



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

A report on

**Torfaen PRU, Ty Glyn
Albion Road
Pontypool
Torfaen
NP4 6GE**

Date of inspection: November 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

Torfaen pupil referral unit (PRU) provides education for pupils from key stage 3 and key stage 4 who have social, emotional and behavioural difficulties. All pupils who attend have either experienced significant emotional difficulties that stopped them from attending school, or they have been permanently excluded or are at risk of exclusion.

The provision includes three sites: a main site, Ty Glyn in Pontypool, The Nook in Abersychan and The Old School in New Inn. Pupils who require short-term individual tuition are educated off-site in local authority or community owned provision. Nearly all pupils have dual registration with a mainstream school.

There are currently 27 pupils on roll. Fourteen have additional learning needs and four pupils have statements of special educational needs. There are no pupils from an ethnic minority background. No pupils speak Welsh as their first language at home.

Currently, 7% of pupils are looked after by the local authority.

The percentage of pupils entitled to free school meals is 41%, which is high compared to the national average of 18% of pupils in mainstream schools.

The PRU provides full-time provision for all pupils. This includes supported learning at the local college of further education, work experience and outdoor educational activities.

The headteacher has been in post since 2013.

Summary

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

Current performance

Torfaen PRU is good because:

- Pupils make good progress in all aspects of their learning
- Pupils consistently meet the targets in their individual learning plans
- The curriculum is highly responsive to the individual needs of the pupils
- Teachers work collaboratively to plan high quality, engaging and motivating lessons which build on individual strengths and interests well

Prospects for improvement

Prospects for improvement at Torfaen PRU are good because:

- The headteacher has a clear strategic vision that is fully understood and shared by all staff
- Leaders use self-evaluation well to identify areas of weakness and plan priorities for future improvements
- Senior leaders make very effective use of data to evaluate the PRU's strengths and areas in need of improvement
- Strong links with mainstream schools provide PRU staff with access to high quality professional development

Recommendations

- R1 Increase the use of information and communication technology across the curriculum to support learning
- R2 Develop opportunities for pupils to access regular extra-curricular activities
- R3 Develop systems for analysing pupils' behaviour
- R4 Ensure that the management committee takes on a more active role in monitoring and challenging the performance of the PRU

What happens next?

The PRU 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

Most pupils have a history of poor attendance and exclusion prior to joining the PRU. As a result, they have significant gaps in their learning. Through highly skilled support, they develop their confidence and nearly all learn to enjoy their time in education.

Pupils meet the targets in their individual learning plans consistently and improve steadily from their baselines assessments. In relation to their abilities and individual needs, all pupils make good sustained progress in all aspects of their learning.

Nearly all pupils improve their communication skills over time. As a result, they learn to express themselves more clearly and can talk about the things that make them angry and upset. This helps them manage their behaviours and enables them to participate in all aspects of the curriculum.

Pupils listen carefully to staff instructions before they start work. They nearly all ask sensible questions when they need to clarify something, and generally work hard to focus on their learning in class. They work effectively in small groups and many pupils work well on their own. They tackle tasks set by teachers confidently, without needing frequent reassurance.

In many lessons, pupils use subject specific and technical vocabulary effectively. For example, in mathematics, pupils use and understand the meaning of pi, equations, volume and radius. They are proud that they understand and accurately use mathematical terms.

The majority of pupils learn to plan, draft, proofread and edit their writing to produce a well-presented final version. They develop their understanding of how paragraphs help to structure longer pieces of writing and how different sentence structures and connectives make meaning clear. A few pupils receive focused support and make rapid progress in developing their literacy skills.

All pupils make good progress towards meeting their literacy and numeracy targets. They apply their skills well across the curriculum. For example in mathematics, after practical work, they write down the processes they need to go through to calculate the circumference of a rectangle. They use their thinking skills well to work out the logical steps for completing the calculation and can work out, independently how to measure circumference of other shapes.

A few pupils use information and communication technology (ICT) well to research work. For example, in an art GCSE course, pupils use ICT confidently to explore creative media, researching the pop art movement to learn about specialists in psychedelic art. However, across the curriculum, pupils do not use ICT often enough to develop their expertise and support their learning.

A very few pupils make good progress gaining skills in the Welsh language.

