



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

A report on

**Park Lane Special School
Park Lane
Trecynon
Aberdare
RCT
CF44 8HN**

Date of inspection: March 2017

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Park Lane School is a day school for pupils with a range of special educational needs. These needs include severe learning difficulties, autistic spectrum disorders, profound and multiple learning difficulties, and social, emotional and behavioural difficulties.

The school has 101 pupils on roll aged from three to 19 years. Nearly all pupils come from Rhondda Cynon Taf, with a very few pupils who come from neighbouring local authorities.

All pupils have a statement of special educational needs. Many pupils have additional learning needs, which include physical, sensory and medical needs as well as speech, language and communication difficulties.

English is the predominant language of all pupils. Two per cent of the pupils have 'looked after child' (LAC) status and approximately 47% of pupils are eligible for free school meals.

Park Lane is a school that encourages all pupils, through its motto, to imagine, believe and achieve.

The school was last inspected in 2011. The headteacher has been in post since January 2015. The deputy headteacher has been in post since September 2015 and the two assistant headteachers have been in post since September 2016.

Summary

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

Current performance

Park Lane is a good school because:

- Leaders have high expectations and ensure that the school functions effectively
- Pupils achieve good standards in their learning
- Pupils behave very well
- Learning experiences are well matched to the learning needs, interests and abilities of the pupils
- Provision for pupils' health and wellbeing is good
- Improvement planning is a very high priority at the school

Prospects for improvement

The prospects for improvement are adequate because leaders:

- Have carried out a robust review of the work of the school and successfully implemented significant changes over a short period of time
- Ensured that pupils' education and wellbeing have remained a priority
- Have introduced a new focus on improving quality to meet the needs of the learners and the staff

However:

- A very few more able pupils do not access accredited courses in line with their skills
- Moderation is in the early stages of planning and delivery and this aspect of quality assurance is currently underdeveloped
- Self-evaluation does not highlight important areas for improvement in teaching
- Leaders do not engage all staff in evaluating the work of the school

Recommendations

- R1 Increase the opportunities for pupils who are more able to access accredited courses that provide them with suitable challenge
- R2 Implement effective procedures for moderating pupils' work
- R3 Address the safety issue related to traffic management noted during the inspection
- R4 Strengthen self-evaluation to ensure that it effectively identifies all areas for improvement
- R5 Engage all staff in evaluating the work of the school and planning the improvements needed

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils at Park Lane School make strong progress in their learning in relation to their identified needs. In class, nearly all pupils show a positive attitude to learning, listen well and engage enthusiastically in activities. Over time, all pupils make progress in the small steps of learning identified in their individual education plans. Many consistently meet their targets.

There is no notable difference between the performance of boys and girls, pupils eligible for free school meals or those looked after by the local authority. The individualised approach to learning makes it inappropriate to compare the results of attainment for pupils at the school with national and local benchmarks.

Many pupils use their thinking skills effectively to consider moral issues and sort out problems, such as how they might react if they realised they had upset a friend or family member.

Most pupils make steady progress in meeting their literacy targets. As they grow through the school, many pupils develop their skills from early mark making, over-writing and copying to become independent writers. More able pupils write well for different purposes, such as writing reviews of places they have visited and what they have seen.

A minority of pupils learn to use picture schedules and a picture exchange system well. With consistent support and practice they improve their skills. As a result, they learn to express their needs more clearly, manage their emotions, understand more about class routines and enjoy learning experiences. A minority of pupils make good use of signs or use assistive technology to support their communication.

In relation to their needs, most pupils make good progress in their numeracy skills. They apply them well across the curriculum. For example, in a personal and social education lesson, older pupils evaluate whether they get better value from the cost and time they spend at Aberdare Park, the local swimming pool or the gym. Pupils with complex needs make effective use of a tally chart to sort and count data. A minority of younger pupils confidently sequence numbered objects up to ten using activities such as hanging washing on the line.

Across the school, pupils develop their expertise in using a range of information and communication technology (ICT). For example, they use the interactive whiteboard well to record a trip to the library, quick response codes (QR codes) effectively to explore information on wall displays, and tablet computers efficiently to undertake research.

