



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

A report on

**Pembrokeshire Learning Centre
PRU and Anxious Phobic & Mental Health Provision
Old College
St Clements Road
Neyland
Milford Haven
Pembrokeshire
SA72 1SH**

Date of inspection: May 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.

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Context

Pembrokeshire Learning Centre is a pupil referral unit (PRU) maintained by Pembrokeshire County Council. It was established in 2015 when the previous pupil referral unit was de-registered. It provides education for up to 100 pupils aged from 5 to 16 years. Currently, there are 74 pupils on the roll.

The PRU operates from three sites, one each in Penally and Neyland. Pupils at key stage 4 are educated at a youth centre in Pembroke Dock.

Pupils who attend the PRU have a range of social, emotional and behavioural difficulties. The PRU caters for pupils who have been permanently excluded, or who are at risk of exclusion from school. The PRU also provides education for children whose anxieties and mental health needs prevent them from attending mainstream school. Nearly all pupils have an additional learning need and a few pupils have statements of special educational needs. The PRU is temporarily providing education for a small number of pupils with complex needs.

The PRU is organised into classes based on age and need.

Very few pupils come from ethnic minority backgrounds. Currently, no pupils speak Welsh as their first language at home. Around half of the pupils that currently attend are eligible for free school meals. A very few pupils are looked after by the local authority.

It is not appropriate to compare standards that pupils achieve at the PRU with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning needs.

The head of centre was appointed in autumn 2015. Pembrokeshire Learning Centre has not been previously inspected.

Summary

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

Current performance

The current performance at Pembrokeshire Learning Centre is adequate because:

- Most pupils make sound progress in achieving their learning targets.
- Many pupils make suitable progress in developing their literacy and numeracy skills in relation to their needs and abilities
- Overall, pupils' behaviour in lessons and around the PRU is consistently good
- Nearly all pupils are polite and speak confidently with staff and visitors about their work and aspirations for the future
- Many pupils make a worthwhile contribution to the local community
- Last year, many pupils in key stage 2 and key stage 3 returned successfully to school
- All staff at the PRU put their pupils at the heart of the provision; they know their pupils well and understand their emotional needs

However:

- Attendance is too low
- Last year, around half of pupils left the PRU without a recognised qualification in numeracy
- A few pupils left the PRU without any formal accreditation
- Older pupils' use of ICT across the curriculum is underdeveloped
- Teachers' planning to meet the needs of individual pupils in lessons is inconsistent
- Where teaching is less effective, there is a lack of challenge to make sure pupils achieve to the best of their ability
- The quality of recording and tracking of pupil progress varies across the PRU
- There is no overall planning or co-ordination of personal and social education (PSE)

Prospects for improvement

The prospects for improvement at Pembrokeshire Learning Centre are adequate because:

- The leadership team has a clear sense of purpose and vision for the PRU
- The management committee has an appropriate structure and there is a clear process for the transfer of information from sub-groups to the main committee
- Overall, the PRU has an accurate assessment of its strengths and areas for development and these generally align well with inspection findings

However:

- The distribution of teaching commitment at teachers-in-charge level is inconsistent; this limits their capacity to develop the provision strategically or share best practice across the provision
- The involvement of staff, members of the management committee and pupils in self-evaluation is in the early stages of development
- The number of qualified teachers is too low and, as a result, a minority pupils are not developing their skills at an appropriate rate or level
- The standard of accommodation across the sites varies too much and there are no plans to improve the quality of the learning environment for pupils

Recommendations

- R1 Address fully the safeguarding concerns identified by the inspection team
- R2 Improve attendance
- R3 Improve standards and, where appropriate, accreditation in the core subjects
- R4 Ensure that a suitable number of teachers are employed
- R5 Ensure that all staff are aware of the additional learning needs of pupils and that they use this information in planning
- R6 Improve the co-ordination of skills and personal and social education across the PRU
- R7 Improve the quality of the physical environment across the three sites

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils attending the PRU have a wide range of social, emotional and behavioural difficulties. Most have a history of poor attendance, exclusions and significant gaps in their education prior to joining. Nearly all pupils respond well to the nurturing and supportive environment provided at the PRU. Whilst at the PRU, most pupils make sound progress in achieving their learning targets identified in their individual education plans (IEPs). Over time, many pupils make suitable progress in developing their literacy and numeracy skills in relation to their needs and abilities.

