



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Crownbridge Special Day School  
Turnpike Road  
Croesyceiliog  
Cwmbran  
Torfaen  
NP44 2BJ**

**Date of inspection: March 2014**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Crownbridge Special Day School is the only special school in Torfaen. It has provision for 95 pupils aged between three and 19 years across two sites. Just over two thirds of the pupils are of statutory school age. The school's catchment area comprises Torfaen, Newport and Monmouthshire. The pupils come from a wide range of backgrounds. All pupils have statements of special educational needs for a range of significant, complex and multiple needs, or are undergoing statutory assessment.

All pupils are from predominantly English-speaking backgrounds. Three pupils are 'looked after' by the local authority, with a further nine pupils receiving occasional respite provision. Thirty-four per cent of pupils receive free school meals. This is significantly lower than the all Wales average of 42.8% for special schools.

There are the equivalent of 12.8 full time teachers and 58 support staff. The headteacher and acting deputy do not have a teaching commitment. There are 10 classes at the school, two of which are on the site of a local primary school. There have been recent significant staff changes resulting in seven teachers joining the school over the last two academic years.

The school relocated to purpose built accommodation with a hydrotherapy pool and sensory rooms in 2012.

## Summary

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

### Current performance

Crownbridge is an excellent school because:

- nearly all pupils make excellent progress;
- pupils are highly successful in applying their literacy and communication skills consistently across the curriculum and in their social interactions;
- exemplary pupil centred planning is at the heart of the school's provision;
- information about pupils' literacy and numeracy skills is used highly effectively to plan and monitor specific interventions for all pupils; and
- rigorous planning ensures that learning experiences are well matched to the needs of all pupils.

### Prospects for improvement

Prospects for improvement are excellent because:

- the headteacher and leadership team provide very strong leadership;
- a well-planned cycle of quality assurance activities enables rigorous monitoring and review of all aspects of the school's work;
- there are highly effective strategic partnerships, including one with other special schools for joint moderation of teacher assessment of literacy and numeracy;
- senior leaders make very good use of information on pupil performance to monitor pupil progress and set challenging targets for improvement; and
- the school manages its resources well and provides excellent value for money.

## Recommendations

- R1 Make sure that all pupils access accredited training at a level that meets their needs
- R2 Improve the understanding of comparative data to ensure accurate evaluation of the school's performance
- R3 Support all pupils to move on to an appropriate placement at the end of their time at school

### **What happens next?**

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

## Main findings

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

Excellent

#### Standards: Excellent

Nearly all pupils make excellent progress in developing their literacy, numeracy and information and communication technology (ICT) skills. They consistently apply these skills across the curriculum and in their social interactions. Most pupils make significant progress in developing their oracy.

Nearly all pupils make excellent progress in meeting their agreed targets. A comprehensive individualised approach motivates pupils to develop and apply their learning in all aspects of their work in school and at home.

As they progress through the school pupils take part in a range of enterprise activities to develop their skills. They develop good numeracy skills and make effective use of these at the school bank, which they open once a week. Pupils working in the on-site Caffi Goron develop their communication skills through their vocational experience.

Many pupils, especially those with autistic spectrum disorders, use a picture exchange system effectively to support their communication. This enables them to access the whole school curriculum.

The pupils, for whom it is appropriate, develop their expertise in using assistive technology to support their communication. As a result, they participate fully in most activities. For example, they use their skills in technology to control the inter-active whiteboard in a Welsh lesson.

Crownbridge has a resource base at a local primary school. A few pupils integrate into mainstream classes for parts of the day. These pupils make particularly good progress in their social skills.

All older pupils at the school achieve well in AQA independent living skills qualifications, including road safety, snack making and personal hygiene. Many pupils achieve the Duke of Edinburgh Bronze award. All pupils that work in Caffi Goron gain an Open College Network (OCN) Health and Hygiene certificate. Many of these pupils also achieve qualifications in cookery. All pupils at key stage 3 achieve a range of Award Scheme Development and Accreditation Award (ASDAN).

The joint business venture with pupils at a local mainstream school enables pupils from Crownbridge to develop their customer service and social skills. They make particularly good use of their numeracy and communication skills dealing with customers at the weekly Smoothie Bar that they set up at the mainstream school. They manage marketing and publicity effectively to attract customers.

Most pupils at the school develop good thinking skills and apply them well in their lessons. They ask thoughtful questions to extend their understanding. For example, in one lesson, pupils are curious about why a chick hatches from an egg when other animals do not.

Through the schools links with the local arts centre pupils take part in exciting arts projects and create high quality work to decorate the school corridors.

Nearly all pupils move on to an appropriate further education, training or supported employment placement. Work experience and college link courses prepare pupils well for these. Over the last three years, all pupils have left with at least one AQA national qualification in key skills. The majority of pupils left with an additional qualification of a life skill area such as travel training.

Pupils use Welsh greetings and phrases in line with their needs and abilities. Many pupils use a good range of incidental Welsh and enjoy using this in lessons, in registration periods and in class assemblies at the end of each day.

The individualised approach to learning and the wide range of pupils' special educational needs at Crownbridge mean that it is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time.

### **Wellbeing: Good**

Pupils improve their self-esteem and develop self-confidence during their time at Crownbridge. All pupils are involved in setting, agreeing and monitoring performance against their individual learning and behaviour targets across the curriculum. Generally, they fully engage in lessons and show pride and confidence in their work. Pupils feel safe at school and feel they are valued members of the community.

Pupils develop a very good understanding of how to keep healthy. They know what foods they should eat and that they should drink plenty of water throughout the day. At lunch and break times they exercise with their friends. They learn to focus their concentration, manage their emotions and develop their physical and sensory awareness using the outdoor and specialist teaching areas. Most pupils are enthusiastic about the hydrotherapy, PE and games sessions at school.

Overall, behaviour is excellent. Nearly all pupils approach learning with enthusiasm and are well motivated. Pupils who arrive at the school with challenging behaviours learn over time to manage their feelings and control their behaviour well. Pupils with autistic spectrum disorders gradually learn to tolerate working in groups and in a noisy environment.

Pupils are nearly always polite and courteous and show respect for their peers and staff. They clearly enjoy being at school and the company of their friends and staff.

There have been no fixed-term or permanent exclusions at the school for at least the last four years.

At just over 85% in the primary department and almost 95% in secondary department, attendance is above the Wales average for similar schools. When pupils are absent, the school takes prompt action to address this. Support is available where necessary to improve individual pupils' attendance, but the complex health needs of a few pupils lead to unavoidable regular periods of absence.

The school council plays an important role in decision-making. It has influenced the school's self-evaluation process, curriculum planning and purchase of equipment. Pupils take pride in their work on the council.

Pupils develop excellent social and life skills that match their abilities. They learn to express their emotions and care for others. For example, they fundraised to buy equipment and clothing for pupils in Africa after they heard there was a need.

As pupils progress through the school, they learn to take responsibility for themselves and others. They are fully involved in planning their future and take part in community activities, work experiences and college courses to prepare for their next stage in learning.

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

The curriculum has been suitably adapted to meet the needs of the pupils. The broad and balanced curriculum appropriately prioritises key skills and this is an outstanding feature of the school's provision. Detailed and progressive schemes of work ensure that pupils can learn and then apply their skills in a range of contexts across the subjects and areas of learning. The curriculum meets statutory requirements and no pupils are disapplied. Staff collaborate well in planning activities. They fully consider pupils' prior learning and ensure that learning experiences are stimulating and engaging.

