



*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**

**Mounton House Special School  
Pwllmeyric  
Chepstow  
Monmouthshire  
NP16 6LA**

**Date of inspection: May 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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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**Publication date: 15/07/2015**

## Context

Mounton House is a local authority special school maintained by Monmouthshire County Council. The school provides day and residential placements for pupils aged 11 to 16 with social, emotional and behavioural difficulties. A majority of pupils also have additional learning needs, for example moderate learning difficulties and specific learning difficulties.

Pupils attend from local authorities throughout England and Wales.

There are 44 pupils on roll. All pupils have a statement of special educational needs and all are eligible for free school meals. A very few pupils come from ethnic minority backgrounds. Four pupils are in the care of the local authority. English is the predominant language of nearly all pupils.

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 because of the range of pupils' additional learning needs.

The school is organised into separate teaching areas for pupils in key stages 3 and 4 with shared resources such as a gymnasium, vocational workshops and extensive grounds. The school has a pupil support unit and, for those at risk of exclusion, internal exclusion units.

The school was last inspected in 2009. The headteacher was appointed in 2007.

## Summary

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

### Current performance

The current performance of Mounton House School is adequate because:

- Nearly all pupils at key stage 4 develop valuable work-related skills
- Over time, the majority of pupils make suitable progress often from low starting points
- Most pupils exercise regularly and develop an understanding of healthy eating
- There are effective partnership arrangements that have increased the range of options in key stage 4
- All school leavers move on to colleges of further education, work-based learning or employment

However:

- A few pupils do not engage well enough in lessons
- Arrangements for meeting the additional needs of a few pupils with specific learning difficulties and moderate learning difficulties are not effective enough
- Teachers do not plan for the development of skills across the curriculum in enough detail
- Strategies for managing behaviour are not applied consistently across the school

### Prospects for improvement

Prospects for improvement at Mounton House School are adequate because:

- Leaders track pupil progress and set challenging targets for improvement
- Leaders have secured improvements to standards at key stage 4 that include wider qualifications
- The school improvement plan identifies important areas for improvement and sets appropriate targets and timescales for completion of agreed actions

However:

- Governors do not hold the school to account well enough for the standards pupils achieve
- Self-evaluation judgements do not take sufficient account of the full range of information available; as a result, a few important areas for improvement are missing from the school improvement plan
- Partnerships with parents are underdeveloped

## Recommendations

- R1 Improve pupils' attendance and engagement in lessons
- R2 Improve the co-ordination and planning for progression in developing literacy, numeracy and information and communication technology (ICT) across the curriculum
- R3 Ensure that the behaviour management policy is applied consistently
- R4 Ensure that the needs of pupils with specific learning difficulties or moderate learning difficulties are met appropriately
- R5 Address the shortcomings in safeguarding identified during the inspection
- R6 Improve the rigour and effectiveness of self-evaluation and improvement planning

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Over time, a majority of pupils make strong progress in relation to prior attainment. However, a few pupils do not engage well enough in their learning and, as a result, do not make enough progress. There is no significant difference between the achievements of groups of pupils including those who are in the care of a local authority.

Over the last three years, all school leavers have achieved one or more qualifications in accredited courses that are well matched to their individual needs and abilities. These include a wide range of entry level awards at level 1, 2 and 3 and GCSEs in religious education, physical education (PE), English and ICT.

In addition, pupils in key stage 4 make effective use of vocational opportunities to develop important work-related skills such as motor vehicle mechanics and painting and decorating. They achieve well across a wide variety of vocational courses including BTEC level 1 awards in cooking skills, performing arts and mathematical applications. Last year all school leavers moved on to further education, training or employment.

Overall, many pupils make satisfactory progress with their oracy skills. They communicate appropriately with staff and visitors and develop the communication skills they need to work with and relate well to their peers. Many are able to recall information that they have learned in previous lessons. When questioned, they are confident to answer and demonstrate a good understanding of the topics that they study. Many pupils make effective use of subject specific vocabulary, for example in science and PE lessons.

A majority of pupils make satisfactory progress in developing their reading skills. They read aloud confidently in class and scan texts to locate facts and identify important information. They are able to summarise what they have read and express opinions about the text. A minority of pupils in key stage 3 who are less confident readers work well in tutorial periods to develop their literacy skills. They learn to recognise high frequency words, develop basic phonic skills and develop the ability to decode words that are new to them. However, pupils do not apply these skills across the curriculum well enough.