Last year, many Year 11 pupils left the PRU with at least three recognised qualifications and most moved on to further education, training or employment. However, a few pupils left the PRU without any formal accreditation and a very few were not in education or employment (NEET). Many pupils in key stage 2 and key stage 3 returned successfully to school.

Last year, the majority of pupils achieved a useful range of recognised qualifications, including vocational qualifications in subjects such as leisure and tourism and catering. Many pupils achieve valuable level 1 qualifications in English language and communication. However, around a half of pupils left the PRU without a recognised qualification in numeracy. No pupils were entered for examination in science. Less able pupils achieved a range of useful entry levels qualifications and units in vocational courses. Nearly all the pupils who also attend mainstream school attain a broad range of qualifications that match their interests and abilities appropriately.

There is no significant difference between the performance of boys and girls, pupils eligible for free school meals or those looked after by the local authority.

In lessons, many pupils make strong progress in developing their communication skills. They listen with interest and make appropriate contributions to class discussions. The majority of pupils use subject specific terminology confidently when discussing their work. Younger pupils develop their problem solving skills effectively, for example through an innovative exercise to solve challenges by role playing as secret agents. The majority of pupils are developing the ability to work independently in lessons and focus on tasks for a significant amount of time. However, a minority of pupils are over reliant on staff support and as a result do not persevere independently with tasks.

Most pupils' reading skills develop suitably from their starting points on entry to the PRU. A minority of pupils are beginning to develop the confidence to read aloud in class. Younger pupils read and respond to instructions well and are able to follow basic steps accurately in tasks such as the 'garden quest'. The majority of older pupils use their reading skills effectively to find information from texts and research topics of interest. For example, after reading an article about animals living in captivity, pupils present their personal views on the subject sensitively.

Generally, across the PRU, pupils' handwriting and presentation of work are neat and legible. Over time, less able pupils learn to overwrite and develop their letter formation accurately. A minority of older pupils write at length for different purposes and produce interesting and informative texts. For example, they write interesting reviews about food they purchase from local takeaway restaurants. In these cases, they spell familiar words confidently and a few more able pupils spell more complex words accurately. A few pupils edit and re-draft their written work appropriately to improve its quality.

Pupils develop their numeracy skills appropriately in mathematical sessions. Many younger pupils add and subtract correctly using tens and units and understand place value well. Less able pupils use a range of methods of multiplication strategies accurately. By Year 9, most pupils are able to estimate and record their findings accurately using charts and bar graphs. For example, they estimate the weight of a range of fruits to predict which is heaviest and which is lightest. More able pupils develop a range of mathematical skills; they calculate the properties of angles and straight lines, solve algebraic equations and use Pythagoras's theorem confidently in their lessons. A few pupils apply their numeracy skills appropriately in subjects across the curriculum.

In a few lessons, many pupils apply their ICT skills successfully. Younger pupils use computer tablets confidently to record evidence, produce posters and research topics of interest. However, older pupils' use of ICT across the curriculum is generally limited to word processing and presentations.

A very few older pupils benefit from attending a range of valuable work experience placements such as at a local crèche and building company. Through this work experience, the pupils gain a secure understanding of the world of work and are beginning to develop the skills and confidence required to work with others in the work place well.

Generally, pupils make insufficient progress in their Welsh language skills at the PRU. Nearly all pupils lack confidence in using Welsh when communicating with staff and peers.

Wellbeing: Adequate

Most pupils feel safe at the PRU and know whom to talk to if they are worried. They feel that the PRU deals with instances of bullying well. Many pupils have a positive attitude to healthy living and a secure understanding of the importance of regular exercise. Most pupils participate well in the broad range of physical activities available at the PRU such as swimming, golf tuition and yoga sessions.

Overall, attendance at the PRU is too low. The PRU does not hold accurate attendance records for a very few pupils and therefore it is not possible to compare the overall attendance level with the previous year. For a few pupils, their current attendance at the PRU is lower than their attendance rate in mainstream. However, nearly all younger pupils attend well and a minority of pupils with low records of attendance at their mainstream school make strong progress with their attendance at the PRU.

Most pupils arrive at their lessons on time and many are ready to learn. However, a few pupils do not arrive punctually at the beginning of the day and a very few leave site during lessons.