Over the past three years, nearly all year 11 pupils have gained nationally accredited qualifications including GCSE, ASDAN and Agored Cymru level 1 and level 2 awards. Last year, the 16 pupils who left the PRU achieved a total of 77 qualifications.

Older pupils gain a good understanding of the world of work through a range of vocational taster courses and work experience placements. However, only a very few pupils gain vocational qualifications.

Nearly all pupils who leave the PRU go on to the local further education college or training provider. Over the last three years, a few pupils have progressed to academic courses such as A level Welsh and psychology. Many pupils have gone on to a range of vocational courses such as veterinary nurse training, performing arts and construction. Only a very few pupils access apprenticeship training.

Wellbeing: Good

Over time, and with expert support, the majority of pupils learn to understand their emotions and frustrations and to manage their behaviour. They respond well to the consistent approach of staff as they develop a secure understanding of what is acceptable behaviour at the PRU. The rewards system, which pupils helped design, works effectively as a motivator of good behaviour. As a result of their efforts, they learn to bring their emotions under control and ensure that behaviour at the PRU is generally good.

Nearly all pupils feel safe at the PRU and believe that bullying is dealt with well. Generally, they are polite and respectful to each other, staff and visitors. They show pride in their work and feel very much part of a community at the PRU.

Nearly all pupils understand how to keep fit and healthy. They know that smoking, drugs and alcohol are dangerous and many have benefited from the smoking cessation programme provided by PRU and its partners. Many pupils develop a clear understanding of the issues around sexual health.

Pupils take part eagerly in daily sessions where they learn, for example, how to improve their communication with others, how to express their thoughts more clearly and how to empathise with others. Pupils make good use of these sessions to measure their own readiness for learning each day.

Pupils develop highly effective relationships with staff at the PRU. They trust staff and know that their opinions are valued. This helps them improve their self-esteem and confidence and develop positive attitudes to learning. Over time at the PRU, as their trust and confidence increases, pupils contribute actively to planning what and how they learn.

The school council is used well to discuss issues, voice concerns and agree solutions. For instance, pupils agreed to fundraise to buy a pet. Members of the school council have been involved in all staff appointments since 2015.

Whilst at the PRU, nearly all pupils follow a healthy diet and keep themselves refreshed by drinking water during the day. Most pupils enjoy learning about food technology and food preparation as they work towards ASDAN accreditation or food hygiene certificates. Despite this, and clear guidance to parents, a significant minority of pupils continue to bring unhealthy snacks to eat at break and lunch times.

Nearly all pupils take part enthusiastically in regular sports, fitness and outdoor activities, including the on-site table tennis facilities. These activities, especially the more adventurous outdoor sports such as climbing and kayaking, help pupils accept new challenges and build their team skills and resilience. They enjoy competing in a PRU table-tennis league in the summer months.

The majority of pupils develop an increased respect for their community through involvement in projects and initiatives. These include nationally organised litter picking and a beach clean-up. Pupils regularly fundraise for charities. They work closely with one charity which brings a therapy dog to the PRU.

Generally pupils' attendance improves when they attend the PRU. However, despite strong efforts by the staff, a few pupils do not attend regularly. Overall attendance in 2015-2016 was just under 78%.

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

The PRU provides a suitable range of learning experiences to meet the needs of all learners. This includes an appropriate balance between National Curriculum and vocational options. The curriculum is highly responsive to the individual needs of the pupils. For example, pupils can study GCSEs in a range of subjects, follow a course of equine study and explore creative media.

Most schemes of work are well developed, creative and meet requirements. Teachers work collaboratively to plan high quality, engaging and motivating lessons which build on individual strengths and interests well. Teachers and teaching assistants motivate and engage pupils effectively.

Planning is very detailed and teachers make good use of a wide range of strategies to encourage learning. Staff work very closely together to plan for and provide learning experiences that are individual to pupils.

Nearly all teachers make good use of a wide range of useful resources to deliver literacy and numeracy and to support pupils to develop their skills. Nearly all pupils are engaged in the PRU's own intervention programme, 'Go4It'. Leaders carry out regular scrutiny of the planning for literacy and numeracy across all subjects and classes. They moderate work well to make sure that there is consistency in levels of work and teaching approaches. The PRU tracks individual pupils' literacy and numeracy progress effectively through a commercial online programme. The PRU links well with other schools to ensure that systems for moderation are effective.