Nearly all pupils who receive intervention sessions make good progress in developing their skills. However, on occasions, withdrawal from class interrupts their learning from whole class activities.

In rebound trampoline and hydrotherapy lessons, pupils experiment with body movements to improve their physical fitness and co-ordination. With regular practice and good support, they become confident in these activities and gain better control of their bodies. All pupils benefit from experimenting with a range of musical instruments. A minority develop good rhythm and harmony and join the school bands. They perform confidently at Christmas shows and a local special school eisteddfod.

Older pupils develop useful independence skills to get ready for the time they leave school. They regularly plan and prepare their meals and run a weekly staff café. They make good use of public transport to learn the best bus routes around the area. They experience useful work experience placements at a range of settings, including the local library, community hall and riding school. Pupils who attend the local college make good progress in vocational skills and this helps them understand the options available when they leave school and plan their futures. More able pupils travel independently to college and work experience placements. When they leave school, nearly all pupils go on to suitable further training, work placements or specialist post 16 provision.

Older pupils gain a limited range of qualifications in courses matched to their needs and interests. Nearly all gain national accreditation in ASDAN and are working towards the Duke of Edinburgh's bronze award. A very few pupils are working towards GCSEs in art, dance and drama. More able pupils do not always access accredited courses that provide them with suitable challenge, support their progression in learning or match well their skills and abilities in literacy and numeracy.

Most pupils make progress in Welsh language development in line with their needs and abilities.

Wellbeing: Good

Nearly all pupils improve their confidence and self-esteem during their time at Park Lane. They feel safe and secure at school. They know that staff will help them if they are upset, worried or unwell.

The school council and other committees are enthusiastically involved on matters that are important to pupils, such as the design and planning of the play area.

Many pupils develop a clear understanding of how to stay healthy. They know that healthy food and drinks, physical activity and keeping themselves safe are important. They make good use of activities that help keep them fit such as hydrotherapy, music and dance sessions. They put their energy to good use in the community by working on the allotment and following the local authority's walking initiative, 'Beat the Street.'

Nearly all pupils attend well. As a result, attendance at the school over the past three years is just above the average for special schools in Wales.

In relation to their needs, pupils' behaviour is consistently good. Nearly all pupils learn to work together and develop care and consideration for their peers. Over time, pupils with complex needs develop tolerance and can work comfortably with peers and staff in different situations and environments. Pupils learn to calm down quickly when they are upset and the high quality consistent support enables them to settle back into class.

A majority of pupils extend their learning in activities in the community. These include work experience placements in the local library and church and on college courses.

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

The school provides a broad and balanced curriculum that is matched well to the needs, interests and abilities of pupils. There are worthwhile arrangements in place for older pupils to make option choices at school and attend weekly taster courses at the local college. Useful links with local providers support a few post 16 pupils to attend beneficial work experience placements in the community. For example, they attend work placements at the local church and recycling centre, and support younger pupils at school. These arrangements enhance the learning experience for older pupils successfully. The school provides opportunities for older pupils to gain a range of recognised entry level and vocational accreditation for their work in key stages 4 and 5.

The planning of themed topics ensures that pupils' learning experiences are generally planned well to enable pupils to make progress as they move through the school. Overall, most class planning includes meaningful opportunities for pupils to develop and apply their literacy and numeracy skills in lessons. However, the mapping and provision for developing pupils' literacy, numeracy and ICT skills across the curriculum are at a very early stage of development.

The school promotes sustainable development effectively. As a result, nearly all pupils have a thorough awareness of the importance of reducing energy consumption, recycling and reducing waste. The eco committee makes an important contribution, for example by recently introducing 'toy swaps' at the school. The school is developing useful links with schools in other countries. Staff use assemblies, pictures and wall displays effectively to enhance pupils' understanding of the culture and life of children living in Uganda and their own role as global citizens.

The school plans a wide range of visits and beneficial activities to promote pupils' understanding of the heritage and culture of Wales. For example, pupils visit the local Urdd Centre and local museums, and participate in the local Special School eisteddfod. Provision for developing pupils' Welsh language skills is sufficient.

