



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Hen Felin
Gelligaled Park
Ystrad
Rhondda
Rhondda Cynon Taf
CF41 7SZ**

Date of inspection: January 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:

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

Ysgol Hen Felin is a day, community special school situated in the unitary authority of Rhondda Cynon Taf. It provides for 167 pupils aged from 3 to 19, nearly all with statements of special educational needs. Pupils' needs include, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), autistic spectrum disorders (ASD), hearing impaired (HI) and attention deficit hyperactivity disorder (ADHD).

Nearly all pupils come from homes where English is the main language spoken. Very few pupils are from ethnic minority groups. The proportion of pupils eligible for free school meals, at 50%, is higher than the national average for special schools of just over 45%. Six per cent of the pupils have 'looked after' status.

Pupils are taught in 15 classes. There are 12 full time teachers including the headteacher, five part time teachers, two instructors and 67 learning support assistants. There is a full time school nurse.

The headteacher was in post when the school was last inspected in 2009. The 2014-2015 individual school budget per pupil for Ysgol Hen Felin is £14,488, which compares favourably to a national average of £18,839 for all special schools in Wales.

The school states that its mission is to provide a secure nurturing environment, where all can achieve their potential.

Summary

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

Current performance

The current performance of the school is good because:

- Pupils make good progress in line with their identified individual learning needs
- Pupils concentrate well in lessons and are highly motivated to learn
- The school is a happy and welcoming community where there is an ethos of mutual trust and respect between pupils and staff
- The school provides strong support to parents and carers to help them develop their skills in managing their children's behaviour and promoting effective communication
- Excellent links with a wide range of partners enrich the learning experiences of all pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team have a clear vision for the school
- All staff have a clear understanding of their roles and responsibilities, which are closely linked to the school's priorities and plans
- Leaders use the performance management procedures effectively to identify whole school training and professional development for staff
- The school consults pupils, parents and other stakeholders regularly and takes their views into account when planning school improvement
- The school manages its resources effectively to provide good value for money

Recommendations

- R1 Address fully the safeguarding concerns identified by the inspection team
- R2 Improve the use of data to analyse and compare the performance of all groups of pupils, track progress and inform planning
- R3 Make sure that the school's self-evaluation is more evaluative and clearly identifies the school's strengths and weaknesses
- R4 Improve the school's policies and plans by making them more robust, in line with current government guidelines and linked effectively together

What happens next?

Ysgol Hen Felin will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

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?

Good

Standards: Good

Pupils in the school have a wide range of needs. They access a curriculum that is individually tailored and it is not appropriate to compare the standards that pupils achieve with national averages or to analyse trends in overall performance over time. There are no differences in the achievement of different groups of pupils within the school. This includes pupils who are eligible for free school meals.

All pupils aged between 14 and 19 years gain appropriate qualifications, well matched to their abilities. These qualifications include ASDAN and Agored Cymru units ranging from pre-entry to level 3. Pupils study a broad range of courses including sensory communication, basic food hygiene and cooking for health, dealing with money and completing forms.

Older pupils gain a range of useful vocational qualifications. A very few study alongside mainstream pupils to gain suitable qualifications and carry out valuable work experience placements to prepare them for the transition from school to employment. These placements include ground maintenance at a local golf club and small animal care at a pet shop.

In lessons, many pupils show effective recollection of previous learning. They are active listeners, keen and enthusiastic about the content of the lesson. They show an awareness of the next steps in their learning and are keen to make progress. Pupils develop oracy targets appropriately in line with their ability. With very few exceptions, they are confident to speak and share ideas. Pupils with more complex needs use assistive technology very effectively.

All pupils achieve the same standards across the curriculum in writing as they do in English lessons. Pupils in key stages 4 and 5 practise redrafting to improve their work. Their extended writing shows clear evidence of progress. Where appropriate they show good progression in their handwriting skills. All pupils take care in the presentation of their work.

Pupils use numerical reasoning well to solve problems. However, this is generally limited to number, money and measure.

Pupils use information and communication technology (ICT) effectively to record personal information, carry out research and import images. More able pupils use ICT skilfully to fill in an online form. Pupils with more complex needs use a communication application well to practise capital and lower case letters.

All pupils, including those with more complex needs, use Welsh as a natural part of every lesson. They show a good level of understanding and become more confident over time in speaking Welsh.

For the last three years, after gaining appropriate qualifications, all pupils moved on to colleges of education, day services or employment.

Wellbeing: Good

Pupils are developing their understanding of how to keep healthy through diet. Many can describe healthy foods, the benefits of drinking water and why they should avoid certain foods.

Generally, pupils are positive about exercise and many enjoy lunchtime and after school activities such as the running club. Younger pupils make particularly good progress in their daily movement sessions.

With very few exceptions, pupils feel safe from harm at school. They are confident that the staff always sort things out for them. The school council has helped introduce a 'buddy system' so that pupils know which pupils to go to for help if they need it.

At Ysgol Hen Felin, all pupils are polite, considerate and respectful. They behave very well. Over time, pupils with more challenging behaviours learn, through skilled support, to manage their behaviours. All pupils engage in lessons, concentrate well and are highly motivated to learn.

Pupils have a very strong voice at the school and, on a daily basis, discuss their next steps in learning with staff. For older pupils this has helped shape curriculum developments, resulting, for instance, in more travel training to help them develop their independence.

Attendance, at 92%, continues to grow year on year. There have been no permanent exclusions for the past three years.

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

The school provides a wide range of suitable learning experiences, which cover all aspects of the curriculum. Staff use their knowledge of the pupils well to plan interesting activities which engage all pupils. A good range of useful interventions supports access to the curriculum effectively.

The school places an appropriate emphasis on developing pupils' skills in literacy and numeracy across the school. However, the school does not provide enough opportunities to practice numerical skills across the curriculum. Generally, the school provides well for ICT. However, detailed planning for developing the skills of more able pupils is limited.

Where appropriate, the school provides pupils with significant opportunities to use augmentative systems to develop their communication skills. For example, pupils who are non-verbal pupils follow accredited courses in oracy. Detailed and specific programmes meet their needs. This has a powerful impact on the development of skills for these pupils. This work is a strength of the school.

The school provides pupils at key stage 4 and 5 with good access to a wide range of accredited courses that meet their needs, for example life skills, animal husbandry and car valeting. Where appropriate, the school makes sure that pupils have further opportunities to gain access to additional qualifications through the local college alongside their mainstream peers. This extends the provision that the school currently offers at post-16 effectively.

The school provides a broad range of extra-curricular activities to enrich pupils' experiences, for example dance club, holiday club and residential visits to the Urdd camp at Llangrannog. Nominated 'Welsh Champions' in the classes promote Welsh language and culture across the school consistently. Within Ysgol Hen Felin, Welsh is a part of daily life.

The eco-council is developing its role in the school effectively. This helps pupils to have a sound understanding of environmental issues such as saving electricity and recycling. The school actively uses international events such as the Olympic Games and the football World Cup to develop pupils' understanding of their role as global citizens.

Teaching: Good

Teachers and support staff work together very effectively to meet the individual needs of all pupils. They create a positive and stimulating learning environment and use a wide range of appropriate strategies and resources. Staff motivate and engage pupils successfully. Relationships between staff and pupils are very good and mutual respect is evident.

All lessons are planned very carefully with clear objectives, which are shared effectively with pupils. Pupils understand and respond to this enthusiastically. All staff have high expectations. Varied activities and an appropriate pace help to keep pupils on task.

Staff are good language models, consistently demonstrating appropriate language patterns. In addition, they use questioning skilfully and provide sufficient thinking time to develop the pupils' understanding.

Staff know their pupils very well and they give regular constructive oral feedback, which enables pupils to have a greater understanding of their progress and the next step in their learning. They plan well for pupils to reflect on their own and other pupils' progress. Teachers provide pupils with appropriate individual targets for learning, which are reviewed regularly. They collect a wide range of individual pupil data to track their progress effectively. Staff use this information well to plan appropriate individual learning experiences.

Parents and carers receive valuable and detailed information about their child's progress. The school uses a wide variety of methods including electronic and photographic evidence to keep parents up to date.

Care, support and guidance: Adequate

Ysgol Hen Felin provides a very high level of care, support and guidance to all pupils.

It has a range of policies to promote pupils' health and wellbeing. However, these policies are not sufficiently robust or comprehensive.

The school makes appropriate arrangements for promoting healthy eating and drinking and there are a good range of opportunities for pupils to develop their understanding of healthy living. For example, pupils take responsibility for stocking, merchandising, and selling a small range of healthy products, including water, fruit and cereal bars.

There are highly effective arrangements for supporting pupils to improve their behaviour. The school trains all staff in behaviour management. In addition, a specialist team provide support to individual pupils and advice and guidance to staff. This ensures that there is a consistent approach to managing behaviour across the school. This is a strength of the school.

The school successfully promotes the spiritual, moral, social and cultural development of pupils. It enables pupils to gain a broad understanding of morality and ethics at an appropriate individual level, for example learning about fairness, self-control and respect for others. Older pupils, in particular, learn how to develop their own thinking and question the viewpoints of others effectively.

Personal and social education is taught to all pupils. However, the planning of this across the school is inconsistent. Sex and relationships education is appropriately planned across the key stages. The school nurse and visiting professionals assist in the delivery of this.

The school provides pupils with a range of relevant assistive technologies. These are highly effective and, for example, help develop pupils' mobility. This enables them to participate more fully in lessons. Older pupils who use assistive technology are supported well in the transition process between the school and the local college.

Older pupils have appropriate opportunities to find out about different careers choices. They benefit from work experience taster sessions with a local college and a training provider. In addition, the school supports pupils to run a local community charity shop for one day a week. This provides pupils with valuable retail experience and increases their confidence in working in the community.

In order to support pupils' development, the school has employed its own speech and language therapists and nurse. There is good team work with staff in implementing appropriate programmes for pupils. A monthly clinic is held at the school, where pupils and parents are able to access health staff.

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

Learning environment: Good

Ysgol Hen Felin is a happy, friendly and welcoming community where there is an ethos of mutual trust and respect between pupils, staff, parents and visitors.

The school offers an inclusive, nurturing environment. It places equal value on all pupils and offers equality of access and opportunity for all.

The school engages well with the local community. For instance, pupils make good use of the activities and resources at the leisure centre, invite the community to their concerts which they perform at the neighbouring college, and receive valuable work experience with local businesses, for example a construction company and retail business.

Classrooms are well equipped and colourful, and they have good access to the outdoors. The exterior environment is extensive and is used appropriately for learning and recreation.

Displays throughout the school are stimulating and attractive. Good use is made of assistive technology to celebrate pupils' work and achievements. There is a good supply of learning resources, which are well matched to pupils' needs.

The site and grounds are secure and well maintained.

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

The headteacher provides strong leadership and, along with the members of the senior leadership team, has established a clear vision for the life and work of the school. Staff, governors and partners share this vision. Senior and middle leaders work well as a team and communication throughout the school is a strong feature. Together, they have created an inclusive school ethos in which pupils make good progress and staff feel valued and supported. Leaders share good practice and evaluate progress in meeting school priorities.

All staff have a clear understanding of their roles and responsibilities, and these are closely linked to the school's priorities and plans. They reflect regularly on their practice and share the responsibility for school improvement.

Staff performance is monitored regularly, and evaluated through an appropriate performance management and appraisal system. Leaders set helpful written targets for improvements. They have established a strong culture of peer observation and sharing good practice within the school, and with other special schools and mainstream schools.

Leaders use the performance management procedures effectively to identify whole school training and professional development opportunities for staff. As a result, the school is able to meet the changing and diverse individual needs of the pupils. They make effective use of performance data to challenge underperformance successfully and to drive improvements in weaker areas. There is a range of suitable policies and plans to guide the work of staff. However, they are not all comprehensive and do not always link effectively to other policies.

The governing body is very supportive of the school. It meets regularly and has appropriate sub-committees in place. Governors have received training on classroom observations and regularly attend school council meetings as part of their role. They have a very good understanding of financial matters and performance management issues and challenge the school regarding budgeting arrangements and under-performance. However, they do not yet fully challenge and hold the school to account for the standards it achieves.

The school addresses national and local priorities effectively. This includes reducing the impact of poverty on educational attainment and the implementation of the Literacy and Numeracy Framework.

Improving quality: Good

The school has well established self-evaluation processes for evaluating its own performance and all staff contribute fully to the process. It consults regularly with pupils and parents and other stakeholders and takes their views into account when planning for school improvement. However, the self-evaluation report is not as evaluative as it could be and does not focus well enough on pupils' outcomes.

The school has carried out a range of useful and informative self-evaluation activities, led by the leadership team and other staff. These activities enable leaders accurately to identify the school's strengths and areas for improvement. There is a detailed, costed school development plan which accurately identifies appropriate targets for improvement such as literacy and numeracy. The measurable targets result in improved outcomes for pupils.

The school gathers first-hand evidence about the quality of teaching and learning. Leaders and officers from the local authority undertake a regular programme of classroom observations. They use these observations carefully to focus on improving teaching and learning. Staff receive appropriate written feedback and actions for improvement.

The school collects a range of data to monitor and review the progress of individual pupils and groups of pupils. However, the school is in the early stages of developing a system that allows them fully to analyse performance data to track the progress of all groups of pupils in order to make comparisons and inform future planning. The school has made very good progress in meeting the recommendations from the previous inspection report.

Partnership working: Excellent

Senior leaders are very successful in making highly effective strategic partnerships to benefit pupils.

The school works with an independent partner to provide a highly specialised and extremely effective behaviour management approach. The impact of this work consistently indicates a significant improvement in pupils' learning outcomes. Their levels of engagement, attendance and exclusions have all improved. This sector leading work is helping pupils to improve their behaviour and substantially develop

their communication and wellbeing. The success of this approach has led to the development of an outreach service to mainstream schools and a small number of special schools.

The school makes extremely good use of a Welsh government grant to help develop more consistent strategies for managing pupils' behaviour between home and school.

Ysgol Hen Felin Training Centre was established through a highly successful business partnership with a local training provider. This innovative initiative ensures that support staff at the school access accredited specialised training to equip them with the knowledge and skills they need to work with pupils with complex needs. By now, the centre provides training for support staff from schools across the authority. It also offers training for its older pupils and for significant numbers of pupils from mainstream schools in the authority.

The strong partnership with the National Support Programme and other special schools has enabled two members of staff to work as partners offering literacy and numeracy support to other schools. Through this partnership, they work with others to moderate pupils' work. This joint work provides very useful quality assurance that assessment is accurate and supports the highly effective planning.

A very effective partnership with mainstream schools helps pupils with complex needs to access high quality support to develop their communication and mobility. The school makes particularly good use of its expertise in using technology to help develop the capacity of mainstream schools to meet the complex needs of their pupils.

Newly qualified teachers at the school benefit from a well-established partnership between special schools in the consortia. School leaders, experienced teachers and experts from other agencies provide a structured programme of training so that staff develop the skills and knowledge they need in order to meet pupils' wide range of needs. Through this initiative, these new teachers learn new skills and techniques and develop professional confidence. Their progress is closely monitored by experienced practitioners, who offer on-going advice and guidance. Effective work with a multi-agency group has a positive impact for pupils at the school. For example, the school received specialised training in a picture based communication system. This is helping to enhance pupils' communication development.

Resource management: Good

The school has a good range of experienced, specialist teachers and support staff who are managed well and deployed effectively. As a result they are able to support the individual needs of pupils well.

Teachers make effective use of their planning, preparation and assessment time. This enables them to be effective in ensuring that pupils are provided with a wide variety of challenging learning experiences.

The learning environment is stimulating and the school has a wide range of appropriate resources in the classrooms and around the school. They are of a good quality and are used effectively to support the individual needs of the pupils.

Spending priorities link closely to the school improvement plan and are monitored closely by the governing body and the leadership team. The pupil deprivation grant is well spent. The income generated through the school's innovative Training Centre has been put into effective use and helps reduce budget pressures.

In view of the good standards achieved by the pupils in Ysgol Hen Felin, the quality of teaching and support, and the careful management of resources, the school provides good 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.	73	70	1	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
		96%	1%	3%	
The school deals well with any bullying.	73	69	2	2	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		95%	3%	3%	
I know who to talk to if I am worried or upset.	73	70	2	1	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	3%	1%	
The school teaches me how to keep healthy	73	71	2	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	0%	
There are lots of chances at school for me to get regular exercise.	73	69	3	1	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	4%	1%	
I am doing well at school	72	70	2	0	Rwy'n gwneud yn dda yn yr ysgol.
		97%	3%	0%	
The teachers and other adults in the school help me to learn and make progress.	73	73	0	0	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		100%	0%	0%	
I know what to do and who to ask if I find my work hard.	44	41	2	1	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		93%	5%	2%	
My homework helps me to understand and improve my work in school.	74	70	3	1	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		95%	4%	1%	
I have enough books, equipment, and computers to do my work.	73	67	4	2	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		92%	5%	3%	
Other children behave well and I can get my work done.	74	69	4	1	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		93%	5%	1%	
Nearly all children behave well at playtime and lunch time	45	38	5	2	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	11%	4%	
		86%	10%	4%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Dalim yn gwybod	
Overall I am satisfied with the school.	102	89 87%	13 13%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		78%	20%	1%	0%		
My child likes this school.	102	90 88%	12 12%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	19%	0%	0%		
My child was helped to settle in well when he or she started at the school.	100	89 89%	9 9%	0 0%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	102	81 79%	19 19%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	28%	2%	0%		
Pupils behave well in school.	101	72 71%	24 24%	1 1%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		55%	33%	3%	0%		
Teaching is good.	102	87 85%	15 15%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		76%	22%	1%	0%		
Staff expect my child to work hard and do his or her best.	100	82 82%	16 16%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		69%	28%	1%	0%		
The homework that is given builds well on what my child learns in school.	95	65 68%	17 18%	5 5%	0 0%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	29%	7%	2%		
Staff treat all children fairly and with respect.	102	88 86%	14 14%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		75%	22%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	102	81 79%	17 17%	1 1%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	26%	1%	0%		
My child is safe at school.	102	88 86%	13 13%	1 1%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		77%	21%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	102	83 81%	18 18%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	24%	2%	1%		
I am kept well informed about my child's progress.	102	77 75%	22 22%	3 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		68%	27%	3%	0%		

	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.	102	81 79%	20 20%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		76%	20%	1%	1%		
I understand the school's procedure for dealing with complaints.	100	73 73%	20 20%	2 2%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		58%	32%	3%	0%		
The school helps my child to become more mature and take on responsibility.	99	71 72%	25 25%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		65%	30%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	88	55 62%	20 23%	3 3%	0 0%	10	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	29%	7%	2%		
There is a good range of activities including trips or visits.	102	79 77%	19 19%	3 3%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	26%	2%	1%		
The school is well run.	102	88 86%	11 11%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		76%	20%	1%	1%		

Appendix 2

The inspection team

Mrs Elizabeth Ann Dackevych	Reporting Inspector
Mr Huw Davies	Team Inspector
Mrs Meinir Rees	Team Inspector
Mrs Susan Roberts	Team Inspector
Dr Glenda Jones	Lay Inspector
Ms Tracey McGuirk	Peer Inspector
Mr Henderson (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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