The provision for ICT is generally good across the PRU. There are a wide range of resources available including interactive whiteboards, tablets and programming tools. Generally, teachers do not make good enough use of these resources.

All pupils study the core subjects of English, mathematics, science, personal and social education (PSE) and ICT. They follow nationally recognised, high quality accredited pathways in line with their individual needs. Pupils in key stage 4 are encouraged to make choices in their learning to support the core subjects. The PRU links well with the local college, mainstream schools and other organisations to provide creative, purposeful and motivating additional learning experiences. These include photography, music production and computer game development, in which around half of pupils participate.

Informal opportunities for learning are developing well and include regular visits to a climbing centre, cinema and opportunities to meet the Welsh football team. However, the PRU does not offer all pupils access to these extra-curricular opportunities.

The PRU makes satisfactory provision for all pupils to develop their understanding of the Welsh language in line with their ability. However, opportunities to use Welsh culture as an effective learning stimulus are often lost.

Activities to support the PRU's 'eco' week increase pupils' understanding of environmental issues. Pupils have a satisfactory understanding of waste management and recycling. However, pupils do not have enough opportunities to learn about global citizenship and sustainable development.

Teaching: Good

Teaching has many strengths. Teachers develop excellent relationships with the pupils and have a thorough understanding of their needs.

Nearly all teachers have good subject knowledge and promote high expectations of pupils' work and behaviour. Most plan lessons well to include a variety of motivating resources, such as robotics. They give pupils opportunities to work collaboratively to develop thinking and problem solving skills.

Staff are exceptional behaviour and language models. They manage pupils' behaviour extremely well. In the few instances where pupils do not behave well, staff help them to understand expected levels of behaviour and support them to develop more self-control. They encourage pupils to develop their independent learning skills. They make sure that all pupils remain on task for as long as possible. However, very occasionally, staff do not allow pupils enough time to complete tasks and answer questions.

There are systematic and highly effective arrangements for assessing pupils' needs when they start at the PRU. These provide an accurate starting point from which all progress is then tracked.

Teachers pitch their teaching skilfully to the level of pupils' understanding. Lessons provide pupils with interesting and challenging activities and creative approaches, such as the use of video and music. As a result, all pupils are appropriately challenged to do their best.

Most teachers provide clear instructions in lessons. In nearly all lessons, they explain learning objectives clearly. Because of this, pupils know what the lesson will be about and what they can expect to learn. This motivates them, helps them to manage their behaviour and supports their learning.

There is good pace to most lessons and staff use praise well to encourage and prompt pupils. Staff are adept in their use of questioning to check pupils' understanding and help them recall prior learning. However, occasionally, there is a slight over reliance on worksheets.

Most teachers mark pupils' work promptly and nearly always include positive comments to encourage pupils. Feedback regularly identifies next steps in learning. However, these steps are not always addressed in subsequent lessons. Opportunities for pupils to reflect on their own and others' learning is limited across the PRU.

There is regular and effective communication between parents and staff. Daily phone calls to all parents keep them informed of progress made.

The regular reviews are informative and cover all aspects of pupils' learning. Annual reports to parents are generally of good quality.

Care, support and guidance: Good

The PRU has a comprehensive range of policies to support the health and wellbeing of all pupils and makes appropriate arrangements for promoting healthy eating and drinking.

The PSE curriculum is well embedded. It is enriched by highly effective daily sessions that focus on pupils' emotional wellbeing. Pupils collaborate in planning learning experiences to meet their needs and interests, for example in sex and relationship education.

The PRU provides very high quality support to help pupils address gaps in their learning. Most pupils make significant gains in their literacy and numeracy as a result of this support.

There are suitable arrangements for reviewing pupils' progress. Formal annual reviews result in action plans of high quality and lead to effective individual learning plans for all pupils. These have an appropriate focus on improving attendance and engagement levels. Arrangements for most pupils to work alongside staff to set, monitor and review their own targets are developing well.

The PRU council meets regularly and has recently been involved in appointing staff. Arrangements for involving pupils in curriculum options are also well developed and

the curriculum responds well to pupil strengths. In response to a request from the PRU council, the rewards system has been revised. As a result, the PRU has seen a significant improvement in engagement and attendance in most subjects. However, systems for analysing poor behaviours are not well developed and therefore the PRU is unsure of the triggers for much of pupils' undesirable behaviour.

Arrangements for transition into and out of the PRU are usually well managed. Effective assessment enables around a third of pupils to move on to appropriate alternative placements.

The PRU works well with the local authority's speech and language advisory teachers to provide targeted support for pupils and high quality training for staff.

Safeguarding arrangements meet requirements and give no cause for concern. An issue identified by the team was addressed appropriately during the visit.

Learning environment: Excellent

The PRU is an exceptionally nurturing and supportive community with very high quality pupil centred planning for all pupils. Relationships between staff and pupils are excellent. All members of staff and nearly all pupils are proud to be part of the community.

The PRU promotes diversity and equality well and celebrates every pupil's achievement.

The ethos at the PRU supports pupils to develop tolerant attitudes and respect for the values of others. Staff challenge pupils' low expectations sensitively and, over time, pupils increase their self-esteem and confidence.

Displays around the PRU enhance pupils' learning, celebrate pupils' work and provide excellent reminders of standards and codes of conduct. Available space is used well and colourful displays encourage curiosity and learning.

The accommodation is generally well maintained. The outside classroom area supports pupils' learning, for instance for art sessions.

There is a good range of learning resources, including interactive white boards and tablet computers. However, staff do not utilise these fully to promote teaching and learning.

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

The headteacher has a clear strategic vision that is fully understood and shared by all staff. The leadership team have well-defined roles and responsibilities and all staff are encouraged and supported to play their part in moving the PRU forward.

The PRU's plans and policies have an appropriate focus on meeting the wide range of pupils' needs and on raising standards.

Senior leaders work well as a team. They provide cohesive strategic direction for the PRU. They have high expectations of both staff and pupils. They encourage staff to work creatively and share best practice. Well-considered distributive leadership is a strength of the PRU.

Teaching and support staff work very well together. Regular meetings and a collaborative approach ensure that staff across the different sites communicate well and keep up-to-date about pupils' changing needs and progress. This helps them to be consistent in how they manage pupils.

The management committee shares the vision and priorities of the PRU. Members are supportive of the leadership team and trust them to deliver high quality outcomes for pupils. However, the management committee does not play an active role in monitoring and challenging the performance of the PRU.

Leaders are effective in challenging underperformance and providing appropriate support to secure improvement. Staff performance is reviewed regularly through a number of direct observations and reviews. Feedback to staff is individualised and highly effective in supporting them to improve.

Generally, the PRU uses data well to secure improvements in pupil performance. However, systems for analysing poor behaviours are not well developed.

The PRU meets both national and local priorities well. For example, they implement the literacy and numeracy framework successfully and share this with other schools.

Improving quality: Good

All staff contribute effectively to the PRU's self-evaluation process. Senior leaders make very effective use of available data, such as pupil performance and attendance data to evaluate the PRU's strengths and weaknesses. They value the views of others, including officers from the local authority and consortium. The PRU surveys the views of both pupils and parents annually as part of its evaluation processes. As a result of rigorous self-evaluation and consultation with pupils and partners, senior leaders have an accurate view of the PRU's strengths and what it needs to do to improve.

Leaders use self-evaluation well to identify areas of weakness and plan priorities for future improvements. The self-evaluation report is generally evaluative. It is supported by a range of appropriate and reliable data that is collected by the PRU leadership.

Leaders are ambitious in planning improvements. The comprehensive improvement plan ensures that improvements are made in a timely way. Leaders monitor progress of planned actions to make sure they impact positively on pupils' standards and wellbeing. When necessary, they take swift action to deal with urgent areas that need improving. For example, an audit of support staff skills led to an organised

programme of training and national accreditation. Staff are now better trained to provide the numeracy support pupils need.

The PRU has made excellent progress since the last inspection. Pupils' standards and wellbeing have improved. It has secured a stable a leadership team who work very effectively together.

Partnership working: Good

The PRU has a wide range of well-developed strategic partnerships. It works effectively with other schools, the wider community, parents and carers. For example, it has a very close partnership with the local special school with whom it provides an outreach service to both primary and secondary schools within the local authority. The collaboration supports senior leaders to develop staff skills through specialist professional development.

