3 33%	6 67%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			46%	46%	8%	1%		
Teaching is good.	11		7 64%	4 36%	0 0%	0 0%	0	Mae'r addysgu yn dda.
			75%	25%	0%	0%		
Staff expect my child to work hard and do his or her best.	0		0 - 21474836 48%	0 - 214748 3648%	0 - 2147483 648%	0 - 21474 83648 %	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			74%	26%	0%	0%		
The homework that is given builds well on what my child learns in school.	0		0 0%	0 0%	0 0%	0 0%	0	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.
			48%	42%	5%	5%		
Staff treat all children fairly and with respect.	11		8 73%	3 27%	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.	11		7 64%	4 36%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			64%	31%	4%	1%		
My child is safe at school.	11		7 64%	3 27%	1 9%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			76%	23%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	11		6 55%	5 45%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			75%	23%	2%	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 am kept well informed about my child's progress.	11		8 73%	3 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			77%	21%	2%	0%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	11		8 73%	3 27%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			82%	16%	1%	0%		
I understand the school's procedure for dealing with complaints.	10		6 60%	4 40%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			62%	33%	4%	2%		
The school helps my child to become more mature and take on responsibility.	1		1 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			75%	22%	3%	1%		
My child is well prepared for moving on to the next school or college or work.	11		4 36%	4 36%	1 9%	2 18%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			57%	30%	8%	5%		
There is a good range of activities including trips or visits.	11		8 73%	3 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			72%	23%	3%	2%		
The school is well run.	11		7 64%	4 36%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
			81%	17%	2%	1%		

## Appendix 2

### The inspection team

Anthony Mulcahy	Reporting Inspector
Claire Yardley	Team Inspector
Lowri Jones	Team Inspector
Terry James Davies	Lay Inspector
Sian Davey	Peer Inspector
Nick Lloyd	Nominee

## Copies of the report

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