The school places a high priority on improving pupils' skills, and the systems for developing and tracking pupils' skills are a significant strength of the school. Staff have a very good understanding of what each pupil can do and what they need to learn. They clearly identify in their planning the opportunities for skill development. There is comprehensive coverage of all the aspects and elements of the Literacy and Numeracy Framework across the curriculum.

Staff use their knowledge of pupils effectively to plan specific interventions for all pupils. These interventions are appropriate to the needs of individuals and result in pupils making excellent progress in their skills. Interventions include the use of a suitable range of published schemes as well as targeted use of other approaches such as sensory stories and hydrotherapy sessions. These interventions develop pupils' early communication and thinking skills well.

The school has made effective use of its School Effectiveness Grant to extend opportunities. At post 16, enterprise and work experience activities provide additional practical and age-appropriate experiences for skill development. All pupils at key stage 4 and post 16 follow a learning pathway that includes a core of externally accredited key skills. All pupils have access to appropriate work experience. A suitable range of non-formal and informal options is also available to pupils. A very few pupils who transferred to Crownbridge for their post-16 education achieved qualifications at GCSE Entry Level prior to attending. However, Crownbridge does not offer these pupils, or other more able pupils at the school, this learning pathway.

Partnerships with a range of mainstream schools help to extend the range of learning experiences available at Crownbridge. For example, pupils access food technology, art and media lessons at mainstream schools. The school provides lunchtime activities that include sports, films, ICT and books. These enable pupils to develop their interests and further enhance their skills.

Staff have a very good knowledge of ICT and deploy a range of technologies in effective and innovative ways. For example, they support pupils to use switches to control the guided mobility platform as part of their physical programme. They encourage pupils that are more able to use tablet computers in a wide range of creative ways that enhance their skills. For example, staff help pupils to link devices to the interactive whiteboard for pupils to present their work to the class and edit their work together.

There are well-planned opportunities for pupils to develop and use their Welsh language skills. Staff use incidental Welsh routinely and in most cases accurately. Pupils gain an understanding of the culture and history of Wales through hearing, for example, stories about Gelert and the life of St David.

The school provides a good range of activities that enable pupils to learn about sustainability. Pupils have suitable opportunities to learn about Wales, Europe and the World. Links through Disability Wales Africa, with a school in Africa, have helped to make these experiences more practical and meaningful.

### **Teaching: Excellent**

There are very effective arrangements for the assessment and recording of pupils' progress. Teachers and support staff carefully observe pupils' responses. They are meticulous in recording outcomes that are significant and use this evidence very well to track pupils' progress and plan for improvement. Information from assessments is analysed systematically by subject and key stage. This analysis enables staff to ask questions about the progress made by individuals and groups of pupils. It is also used effectively to ensure that learning experiences are well matched to the needs of pupils.

A significant strength of the school is that pupils are involved superbly in identifying their learning goals. The whole school approach to person-centred planning is embedded within all aspects of the school and is sector leading.

Lessons are well planned and organised and have clear objectives that relate very well to pupils' individual targets. Prior to activities, teachers draw pupils' attention to the intended learning outcomes. They give positive oral feedback and encouragement, which enables pupils to improve

Good use is made of questioning, which enables pupils to recall, express and extend their knowledge and understanding. Staff provide good language models and help pupils to read aloud, or perform with feeling, by modelling facial expressions and tone of voice. Plenary sessions enable pupils to explore what they have done well, what they have found difficult and what they could do next.

Teachers know pupils very well and have a good knowledge of a range of teaching methods. They select teaching approaches that are effective for individuals and deploy a good range of high-quality resources to match the interests of pupils.

Teachers have high expectations of all pupils. Generally, support staff are deployed to very good effect. However, in a very few lessons support staff are not fully utilised and, as a result, not all pupils engage in planned activities.

For pupils for whom it is appropriate, the staff provide regular reminders of behaviour goals. Both teachers and support staff give pupils regular feedback. This helps to ensure that, in almost all lessons, pupils engage with learning activities and begin to understand and regulate their own behaviour.