An established partnership with a local further education college allows pupils to access a wide variety of vocational options such as multi-skills construction, catering and childcare courses. Where necessary, staff from the PRU support staff at the college and this ensures pupils' smooth transition from PRU to college. The PRU provides transport to ensure that pupils from across the county are able to arrive safely on time. The PRU makes similar supportive efforts to help partners provide work experience placements and training opportunities. These efforts greatly encourage partners to support pupils who are reluctant to attend. This means pupils develop their confidence and get into a pattern of regular attendance. As a result, nearly all pupils who leave the PRU go on to education, employment or training.

The PRU works well with a range of other agencies, including the youth offending service and charitable trusts, to provide the specialist support pupils need. This joint work has a positive impact on pupils' wellbeing as they develop better self-awareness and reduce their rate of offending.

Strong links with mainstream schools provide PRU staff with access to high quality professional development. This means that PRU staff are less isolated and benefit from recent developments in the secondary curriculum. For example, PRU staff work with a mainstream school to develop qualifications and improve outcomes in science. Further collaborative work has resulted in mainstream staff providing work and specialist teaching in subjects which PRU staff are unable to offer, for example Welsh. This work with mainstream schools has widened the range of choices for pupils and had a positive impact on standards.

PRU staff provide expert advice and training to their colleagues in the local authority on areas where they have particular expertise. This includes training for mainstream staff in restrictive physical interventions.

Resource management: Good

The PRU has an appropriate number of well-trained and motivated teachers and support staff. Staff work extremely well as a team and deliver a high quality learning experience for pupils.

Staff and leaders receive appropriate time for planning, preparation and assessment. This allows them to plan engaging lessons and other useful opportunities for pupils to develop as young people.

There are favourable staffing ratios across the PRU and staff work collaboratively to provide high quality support to all learners. All members of staff have extremely high expectations of the pupils and are committed to supporting pupils to reach their potential.

Leaders deploy staff appropriately to meet the needs of all pupils. All staff are well supported and are encouraged to participate in a wide range of professional development that is well matched to the needs of the PRU. Leaders have a good track record of identifying potential and developing the skills of the staff.

The main PRU building and the two satellites buildings are well resourced. Staff and pupils have access to an up-to-date and appropriate range of learning resources.

The PRU manages its finances and resources well. In light of the good standards, the PRU 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		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	28		9	18	1	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			32%	64%	4%	0%	
The school deals well with any bullying	27		10	17	0	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			37%	63%	0%	0%	
I have someone to talk to if I am worried	28		17	8	1	2	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			61%	29%	4%	7%	
The school teaches me how to keep healthy	28		9	13	4	2	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			32%	46%	14%	7%	
There are plenty of opportunities at school for me to get regular exercise	26		2	17	4	3	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			8%	65%	15%	12%	
I am doing well at school	28		11	10	4	3	Rwy'n gwneud yn dda yn yr ysgol.
			39%	36%	14%	11%	
The teachers help me to learn and make progress and they help me when I have problems	28		12	16	0	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			43%	57%	0%	0%	
My homework helps me to understand and improve my work in school	27		4	9	6	8	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			15%	33%	22%	30%	
I have enough books and equipment, including computers, to do my work	27		16	11	0	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			59%	41%	0%	0%	
Pupils behave well and I can get my work done	27		3	12	8	4	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			11%	44%	30%	15%	
Staff treat all pupils fairly and with respect	27		13	9	2	3	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			48%	33%	7%	11%	
			29%	60%	8%	3%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		28	5 18%	18 64%	4 14%	1 4%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			23%	63%	11%	2%	
I am encouraged to do things for myself and to take on responsibility		28	11 39%	14 50%	2 7%	1 4%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			21%	73%	4%	2%	
The school helps me to be ready for my next school, college or to start my working life		27	9 33%	16 59%	1 4%	1 4%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			30%	60%	7%	2%	
The staff respect me and my background		28	16 57%	11 39%	0 0%	1 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			35%	62%	2%	2%	
The school helps me to understand and respect people from other backgrounds		28	12 43%	15 54%	1 4%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			30%	65%	4%	1%	
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		19	5 26%	11 58%	2 11%	1 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	57%	11%	4%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		0	0 0%	0 0%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			0%	67%	0%	33%	

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection team

Sw Roberts	Reporting Inspector
Alec Ian Clark	Team Inspector
Matthew Evans	Lay Inspector
David Jenkins	Peer Inspector
Jackie Gwynne	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