Overall, pupils' behaviour in lessons and around the PRU is consistently good. Over time, many pupils learn to manage their frustrations and respond very well to the consistent approach of staff. When incidents occur, most pupils return to their lessons in a timely manner and re-engage with their learning quickly. Nearly all pupils are polite and speak confidently with staff and visitors about their work and aspirations for the future. The number of behaviour incidents and fixed term exclusions has reduced significantly in comparison with this time last year.

Pupil voice is beginning to have a positive impact on a few areas at the PRU such as introducing a breakfast club at key stage 4. Pupils take pride in being involved in the appointments of staff at the PRU. Younger pupils contribute enthusiastically to their pupil voice group and value the opportunities they have to influence decisions in their class. However, across the PRU, many of the pupil voice initiatives are relatively new and are generally adult led.

Many pupils make a worthwhile contribution to the community through making and distributing gifts for the elderly at Christmas and support members of the community by dog walking and shopping on their behalf. These activities strengthen pupils' relationships with the local community and contribute well to the development of their social and life skills. Pupils regularly support and raise funds for a range of local and national charities including children in need.

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

The PRU provides pupils with an appropriate range of learning experiences including opportunities for vocational, academic and personal development. Most learning programmes offer a flexibility that allows teachers to revise timetables to meet the needs of pupils as these change. Examples include adapting the timetable appropriately to allow younger pupils to benefit from an invitation to join instructors at a local golf driving range, and changing learning programmes to allow older pupils to access additional GCSEs. However, a very few pupils throughout the PRU do not access their entitlement to full-time education.

Schemes of work are appropriate for the provision and show clear progression steps that allow pupils to build their skills and knowledge systematically.

Older pupils study a curriculum that includes English, mathematics and science and offers suitable options for additional subjects. Teachers have a strong partnership with Careers Wales and this provides pupils with appropriate opportunities to engage in work-related experiences. However, a very few pupils are not able to follow their first choice of subject or pursue work-related experience in their field of interest.

Teachers plan effectively to include literacy in all lessons. They use baseline data well and complete the literacy numeracy framework (LNF) tracker appropriately to

record pupil progress. They identify pupils who need additional support quickly. However, across the PRU, the co-ordination of pupils' literacy, numeracy and ICT skills is underdeveloped. This means that for a few pupils there is no clear cohesion between literacy and English provision. The PRU does not plan well enough to develop pupils' numeracy and digital competence skills across the curriculum.

Teachers consider Welsh culture and heritage well in their planning of topics and projects. However, the active promotion of Welsh during registration, lessons, assemblies and in extra-curricular activities is underdeveloped.

The PRU encourages pupils to develop their understanding of sustainability and global citizenship well throughout the curriculum.

Teaching: Adequate

Across the PRU, all staff have very secure relationships with their pupils. This contributes very well to the good behaviour of nearly all pupils.

Where teaching is most effective, teachers plan well to develop pupils' knowledge and understanding in manageable steps of learning. They have clear lesson objectives and provide a range of activities that engage pupils, maintain their interest and encourage their curiosity. They make sure that lessons maintain an appropriate pace to challenge pupils and keep them on task. In a few lessons, where teaching is very effective, teachers use innovative topics and activities to promote learning. For example, in a topic exploring the journey of bananas from grower to sale, younger pupils used their approximation skills well to divide a banana into segments, representing the profit allocated to each person in the supply chain.

Support staff across the PRU provide very effective individual support and guidance to pupils and this contributes well to their progress in lessons.

However, across most lessons, planning to meet the specific needs of individual pupils is underdeveloped. In addition, in a few lessons where teaching is less effective, there is a lack of challenge and pupils do not achieve to the best of their ability. A few of these lessons are too teacher-led and there is insufficient opportunity for pupils to actively engage in learning.

Many teachers use questions well to assess pupils' knowledge and develop pupils' understanding of concepts. They provide very good oral feedback throughout lessons. A few teachers provide pupils with helpful written comments on their work and encourage peer assessment. However, the approach to providing feedback on pupils' work is inconsistent across the PRU.

Teachers record pupil progress effectively and the teachers-in-charge at each site collate and analyse the information appropriately. However, the process for recording and tracking pupil progress varies across the PRU. A full analysis of pupil progress against targets across the provision is underdeveloped.