Teaching: Adequate

Teachers and learning support staff work together effectively to meet the learning needs of pupils. All staff have high expectations of pupils' behaviour and

achievements. Over time, staff develop positive and constructive working relationships with nearly all pupils.

Staff manage pupils' behaviour effectively and sensitively. As a result, when incidents of challenging behaviour arise, staff support pupils effectively to return to class in a timely manner and re-focus quickly on their learning. The school deploys support staff well. These staff make a positive contribution to pupils' progress in lessons and intervention groups. Where appropriate, staff make effective use of assistive technology, picture exchange systems and signing to develop pupils' communication skills and support their access to the curriculum.

Where teaching is particularly effective, teachers share clear learning objectives with pupils. They use a wide range of teaching strategies that match the needs and abilities of pupils well. Activities are well timed and the pace of learning is lively. This sustains pupils' interest and leads to a high level of participation in their learning. In these lessons, teachers provide meaningful opportunities for pupils to develop and apply their literacy and numeracy skills. They use questioning skilfully to challenge and support pupils' learning. In many of these lessons, staff provide useful and constructive verbal feedback throughout the lesson and encourage pupils to respond appropriately. This ensures that pupils make valuable progress in these lessons.

In a few cases, lessons do not start on time due to other activities over running. Because of this, pupils do not always make enough progress in relation to the lesson objectives. In a few cases, where teaching is less effective, the pace of learning is too slow. As a result, pupils do not always participate well enough in their learning. In a very few lessons, the level of challenge for pupils who are more able is inconsistent.

Generally, verbal feedback is prompt and recognises pupils' efforts successfully. However, for the pupils for whom it is appropriate, written feedback does not consistently provide pupils with clear steps on how to improve their work.

Teachers make efficient use of the whole school tracking systems to monitor individual pupils' progress. Senior leaders are beginning to use this information appropriately to identify underachievement and target support through newly established intervention groups.

Arrangements for internal and external standardisation of pupils' work is developing. However, the moderation of pupils' work lacks sufficient rigour.

The school provides parents with detailed progress reports at the end of the year. These include useful targets for improvement. The use of photographs personalises the reports well for parents and pupils.

Care, support and guidance: Good

The school has an appropriate range of policies and procedures to promote pupils' health and wellbeing. These include effective arrangements for pupils to develop their understanding of healthy eating and drinking. The school encourages pupils to take regular exercise and provides opportunities for participation through a broad

range of physical activities. Examples include touch rugby, circuit training and swimming.

The school promotes pupils' social, moral, spiritual and cultural development effectively through the meaningful personal and social education curriculum and thought provoking assemblies. As a result, all pupils, benefit from opportunities to explore their own beliefs and develop an understanding of right and wrong.

The school works well with external agencies that support and advice staff about individual pupils' needs. For example, the counsellor, educational psychologist and a wide range of therapists provide effective support for pupils' learning and health needs.

The school provides pupils with useful advice and guidance at transition points such as key stage 4 and key stage 5. This supports pupils well to consider options for their future beyond their time at the school.

The school's provision for promoting pupils' understanding of personal safety is supported effectively by the community police officer and the school nurse.

Over the last two years the school has introduced a new structure for individual education plans (IEPs). Overall, these are effective and reflect pupils identified needs. However, a few targets are not specific and measurable enough.

The school provides a wide range of intervention programmes to support pupils to manage their behaviour, improve their basic skills and develop their social communication. For example, the individual emotional and behaviour intervention supports targeted pupils to regulate their behaviour and access their learning in lessons.

The school's arrangements for safeguarding meet requirements and give no cause for concern. However, during the inspection, a safety issue relating to traffic management was brought to the attention of the governors.

Learning environment: Good

The school has a very positive and supportive ethos that is promoted by staff and the governing body. It is a well-ordered school, providing a caring and welcoming environment.

The happy and secure environment is based on respect and very close co-operation between staff and pupils. This helps pupils to develop confidence and to respond positively to their work.

The school has been thoughtfully adapted to meet the needs of most pupils. However, one area of the school is not accessible for all pupils.