Around half of pupils develop their writing skills in line with their ability. Over time, they improve the accuracy of their spelling and punctuation, and present their work neatly. However, a minority of pupils rarely write at length. They do not take enough care over their written work and do not correct basic mistakes

A majority of pupils make good progress in developing their numeracy skills during mathematics lessons. They select appropriate methods for calculation and apply these successfully in line with their age and ability. Pupils in key stage 4 apply their

numeracy skills well in real life situations, for example when calculating the quantity and cost of materials required to create a garden. However, across the school only a few pupils apply these skills appropriately in other areas of the curriculum.

Nearly all pupils develop their ICT skills well in ICT lessons. They apply these skills in a few other subject areas, for example word processing pieces of extended writing in English and consolidating data handling skills in mathematics. However, ICT is not used well enough by pupils to support their learning across the school.

A majority of pupils develop their understanding of Welsh greetings and over time they build on a small range of phrases to increase their vocabulary. Pupils gain a good understanding of the culture and heritage of Wales.

### **Wellbeing: Unsatisfactory**

Pupils start at the school with little confidence and have difficulty controlling their behaviour. Over time, a majority of pupils develop the skills to manage their own behaviour well. However, a minority of pupils do not feel safe in school and only around a half feel that the school deals well with bullying.

Many pupils feel that the school helps them to be healthy and they exercise regularly at school. Most pupils participate in a range of sport and health related activities. For example, both junior and senior pupils compete in football tournaments. Many older pupils take part in gorge walking, kayaking and mountaineering.

Pupils develop a better understanding of healthy eating from courses that they follow. As a result, they develop independent living skills and make appropriate choices in choosing school lunches.

Members of the school council meet regularly to discuss issues that are of concern to them. They are involved in making decisions at the school, for example in the appointments of senior staff.

Overall attendance is too low at just under 83% for the academic year 2013-2014. The majority of pupils have improved their attendance levels since joining the school. However, a few pupils have very low attendance. A minority of pupils are frequently late to lessons or leave their lessons early.

There have been no permanent exclusions for the past three years. However, over the same period the frequency of fixed term exclusions has increased.

Older pupils develop a range of practical and vocational skills. They learn to work with others in settings that are initially unfamiliar to them. This prepares them well for the next stage of life and learning. In 2013-2014, six pupils achieved Duke of Edinburgh's awards.

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

The school provides a broad and balanced curriculum that meets the needs of many pupils well. However, learning experiences at key stage 4 do not include all statutory requirements of the National Curriculum. For example, the arrangements for personal and social education do not cover all required areas in enough detail and only a very few pupils in key stage 4 study science.

The school provides well-planned individually tailored programmes for pupils who disengage in learning including access to extended work experience placements and home tuition. These meet the needs of pupils well and, where appropriate, support the re-engagement of pupils in learning.

In key stage 4, there is an appropriate range of vocational courses that are well organised with local partners. These help pupils to develop valuable work-related skills and prepare them well for moving on to employment and work-based learning.

The school identifies pupils with weak literacy skills well and provides useful information for teachers including strategies to improve pupils' reading and writing skills. However, arrangements for identifying pupils with weak numeracy skills are less well developed. Across the school, there is inconsistency in how teachers plan for the development and progression of pupils' skills. The school has made limited progress in implementing the national literacy and numeracy framework fully into schemes of work. As a result, there are insufficient opportunities for pupils to practise and develop these skills across the curriculum.

ICT skills are developed and promoted well within the subject area, but these are not planned and provided for consistently across the curriculum.

The school develops pupils' understanding of Welsh culture and traditions effectively through visits to local places of interest and St David's Day celebrations.

Arrangements for developing pupils' understanding of sustainable development and global citizenship are suitable in many subjects including religious education, geography and science.

**Teaching: Adequate**

In a majority of lessons, teachers set clear learning objectives and provide pupils with appropriately challenging work. Most teachers have good subject knowledge and plan effective personalised support for pupils that meet their needs well. In the most effective lessons, staff have high expectations of pupil behaviour and use praise and encouragement effectively to sustain pupil interest. In most lessons, staff and pupils have supportive working relationships.

However, in a minority of lessons teachers do not plan well enough for the wide range of abilities and there is an overreliance on the completion of worksheets. As a result, a few pupils lose interest, disrupt the learning of others and make little progress. The management of pupil behaviour in lessons is inconsistent.

Nearly all teachers mark work regularly and a majority provide helpful advice for pupils on how to improve their work. However, marking is not consistent across the school and only a minority of pupils act on the advice given. There are limited opportunities for pupils to reflect on their own and others' learning.

Teachers make effective use of data to track pupil progress and set appropriately challenging targets. However, leaders do not use assessment data well enough to monitor and evaluate the impact of interventions to support the additional learning needs of pupils.