Parents and carers receive frequent updates that provide relevant information on the progress and achievements of their children. These contain useful details of the next targets for learning and personal development.

Care, support and guidance: Adequate

Staff at the PRU know their pupils well, understand their emotional needs and provide them with effective supportive guidance to help them to reintegrate socially and educationally. However, opportunities for pupils with complex needs to integrate with other pupils are extremely limited and this restricts their ability to develop valuable social skills with others.

The PRU has an appropriate range of policies that promote pupils' healthy lifestyles and wellbeing. It provides a broad range of worthwhile opportunities for pupils to develop their understanding of healthy living. At key stage 2 for example, pupils are able identify food groups such as proteins and fats in their lunches.

Staff encourage pupils to exercise regularly and provide an appropriate number of physical education sessions per week. A few pupils track their exercise by wearing pedometers on a daily basis.

Staff use a range of appropriate baseline assessments such as social and emotional profiles to inform individual education plans (IEP) targets. The most effective IEPs have specific and measurable targets and pupils are involved in setting and reviewing these termly. However, the quality of the IEPs is not consistent across the PRU and many targets do not provide sufficient challenge.

The PRU identifies pupils who may have an additional learning need. However, processes to assess pupils' learning difficulties accurately are in the early stages of development. As a result, staff do not currently have a good enough understanding of how and when to adapt resources and teaching strategies.

The staff make appropriate use of facilities in the local community to enhance pupils' social development, such as taking responsibility for growing vegetables on a local allotment and donating the produce to local residents.

The PRU has a clear behaviour management policy and a range of supportive strategies that are used consistently by all staff. This promotes a calm and nurturing atmosphere that aids pupil learning effectively. Generally, procedures for improving attendance are effective. However, the recording of attendance is not always accurate across the provision.

The provision for spiritual, moral, social and cultural development allows pupils useful opportunities to explore their own beliefs and the beliefs of others.

The PRU delivers aspects of personal and social education (PSE) well. However, there is no overall planning or co-ordination. As a result, key aspects are not delivered well enough.

The PRU has an appropriate range of links with specialist agencies, such as local police, social services and the Youth Service. They make very good use of these links to provide pupils with relevant support and guidance during their time at the PRU.

Generally, the PRU has effective links with mainstream schools that refer pupils. However, on a few occasions the reintegration back to mainstream school is hindered when groups of pupils arrive at the PRU from the same school and at the same time. This means that the PRU is not able to support individual pupils as well as they could.

The PRU's arrangements for safeguarding generally meet requirements but a few areas give cause for concern. These were raised with the PRU at the time of the inspection.

Learning environment: Adequate

The PRU is a warm and caring environment where pupils are nurtured and feel safe. All staff promote equality and respect effectively. Teachers actively challenge stereotypes and address gender gaps in subject and option choices. They make sure that all pupils and staff are free from harassment.

The PRU actively promotes the United Nations Convention on the Rights of the Child. Wall displays provide pupils with important information on their rights and responsibilities. Colourful displays around the PRU encourage curiosity and learning.

The standard of accommodation across the sites varies too much and there are no plans to improve the quality of the learning environment for all pupils.

Staff make best use of the available space across the provision although some buildings are in need of updating. For example, pupils with complex needs are educated in a separate annex to the main PRU at Neyland. Despite the best efforts of staff to provide a suitable learning environment, the general décor is unwelcoming.

The PRU does not maintain the grounds at the Neyland site to a good enough standard. As a result, there are limited opportunities for pupils to access the outside for learning and recreational purposes. This is a long standing issue at the PRU.

Inspectors reported a number of hazards around the grounds of the PRU to senior leaders during the inspection.

Generally there is a sufficient range of resources of a good quality across the provision. Pupils respect their internal learning environment.

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

The head of centre took up post in September 2015 and has been effective in establishing a senior leadership team that consists for four teachers-in-charge. The

teachers-in-charge provide clear and effective leadership for their areas of responsibility. Together, the leadership team have a clear sense of purpose and vision for the PRU and they are consistent in making sure that mainstream schools are clear about the role and purpose of the PRU. However, the effectiveness of the overall leadership team at the PRU is restricted by uneven distribution of responsibilities and shortcomings in the staffing structure.

The head of centre chairs the local authority inclusion panel and this has helped to ensure that mainstream schools make appropriate referrals to the PRU. This has also resulted in all pupils being maintained on the roll of a mainstream school, which assists in their reintegration where appropriate.

Senior leaders meet regularly as a management team and these meetings generally focus appropriately on a range of important aspects of the work of the PRU. However, leaders at the PRU do not consistently follow up on action points from meetings. As a result, they cannot be sure that actions have been implemented, or know the impact of their decisions.

Overall, the management committee has a secure understanding of the history of the PRU and a clear vision for future developments. The committee has an appropriate structure that includes relevant sub groups and a clear process for the transfer of information from the sub-groups to the main committee. The head of centre's reports to the committee focus appropriately on standards and provision and developing practice at the PRU. However, the committee does not make good enough use of this information to support the PRU to improve.

Improving quality: Adequate

Overall, the PRU has an accurate assessment of its strengths and areas for development and these generally align well with inspection findings. The head of centre has implemented a number of useful approaches to quality assure its work. These include regular observations of teaching and a scrutiny of pupils' work. Staff receive valuable feedback on these aspects. However, there are no systems to quality assure the work of other services that provide curriculum opportunities for pupils on a daily basis. As a result, the PRU does not have an overview of the quality of teaching across the provision.

The involvement of the whole staff team, pupils, members of the management committee and wider stakeholders in the self-evaluation process is in the early stages of development.

Generally, there are clear links between the PRU's analysis of its strengths and areas for development and the objectives in the improvement plan. The PRU assigns staff to objectives, with appropriate timescales for completion and costings. Useful interim evaluations are provided. However, many improvement objectives lack detail.

The teachers-in-charge are beginning to work effectively with professionals in other education settings. As a result, they are able to take advantage of curriculum advice and guidance, for example in developing a scheme of work for religious education.

The PRU has benefited from the support provided by the regional consortia and leaders of other PRUs. The specialist provision for pupils with complex needs receives support from a local special school. However, the PRU does not receive reports from the special school on this provision and leaders do not know what aspects need improving.

Partnership working: Adequate

The PRU is developing useful partnerships that have a positive impact on pupils' learning and wellbeing. These partners include the police, social services and the fire service. Their inputs provide effective support and increased opportunities to broaden pupils' life experiences. For example, police officers deliver worthwhile sessions to pupils on keeping themselves safe in the community.

Generally, partnerships with parents are a strong feature of the work of the PRU. The PRU communicates with parents and carers regularly and keeps them well informed through home-school daily diaries, telephone calls, emails and regular review meetings.

The PRU has effective links with the local authority. As a result, the PRU is able to access timely and appropriate learning and wellbeing interventions for individual pupils from a range of specialists.

Effective partnerships with a range of volunteers and community organisations widen horizons for pupils across the PRU, for example in the arts and first aid. These opportunities allow pupils to gain in both confidence and self-esteem.

Partnerships with secondary schools are developing appropriately, for example in planning pupils' entry to the PRU and transition back into mainstream school. Staff from the PRU share their expertise to support staff from mainstream schools to develop helpful behaviour management strategies, particularly when supporting the reintegration of pupils from the PRU.

Resource management: Adequate

Generally, staff at the PRU are experienced in working with children and young people with emotional and behavioural needs. However, the number of qualified teachers is too low. This means that a minority pupils are not developing their skills at an appropriate rate or level.

Staff work well as a team within each site. However, opportunities for staff to share experiences and learn from one another either across the PRU setting or with other schools are underdeveloped.

Half of the teachers-in-charge are generally allocated sufficient time to undertake both their management and teaching responsibilities. However, the distribution of teaching commitment at teachers-in-charge level is inconsistent. This limits their capacity to develop the provision strategically or share best practice across the provision.

Performance management arrangements for teachers and support staff are well established. Improvement targets for staff align well to the PRU's over-arching improvement objectives and training opportunities generally link well to the PRU's development needs. For example, leaders have supported a few staff to gain post graduate qualifications in special educational needs and inclusion. However, the overall training that the staff receive for additional learning needs is underdeveloped.

The PRU operates from three sites. The main building at Neyland is well maintained and provides a range of areas that are generally appropriate for teaching, although it lacks specialist teaching classrooms for art and science. The development of pupils' ICT skills at the key stage 4 youth centre is restricted by a lack of internet connectivity. In addition, the indoor shared community space and the outdoor facilities do not provide pupils with a conducive learning environment.

Teachers and pupils at the Penally site are not able to make best use of the portable classroom due to long-term maintenance issues.

The PRU benefits from the services of a business manager and they provide effective support to the head of centre and management committee in monitoring the budget and costing out development priorities.

Overall, the PRU provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire:

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

Secondary Questionnaire:

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	34		20 59%	12 35%	1 3%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			52%	43%	3%	2%	
The school deals well with any bullying	33		18 55%	12 36%	2 6%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			48%	40%	8%	3%	
I have someone to talk to if I am worried	34		21 62%	12 35%	1 3%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			51%	40%	6%	3%	
The school teaches me how to keep healthy	34		14 41%	18 53%	2 6%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			33%	53%	9%	5%	
There are plenty of opportunities at school for me to get regular exercise	33		8 24%	20 61%	5 15%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			37%	45%	15%	3%	
I am doing well at school	34		4 12%	24 71%	5 15%	1 3%	Rwy'n gwneud yn dda yn yr ysgol.
			41%	46%	9%	5%	
The teachers help me to learn and make progress and they help me when I have problems	34		18 53%	12 35%	4 12%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			56%	40%	2%	1%	
My homework helps me to understand and improve my work in school	32		6 19%	15 47%	5 16%	6 19%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			18%	43%	19%	20%	
I have enough books and equipment, including computers, to do my work	34		16 47%	16 47%	2 6%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			53%	39%	7%	2%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Pupils behave well and I can get my work done	34	5 15%	23 68%	4 12%	2 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		22%	51%	20%	6%	
Staff treat all pupils fairly and with respect	34	22 65%	7 21%	4 12%	1 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		55%	35%	7%	3%	
The school listens to our views and makes changes we suggest	33	13 39%	17 52%	3 9%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		36%	51%	11%	3%	
I am encouraged to do things for myself and to take on responsibility	32	15 47%	14 44%	3 9%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		44%	51%	4%	1%	
The school helps me to be ready for my next school, college or to start my working life	34	16 47%	15 44%	3 9%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		49%	44%	5%	2%	
The staff respect me and my background	34	21 62%	9 26%	3 9%	1 3%	Mae'r staff yn fy mharchu i a'm cefndir.
		54%	41%	3%	2%	
The school helps me to understand and respect people from other backgrounds	32	17 53%	11 34%	4 12%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		47%	47%	4%	2%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	23	7 30%	10 43%	3 13%	3 13%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		33%	53%	8%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	6	1 17%	2 33%	1 17%	2 33%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		32%	39%	12%	17%	

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	11 79%	3 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	1%	0%		
My child likes this school.	14	10 71%	3 21%	1 7%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		63%	32%	5%	0%		
My child was helped to settle in well when he or she started at the school.	14	11 79%	2 14%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		74%	25%	1%	0%		
My child is making good progress at school.	14	10 71%	2 14%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		66%	29%	4%	1%		
Pupils behave well in school.	14	8 57%	4 29%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	47%	7%	1%		
Teaching is good.	14	11 79%	1 7%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		73%	27%	0%	0%		
Staff expect my child to work hard and do his or her best.	14	10 71%	3 21%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		73%	27%	0%	0%		
The homework that is given builds well on what my child learns in school.	14	4 29%	6 43%	1 7%	1 7%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		46%	43%	5%	6%		
Staff treat all children fairly and with respect.	14	11 79%	2 14%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		75%	23%	1%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	8 57%	6 43%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		64%	31%	4%	0%		
My child is safe at school.	14	11 79%	1 7%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		75%	23%	2%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	25%	2%	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.	14	11 79%	2 14%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	11 79%	2 14%	0 0%	0 0%	1	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	9 64%	4 29%	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	9 64%	3 21%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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	5 36%	7 50%	0 0%	1 7%	1	Mae fy mhlentyn 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	7 50%	7 50%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	13	10 77%	1 8%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 2

The inspection team

Huw Davies	Reporting Inspector
Gill Sims	Team Inspector
Margaret Davies	Team Inspector
Matthew Evans	Lay Inspector
Sean Jenks	Peer Inspector
Terina Thomas	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