Relationships between staff and pupils are very good throughout the school.

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

All pupils benefit from the school's very successful arrangements to promote their spiritual, moral, social and cultural awareness. The school provides pupils with valuable acts of collective worship, school and class assemblies and celebrations of religious and secular events.

The school has appropriate arrangements for promoting pupils' healthy lifestyles. It makes suitable provision for promoting healthy eating and drinking. All pupils are encouraged to take part in regular physical exercise, including using the hydrotherapy pool, the local swimming pool and the outdoor learning areas.

Highly effective joint work with professionals from a range of agencies ensures the consistent implementation of cohesive individual development plans. Exemplary pupil centred planning is at the heart of the school's provision.

Pupils receive focused programmes of intervention carefully matched to individual needs. The school rigorously monitors pupils' progress against their individual agreed goals. When pupils need support at home, the school works well with other professionals to provide sensitive assistance.

Staff apply appropriate behaviour strategies consistently. They provide clear guidance and structured support to help pupils identify, address and modify unacceptable behaviours. This means that pupils learn to manage their own behaviour well.

An appropriate personal and social education programme successfully raises pupils' self-esteem and confidence. Pupils develop their independence and take responsibility for themselves and others as they grow through the school. Staff prepare pupils well for the challenges of transition from class to class and from school to other settings.

The school works well with its mainstream partners to provide inclusion opportunities for the pupils for whom this is appropriate. A minority of pupils have regular inclusion into mainstream classes. Good links with other providers enable older pupils to benefit from sessions with mainstream peers.

The school keeps parents and carers fully informed about their child's progress.

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

### **Learning environment: Excellent**

At the heart of Crownbridge's provision is a caring and supportive ethos, under-pinned with exceptional pupil centred planning. The curriculum is tailored to meet the needs of all pupils whatever their background and needs. The school is an inclusive community where staff cater effectively for the individual needs of all pupils.

Pupils are helped to develop tolerant attitudes and are encouraged to participate in decision-making at every level, whether making individual choices or devising class and school rules, for example the Crownbridge Golden Rules.

There are clear policies to guide staff in the teaching and care arrangements of the school. Good interpersonal relationships at all levels are a strong feature of the school.

The learning environment meets the needs of all pupils very effectively, including those with more complex needs. The Crownbridge building is of a very high standard. It is an attractive, well-designed, purpose-built school. It provides specialist facilities that meet the needs of pupils very well. For example, it has a hydrotherapy pool, hoists in all rooms and a wide range of sensory facilities. Displays are informative and attractive and reflect pupils' work well. Classrooms are colourful, bright and airy.

Classrooms at the Penygarn site are suitable for the age and needs of the pupils. There is a well-equipped sensory room and a dedicated area set out to support a structured teaching system. Attractive displays celebrate diversity.

Both sites are fully accessible to all pupils.

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

The headteacher and members of the leadership team provide very strong leadership and communicate a clear vision for the strategic direction of the school. This is supported by a comprehensive set of policies and strategic plans that focus well on meeting the varying needs of the pupils.

In September 2013, the governing body introduced a new leadership structure with well-defined roles and responsibilities that focus on improving standards across the school. The headteacher provides highly effective mentoring and coaching for the newly appointed members of the leadership team. This has enabled members of the team to provide strong leadership within their areas of responsibility.

Senior leaders have very high expectations and challenge underperformance rigorously. They make highly effective use of data on pupil performance to monitor pupil progress and set challenging targets for improvement.

The robust performance management system identifies individual staff development and whole school targets well. There is a strong emphasis on improving standards of teaching and learning. The school regularly reviews progress in meeting whole school targets in its well-organised staff meetings that focus clearly on priorities for school improvement.

Staff collaborate skilfully with partners and form highly successful networks of professional practice to address local and national priorities. For example, the school is piloting a person centred approach to individual development planning in partnership with the local authority and is disseminating this innovative model to support partner schools.

Governors are well informed about the work of the school and know the school well. They attend relevant courses, are effective in monitoring performance and provision and meet their regulatory requirements. They provide robust support and challenge for the leadership team.

### **Improving quality: Excellent**

Leaders have established a strong culture of self-evaluation. They rigorously use a well-planned cycle of quality assurance activities to monitor and review all aspects of the school's work. This provides them with an excellent, comprehensive understanding of the school's strengths and weaknesses.

Staff at all levels meet regularly to monitor and review progress against whole school and department targets and make a valuable contribution to the self-evaluation process.

The governing body makes effective use of reviews by external agencies to inform the self-evaluation process. For example, the review of leadership by the education achievement service provided valuable information that assisted the governing body when they reviewed the roles and responsibilities of the leadership team.

The school's self-evaluation report provides an accurate, thorough and detailed analysis of the school's strengths and areas for improvement. It takes good account of the views of all staff, pupils and parents and has an appropriate emphasis on standards of teaching and pupil progress in each subject area. However, comparisons of performance data are not valid. Despite this, leaders use the self-evaluation process highly effectively to set challenging targets for improvement.

The school development plan provides a detailed analysis of the school's priorities for development. The plan identifies the actions required to secure the planned improvements, staff with lead responsibility, resources to be allocated and appropriate timescales for the delivery of each action. The school has been highly creative in ensuring that pupils understand what the plan says about the school. Through exemplary use of a picture exchange system, pupils are able to understand the targets included in the plan. Leaders share the plan effectively with staff, parents and other relevant stakeholders.

### **Partnership working: Excellent**

Pupils have their needs met very effectively at Crownbridge due to the work the school undertakes with its range of partners. Of particular note, is the close partnership with health services. Nearly all pupils make excellent progress, because these arrangements ensure that pupils access a suitable range of therapy for their communication and physical development. Teachers and support staff benefit from the advice and guidance of the therapists as they learn how best to support pupils' on-going therapy programmes.

The school works very well with other special schools. For example, it has developed an innovative joint moderation processes for judging the accuracy and consistency of teacher assessment for all pupils in relation to the Literacy and Numeracy Framework. This work is developing into a unique system of national moderation of literacy and numeracy, and subsequent benchmarking in special schools. This approach, shared between partner schools, is sector leading.

Crownbridge works very well with a provider of a specialist movement programme to develop individual programmes for pupils with complex needs. As a result, of this joint work, pupils make excellent progress and improve their quality of life considerably.

Other effective partnerships have enabled a minority of pupils to access specialist teaching facilities in neighbouring mainstream schools. This has benefited them educationally and socially as pupils access the mainstream curriculum appropriate to their needs and get to know their peers in other schools. These experiences help pupils to develop their confidence and self-esteem.

The school keeps parents well informed through social media and regular invitations to attend assemblies, concerts and coffee mornings.

### **Resource management: Excellent**

The school is proactive in responding to the needs of all its pupils. It deploys staff effectively to make best use of skills and experience. All staff are qualified appropriately and benefit from regular training. They are confident to work flexibly across the school. As a result, they share learning from training effectively with others to maximise the impact on pupils' standards.

Crownbridge uses its building very effectively. The use of rooms is adapted as necessary to ensure that space meets current needs. Staff work collaboratively to make very good use of shared spaces and the high standard of teaching resources.

The school has excellent resources. These meet pupils' needs well. The school buys in additional specialist support to supplement health services provision. This benefits pupils who need extra support and extends their learning opportunities.

The school has successfully managed a deficit budget position. There is currently a surplus budget. Senior leaders monitor spending carefully, with active engagement from the governing body.

Because pupils make excellent progress, the school provides excellent value for money.

## Appendix 1

### Stakeholder satisfaction report – responses to learner questionnaires

#### Special Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	42	39 93%	0 0%	3 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		95%	1%	4%	
The school deals well with any bullying.	42	30 71%	7 17%	5 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		82%	8%	10%	
I know who to talk to if I am worried or upset.	42	35 83%	1 2%	6 14%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	2%	6%	
The school teaches me how to keep healthy	42	37 88%	2 5%	3 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		92%	4%	4%	
There are lots of chances at school for me to get regular exercise.	42	34 81%	4 10%	4 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		93%	4%	4%	
I am doing well at school	41	38 93%	1 2%	2 5%	Rwy'n gwneud yn dda yn yr ysgol.
		94%	3%	4%	
The teachers and other adults in the school help me to learn and make progress.	40	37 92%	1 2%	2 5%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	1%	1%	
I know what to do and who to ask if I find my work hard.	41	38 93%	1 2%	2 5%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	2%	4%	
My homework helps me to understand and improve my work in school.	40	32 80%	2 5%	6 15%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		73%	13%	14%	
I have enough books, equipment, and computers to do my work.	42	38 90%	1 2%	3 7%	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.	41	35 85%	1 2%	5 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		83%	10%	7%	
Nearly all children behave well at playtime and lunch time	40	35 88%	2 5%	3 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		86%	9%	5%	

## 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.	20	15 75%	5 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	31%	4%	1%		
My child likes this school.	20	18 90%	2 10%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		71%	26%	2%	1%		
My child was helped to settle in well when he or she started at the school.	20	15 75%	4 20%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	1%		
My child is making good progress at school.	20	13 65%	7 35%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	32%	3%	1%		
Pupils behave well in school.	19	9 47%	8 42%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		51%	40%	4%	1%		
Teaching is good.	20	12 60%	8 40%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		57%	36%	3%	1%		
Staff expect my child to work hard and do his or her best.	19	13 68%	6 32%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		70%	27%	2%	0%		
The homework that is given builds well on what my child learns in school.	19	6 32%	11 58%	0 0%	0 0%	2	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.
		50%	36%	4%	1%		
Staff treat all children fairly and with respect.	20	15 75%	4 20%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	31%	5%	2%		
My child is encouraged to be healthy and to take regular exercise.	20	14 70%	5 25%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	1%		
My child is safe at school.	20	16 80%	4 20%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	30%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	20	16 80%	4 20%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		51%	32%	4%	2%		
I am kept well informed about my child's progress.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		54%	34%	7%	2%		

	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.	20	18 90%	2 10%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	27%	6%	2%		
I understand the school's procedure for dealing with complaints.	20	10 50%	8 40%	1 5%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		46%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	16 80%	4 20%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		62%	32%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	8 47%	8 47%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		44%	30%	4%	1%		
There is a good range of activities including trips or visits.	20	14 70%	6 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		60%	33%	5%	1%		
The school makes good provision for its boarders and residential pupils (where applicable).	2	1 50%	1 50%	0 0%	0 0%	0	Mae'r ysgol yn trefnu darpariaeth dda ar gyfer lletywyr a disgyblion preswyl (lle bo'n berthnasol)
		61%	36%	2%	1%		
The school is well run.	18	16 89%	2 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		57%	33%	5%	1%		

## Appendix 2

### The inspection team

Mrs Sw Roberts	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
Mr Anthony Mulcahy	Team Inspector
David Owen Jenkins	Lay Inspector
Mr Philip Killian Martin	Peer Inspector
Lesley Bush	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of ALN terms

**ADHD:** attention deficit hyperactivity disorder

**ALN:** additional learning needs

**ASD:** Autistic Spectrum Disorders, includes Asperger's Syndrome

**ATR:** additional teacher resource

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

**CoP:** Code of Practice

**HI:** hearing impairment

**MSI:** multi-sensory impairment

**PMLD:** profound and multiple learning difficulties

**SpLD:** specific learning difficulties, including dyslexia

**VI:** visual impairment