The school provides parents and carers with an annual report on the progress of their child at the meeting to review their statement of special educational needs. The reports identify clearly the strengths in pupils' work in each subject. However, most reports contain too many targets and do not identify the priority areas for development for the pupil clearly enough.

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

The school generally has an appropriate range of policies to promote pupils' health and wellbeing. However, the school does not have a policy that covers the health and safety of pupils on off-site visits. Other policies are not sufficiently robust or comprehensive.

There are a good range of opportunities for pupils to develop their understanding of healthy living. However, there is no clear co-ordination of personal and social education across the school. As a result the delivery and planning of this are inconsistent. There is a clear outline of the themes of schools assemblies. However, the school does not comply with its statutory duty to provide a daily act of collective worship.

There are appropriate opportunities for pupils to find out about different career choices at key stage 4.

The additional learning needs of pupils are generally not well met by the school. The school uses a range of appropriate assessments to identify the support needs of pupils with a specific learning difficulty. However, the outcomes of assessments and suggested strategies are not incorporated in pupils' individual education plans. As a result, these pupils are not supported well enough in lessons across the curriculum.

Pupils that have attachment difficulties receive useful support from the school's nurture group. However, there is no systematic approach to working with pupils on their behavioural needs and the school does not fully evaluate the impact of its interventions with pupils.

All pupils have positive handling plans that outline the physical interventions that are to be used. In the past year, there has been a significant increase in the use of reasonable force to restrain pupils. The use of physical intervention to take pupils to the ground has more than doubled in the past year. The recording of incidents is not always completed fully. Parents are not as aware as they need to be of the physical interventions used on their child.

The school complies with its statutory duty to review statements of special educational needs.

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern.

### **Learning environment: Good**

The school is an inclusive community where staff treat pupils with respect. It provides positive learning opportunities for the majority of pupils. There is equal access to curriculum provision and a wide range of extra-curricular activities and educational trips. Staff recognise good behaviour and celebrate pupils' success in weekly whole-school reward assemblies.

Accommodation is spacious and well maintained with a good range of specialist rooms including a sensory room, ICT room and a pupil support unit where pupils can reflect on their behaviour. This helps to minimise the disruption to the learning of other pupils. A purpose-built gym is used widely by pupils, and this helps to improve their physical fitness.

A motor vehicle workshop provides useful opportunities for pupils to develop vocational skills.

There are considerable outside spaces that are used well to develop pupils' orienteering and cooking skills in preparation for the Duke of Edinburgh's Award. In addition, there are well-maintained outdoor areas for football, tennis and basketball.

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

The headteacher provides a clear vision for the school that has been shared and developed with key stakeholders including the school council and the local authority. With a few exceptions, school policies are clear but leaders do not ensure that they are applied consistently. For example leaders have not ensured that all staff implement consistently the behaviour management policy.

Staff roles and responsibilities across the school are clearly defined and staff work together effectively to support the varied needs of the majority of pupils.

The senior leadership team is working effectively to implement new approaches to target setting, data analysis and monitoring and evaluation activities.

Subject leaders have developed useful department plans that link well to school development priorities. However, they do not meet formally as a team to ensure that cross curricular initiatives are implemented consistently.

Appropriate systems are in place to monitor and evaluate the performance of staff. Leaders use this information well to set suitable targets for teachers that are in-line with the strategic priorities of the school.

The governing body is actively developing its role and is involved in a range of monitoring and evaluation activities. These include finance sub-committee meetings, book scrutiny, monitoring of pupil behaviours at lunch-times, attending school council meetings and learning walks. As a result, they are developing a better understanding of the standards achieved by pupils and their wellbeing. However, some of these are recent developments and, in general, the role of the governing body in challenging the work of the school is underdeveloped.

### **Improving quality: Adequate**

The school has recently improved its procedures for self-evaluation. The self-evaluation report now draws on an appropriate range of information including evidence from lesson observations, the scrutiny of pupils' work and data on pupil progress, attendance and exclusion. The school considers the views of staff, pupils, parents and carers as part of the self-evaluation process. However, the school does not analyse this information well enough. As a result, although the self-evaluation report accurately identifies the strengths of the school, it does not correctly identify a few important areas for improvement. Overall, the self-evaluation report is too descriptive and does not evaluate the work of the school well enough.

The school improvement plan identifies the majority of areas that require improvement. It includes useful targets to raise pupils' standards and identifies the actions required to secure the planned improvements, staff with lead responsibility and appropriate timescales for the delivery of each action. However, the school has made limited progress with securing improvements to a few priorities, such as implementing the Literacy and Numeracy Framework. There is insufficient focus in the plan on important areas for improvement such as consistency of behaviour management and the planning for skills development across the curriculum. Leaders have not shared the plan effectively with all staff and governors. As a result, not all staff are fully aware of the priority areas for development and their role in bringing about change. However, staff with lead responsibility have clear action plans for their priority areas for improvement.

### **Partnership working: Adequate**

The school has developed a wide range of partnerships, including well-established links with local colleges, business and local employers. As a result, pupils have access to a wide range of suitable curriculum choices and courses.

Many pupils attend the school from other local authorities. The school has effective arrangements with training providers and further education colleges in the pupils' home areas. This helps the majority of leavers to re-integrate successfully into learning environments in their home communities. This is further supported by valuable links with a local housing association that provides advice to pupils on independent living.

The school has developed useful links with a few comprehensive schools. These have supported the re-inclusion of a few pupils into mainstream education.

Partnership working with local authorities, to support the attendance of pupils at the school, is not rigorous or effective enough.

Although the school seeks the views of parents as part of the process of self-evaluation, the school's partnership with parents and carers is underdeveloped. Opportunities for them to visit the school and meet with subject teachers are limited and they have little input into the life of the school.

**Resource management: Adequate**

The school has an appropriate range of teaching and support staff. They support the learning and social needs of pupils well. Leaders deploy staff well to make best use of their expertise and experience.

Staff are well qualified and many receive additional training in important areas, such as first aid, safeguarding and behaviour management. However, a few staff believe that training opportunities do not provide them with the skills and expertise required to meet the additional learning needs of a few pupils fully.

Teachers receive, as a minimum, their statutory entitlement for planning, preparation and assessment.

The budget is well managed and kept under careful scrutiny. Governors and leaders make appropriate budgetary decisions to enhance and improve the provision for pupils. This includes decisions relating to staffing levels and bespoke packages of support for individual pupils.

In light of the adequate standards achieved by pupils, the school provides adequate value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	27	17 63%	10 37%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	4%	3%	
The school deals well with any bullying.	27	15 56%	11 41%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		84%	8%	8%	
I know who to talk to if I am worried or upset.	27	22 81%	5 19%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	4%	4%	
The school teaches me how to keep healthy	27	21 78%	6 22%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		93%	4%	3%	
There are lots of chances at school for me to get regular exercise.	27	24 89%	3 11%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		91%	6%	3%	
I am doing well at school	26	22 85%	4 15%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		93%	5%	3%	
The teachers and other adults in the school help me to learn and make progress.	27	25 93%	2 7%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	1%	2%	
I know what to do and who to ask if I find my work hard.	27	24 89%	2 7%	1 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	3%	4%	
My homework helps me to understand and improve my work in school.	27	7 26%	20 74%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		70%	20%	10%	
I have enough books, equipment, and computers to do my work.	27	22 81%	4 15%	1 4%	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.	27	8 30%	19 70%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		80%	15%	5%	
Nearly all children behave well at playtime and lunch time	26	12 46%	14 54%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	12%	4%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	14	7 50%	4 29%	3 21%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		78%	20%	1%	0%		
My child likes this school.	14	6 43%	5 36%	3 21%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	20%	1%	0%		
My child was helped to settle in well when he or she started at the school.	14	8 57%	6 43%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	14	6 43%	4 29%	3 21%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	28%	2%	0%		
Pupils behave well in school.	13	3 23%	2 15%	2 15%	2 15%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		55%	33%	3%	0%		
Teaching is good.	14	6 43%	6 43%	1 7%	1 7%	0	Mae'r addysgu yn dda.
		75%	22%	1%	0%		
Staff expect my child to work hard and do his or her best.	14	6 43%	7 50%	0 0%	1 7%	0	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.	13	3 23%	3 23%	2 15%	1 8%	4	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.	14	7 50%	3 21%	1 7%	2 14%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		75%	22%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	6 43%	5 36%	1 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		69%	26%	1%	0%		
My child is safe at school.	14	6 43%	4 29%	2 14%	1 7%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		76%	21%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	6 43%	5 36%	1 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		71%	24%	2%	1%		
I am kept well informed about my child's progress.	14	6 43%	4 29%	2 14%	2 14%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		68%	27%	3%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	10 71%	2 14%	2 14%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	14	6 43%	7 50%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	14	7 50%	4 29%	2 14%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	14	4 29%	4 29%	2 14%	2 14%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	14	6 43%	5 36%	2 14%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	13	6 46%	4 31%	1 8%	1 8%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 2

### The inspection team

Anthony Mulcahy	Reporting Inspector
Huw Davies	Team Inspector
Phillip Bowker	Team Inspector
Michaela Leyshon	Lay Inspector
Carol Conway	Peer Inspector
Paul Absalom	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