There are effective policies and procedures in place to make sure that the school deals with any form of discrimination.

There are a range of specialist rooms including a music therapy room, sensory room and hydrotherapy pool. These are used well to make a significant contribution to the wellbeing of pupils.

There is a good range of resources that are well matched to pupils' needs and the requirements of the curriculum. Displays throughout the school are stimulating and attractive, and reflect pupils' work on the school's curriculum theme.

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

The headteacher provides strong leadership and has high expectations of the work of the school. The senior management team have consulted effectively with staff to discuss and share their vision. They promote a school vision statement that is clear and relevant. As a result, staff are supportive of the planned direction for the development of the school.

Since the appointment of the senior team there has been a restructure of roles and responsibilities for teachers and support staff. There are new policies, procedures and processes. The headteacher and senior team have managed these changes very well and pupils' education and wellbeing have remained a priority throughout.

Roles and responsibilities of the senior team are clear and well defined. They demonstrate a thorough understanding of their roles and responsibilities and are aware of how they contribute to the work of the school. They are mindful of their accountability.

The senior team use data well to monitor school outcomes. They use this to set an appropriate level of challenge for teachers and support staff. When necessary, they take actions to manage under-performance effectively. They have assigned specific roles across the school appropriately and this has provided staff with a sense of pride and self-value in their work.

There is a coherent and well-structured annual schedule for meetings across the school and at all levels. In general, these meetings have a clear focus that is relevant to the school and the pupils. Minutes for many meetings are clear and concise, and they identify improvement actions appropriately, such as giving more focus to developing pupils' literacy across the school.

The governing body meets regularly and has a good understanding of the work of the school. There is a clear structure with relevant sub-groups. These inform the work of the full governing body well. In general, the governing body challenges the school and oversees school finances well. However, challenge to the school in respect of data, teaching and learning is underdeveloped at this time.

Improving quality: Adequate

Improvement planning is a very high priority at the school. The senior team have carried out a robust review of the work of the school and have introduced a new focus on improving quality to meet the needs of the learners and the staff.

The school has an appropriate three-year strategic plan that sets out clear aims for the future development of the school. Targets in the plan are ambitious but realistic and focus very well on making sure that pupils at the school have an effective learning experience.

The senior team have developed a detailed schedule of meetings and events to make sure that quality processes throughout the year have a clear structure. This helps staff to maintain a regular focus on improvement across the school.

There are effective procedures to monitor data on pupil standards and achievements. This includes a structured process for teachers to track the progress of pupils within the sensory curriculum. However, a robust process for internal moderation is in the early stages of planning and delivery and this aspect of quality assurance is currently underdeveloped.

The headteacher demonstrates a very clear understanding of the school's strengths and areas for improvement. The self-evaluation report presents an honest reflection of the work of the school and it identifies appropriate areas for improvement. However, in a few parts it does not evaluate the findings well enough, for example in the quality of teaching.

Overall, the school draws on first hand evidence for the self-evaluation process and teachers have contributed well to specific parts of the self-evaluation findings. The school has plans to ensure that all staff can contribute fully to the process. However, these are in the early stages of development.

The self-evaluation report informs and supports six relevant targets in the school improvement plan very well. The senior team review the targets on a regular basis and, to date, all milestone reviews have been met.

The school has a broad range of initiatives for gathering the views of parents, carers and pupils. These are appropriate and the senior leadership team use the information well to inform self-evaluation.

Partnership working: Good

The school works well with a suitable range of partners to improve and enhance pupils' standards, wellbeing and learning options.

Senior leaders plan, co-ordinate and monitor well the wide range of therapies and specialist interventions to make sure that they support the wellbeing of pupils. They make sure that these inputs, such as the regular visits by therapists, have relevant benefits and appropriate impact. Generally, the partnerships with the local authority are effective. For example, the staff of the Children's Disability Team, adult services

and the counselling service all provide useful support and guidance to pupils and their parents.

Older pupils benefit from the school's partnership with the local colleges. This allows pupils to access an extended range of learning experiences, including art courses and hospitality and catering vocational classes. These opportunities help to inform pupils' choices for progression when they leave school.

School partnerships through groups and organisations such as the local headteachers' group and the regional educational consortium have allowed staff to access valuable training opportunities to develop their leadership skills.

The school's effective link with health partners has led to the Sweet Pea initiative where the school works with parents of pre-school children. This has had a positive impact on the transition of younger children into school. It has supported parents to understand how best they can work with their children to develop their sensory skills.

The school has good links with the local community. Groups such as the horticultural society support pupils on the school allotment, and a local charity enables pupils to have useful work-related experience with the older residents of the community.

Resource management: Good

The school has an appropriate number of qualified and experienced staff. They are effectively deployed to make the best use of their skills and expertise. They ensure that all pupils can access the curriculum and the various activities offered on site and in the community.

Staff access regular and appropriate training to extend their expertise. Training links well to pupils' needs and the school's identified priorities. An example of this is the whole school initiative to support pupils' emotional wellbeing.

A culture of professional learning is emerging at the school. Close links with partners support curriculum development and therapy interventions. Teachers are beginning to identify their developmental needs appropriately to target training and support.

Grant funding is targeted well to improve pupils' learning. For example, a literacy initiative is supporting pupils to improve their skills.

Overall, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	67	63 94%	3 4%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	3%	
The school deals well with any bullying.	67	57 85%	4 6%	6 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		83%	9%	8%	
I know who to talk to if I am worried or upset.	67	61 91%	3 4%	3 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	3%	5%	
The school teaches me how to keep healthy	67	59 88%	4 6%	4 6%	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.	67	62 93%	3 4%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		90%	7%	3%	
I am doing well at school	67	64 96%	0 0%	3 4%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	4%	4%	
The teachers and other adults in the school help me to learn and make progress.	67	66 99%	0 0%	1 1%	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.	67	64 96%	2 3%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	3%	3%	
My homework helps me to understand and improve my work in school.	61	42 69%	7 11%	12 20%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		62%	20%	17%	
I have enough books, equipment, and computers to do my work.	66	58 88%	3 5%	5 8%	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.	66	57 86%	5 8%	4 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	15%	7%	
Nearly all children behave well at playtime and lunch time	67	60 90%	6 9%	1 1%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	13%	6%	

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.	26	23 88%	2 8%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	20%	2%	1%		
My child likes this school.	26	24 92%	1 4%	1 4%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		80%	19%	1%	0%		
My child was helped to settle in well when he or she started at the school.	26	22 85%	3 12%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		81%	18%	1%	0%		
My child is making good progress at school.	26	21 81%	4 15%	0 0%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		69%	28%	3%	0%		
Pupils behave well in school.	26	16 62%	7 27%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	0%		
Teaching is good.	26	24 92%	1 4%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		76%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	25	19 76%	6 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		69%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	11 44%	7 28%	0 0%	1 4%	6	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.
		54%	36%	8%	3%		
Staff treat all children fairly and with respect.	26	22 85%	2 8%	0 0%	1 4%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		77%	21%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	21 81%	4 15%	1 4%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	28%	1%	0%		
My child is safe at school.	26	23 88%	2 8%	0 0%	1 4%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		77%	21%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	19 73%	6 23%	0 0%	1 4%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	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 am kept well informed about my child's progress.	26	22 85%	3 12%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		69%	25%	4%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	21 81%	4 15%	0 0%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		77%	19%	2%	2%		
I understand the school's procedure for dealing with complaints.	26	15 58%	7 27%	0 0%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		60%	35%	3%	1%		
The school helps my child to become more mature and take on responsibility.	25	22 88%	2 8%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		67%	31%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	10 40%	5 20%	1 4%	2 8%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	36%	10%	3%		
There is a good range of activities including trips or visits.	26	23 88%	3 12%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	26%	3%	0%		
The school is well run.	26	22 85%	3 12%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		78%	20%	2%	1%		

Appendix 2

The inspection team

Mrs Sw Roberts	Reporting Inspector
Mrs Gill Sims	Team Inspector
Ms Margaret Elisabeth Davies	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr Aron Bradley	Peer Inspector
Mrs Marian Hopkins(Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

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

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment