



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

**A report on**

**Wrexham Pupil Referral Services  
82 Rhosddu Road  
Wrexham  
LL11 2NP**

**Date of inspection: May 2016**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Wrexham Pupil Referral Services is a pupil referral unit (PRU) maintained by Wrexham local authority. The centre opened in September 2014, bringing together the separate PRUs at Cyfle, Gwersyllt Support Centre, Dodds Lane Student Centre and Haulfan.

The PRU is now accommodated on two sites, but with an integrated line management structure, and overseen by a single management committee. The PRU aims to return pupils to mainstream education, or support them into further education, training or employment.

The PRU provides education for pupils at key stages 3 and 4 who have social, emotional and behavioural difficulties (SEBD). Around half of pupils who attend the PRU have experienced anxieties that have prevented them from attending mainstream school.

There are 48 pupils on roll. Many pupils are also registered at other mainstream schools. Around 13% of pupils have statements of special educational needs. Thirty-three per cent of pupils are eligible for free school meals. There are no pupils who are looked after by their local authority. Nearly all pupils come from homes where English is the main language.

This is the first inspection of Wrexham Pupil Referral Services. The headteacher was appointed in September 2014. Further appointments to the leadership were made in April 2015 and May 2016.

The management committee was re-organised following the restructure of the PRU in 2014.

## Summary

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

### Current performance

The PRU's current performance is adequate because:

- Many pupils at key stage 4 gain an appropriate range of qualifications in accredited courses
- Most pupils make a successful transition to a mainstream school, local special school or college of further education
- The PRU tracks the progress of pupils well and teachers use this information effectively to inform their planning
- The PRU has suitable facilities to meet the learning and emotional needs of the pupils
- There are strong relationships between PRU staff and parents and carers
- Partnership working with a wide range of external agencies has an important impact on pupils' wellbeing

However:

- A few pupils do not engage well enough in lessons
- Staff do not apply strategies for managing behaviour consistently across the PRU and, as a result, the behaviour of a few pupils gives cause for concern
- The attendance of a majority of pupils is an improvement on their attendance rates when in mainstream school, although attendance across the PRU is too low
- Provision to meet the additional learning needs of pupils is inconsistent across the PRU
- A number of shortcomings relating to safeguarding were identified during the inspection

### Prospects for improvement

The PRU's prospects for improvement are unsatisfactory because:

- Key management roles have only very recently been filled and it is too early to judge their impact on pupil outcomes
- Staff turnover and long-term sickness have had a detrimental impact on the quality of provision
- The PRU is beginning to work more collaboratively across the two sites, although pupils' standards and important aspects of provision vary too widely between the sites
- The local authority has been inconsistent in the support it provides for the management team

- Self-evaluation processes do not focus well enough on pupil progress in lessons and the quality of teaching and learning across the PRU
- The strategic development plan does not give enough detail of the timescales and resources needed to address key targets
- The role of the management committee in providing challenge for the PRU is underdeveloped

## Recommendations

- R1 Improve pupils' attendance
- R2 Improve pupil behaviour and ensure that all staff manage pupil behaviour effectively
- R3 Ensure that the PRU, management committee and local authority work together effectively to raise standards
- R4 Improve the process and quality of self-evaluation
- R5 Ensure that improvement planning identifies priorities for development with suitable resources, timescales and actions
- R6 Address the shortcomings in safeguarding identified during the inspection

### What happens next?

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

## Main findings

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

Adequate

#### Standards: Adequate

Pupils at the PRU have a wide range of social, emotional and behavioural difficulties. Around half of pupils who attend the PRU have experienced anxieties that have prevented them from attending mainstream school. They start at the PRU with little confidence, have difficulty controlling their behaviour and have a history of poor attendance in mainstream provision.

It is not appropriate to compare the 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. There is no significant difference between the achievements of boys and girls and pupils eligible for free school meals. However, pupils currently at Haulfan achieve better outcomes and make better progress in their learning than pupils at Dodds Lane.

Nearly all pupils at Haulfan respond well to the nurturing ethos of the centre and make strong progress in developing their confidence, social skills and attendance. They make strong progress over time in line with their age, ability and learning needs.

Last year, a minority of leavers from across the PRU gained three or more qualifications in accredited courses at a level appropriate to their interests and abilities. These include WJEC Entry Level and GCSEs in a wide range of subjects such as mathematics, English, science, art, information and communication technology (ICT) and Welsh second language. Nearly all pupils gained at least one qualification and only a very few pupils left without any qualifications.

Across the PRU, a majority of key stage 3 pupils and many at key stage 4 develop the confidence and social skills necessary to make a successful return to a mainstream school, local special school or college of further education. For example, last year, six key stage 3 pupils successfully reintegrated into other provisions and 87% of leavers continued in full-time education. However, a very few leavers did not progress to further education, employment or training.

In the current academic year, five key stage 3 and four key stage 4 pupils have made successful transitions to other provisions.

Many pupils make sound progress in developing their literacy and numeracy skills in English and mathematics lessons. They apply these well in a few subjects across the curriculum. For example, key stage 3 pupils at Dodds Lane collect, organise and present data in graphs and charts when carrying out practical investigations in science. In humanities, they produce detailed newspaper articles about natural disasters and letters home from the trenches of the First World War.

Most key stage 4 pupils at Haulfan develop independent writing skills appropriate for their age and ability. They use punctuation and spelling accurately in extended pieces of creative writing and write for a wide range of purposes and audiences. They organise and present their ideas clearly using paragraphs and think through questions and answers for themselves.

Many pupils read accurately and use their understanding of the text to draw appropriate conclusions. A few pupils at Haulfan, who are more able, identify patterns in texts and consider the reliability of evidence. However, a majority of key stage 4 pupils at Dodds Lane do not make sufficient progress in developing their literacy and numeracy skills. They do not take enough care over their written work and do not correct basic mistakes.

Most pupils at Haulfan and key stage 3 pupils at Dodds Lane use an appropriate range of number skills. They show good understanding of place value and use the four rules of number in line with their age and ability. A majority work confidently with scales and co-ordinates and use negative numbers to plot coordinates on graphs. Most are confident to gather and present information in charts, graphs and diagrams. A few pupils who are more able interpret graphs accurately to identify patterns and draw conclusions. However, there are insufficient opportunities for pupils to apply their numeracy skills to solve problems in real life situations.

A majority of pupils at Haulfan make strong progress with their ability to work with others and solve problems. They work collaboratively in groups and in pairs, and many work well independently. They listen and respond well to others and contribute well to group discussions. More able pupils at Haulfan use thinking skills well and ask thoughtful questions to extend their understanding.

Generally, across the PRU, nearly all pupils make insufficient progress in using Welsh when communicating with staff and each other.

### **Wellbeing: Adequate**

Nearly all pupils take part in regular exercise and enjoy a range of outdoor education activities including kayaking, rock climbing and cycling. A majority understand the importance of healthy eating and drinking and take regular exercise.

Most pupils at Haulfan are positive about their work and respond well to staff and visitors. They behave well in lessons and during unstructured times and respond positively to the staff's high expectations. They learn strategies to keep themselves safe, including the importance of staying safe online. They know whom to talk to if they are worried and show a high level of trust in the staff.

A minority of pupils at Dodds Lane are frequently late to lessons or leave their lesson early. They do not respond well to staff direction and disrupt the learning of others. Last year, the level of fixed-term exclusions, particularly at key stage 4, was too high.

Many pupils at Haulfan who have a poor record of attendance from their mainstream school make strong progress with their attendance at the PRU. However, for around half of pupils at Dodds Lane, their current rate of attendance is a decrease from their

attendance rate in mainstream. This low attendance has a negative impact on their standards and wellbeing. Overall, the attendance rate for 2014-2015 of around 61% is too low.

Opportunities for pupils at Haulfan to share ideas and contribute to decision-making are well established through the work of an effective school council. The council meets weekly and is a good forum for pupils to raise concerns. Pupils are proud of the achievements of the council. For example, they have organised the end of term prom at a local hotel and have chosen activities for the enrichment and physical education programmes.

Pupils at Dodds Lane contribute to decision-making through a weekly classroom forum. However, this is at an early stage of development.

Pupils across the PRU are actively involved in community events. For example, they raise money for local and national charities through taking part in fundraising events.

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

The curriculum at key stage 3 provides broad and balanced learning experiences appropriate to pupils' academic and social needs.

The key stage 4 curriculum at Haulfan provides a broad range of learning experiences, which lead to appropriate qualifications that meet the needs and interests of learners well. However, the key stage 4 curriculum at Dodds Lane is too narrow and does not meet the needs of all pupils.

Leaders have very recently appointed a member of staff to co-ordinate skills across the PRU. Haulfan has provided useful opportunities for staff to develop their skills and knowledge of the Literacy and Numeracy Framework. However, planning for skills and the implementation of the framework is underdeveloped across the PRU. Planning for skills across the PRU is not co-ordinated well enough.

Generally, the PRU prepares pupils well to undertake relevant work-experience placements in areas of interest to the pupils, for example, dog grooming, retail work and mechanics. These provide worthwhile opportunities for pupils to develop self-confidence and work related skills.

There are effective arrangements for pupils to learn about sustainability and develop their understanding of environmental matters and the role that they and others play in society and the world.

Provision for developing pupils' understanding of Welsh culture is well established. For example, pupils attend the Llangollen International Musical Eisteddfod and incorporate their studies on Welsh artists and poets into their work at the PRU. However, provision for pupils to learn and use the Welsh language is underdeveloped.

## **Teaching: Adequate**

Many teachers use the information they have on pupils well to plan suitable approaches and resources that meet the needs and interests of many pupils. Teachers identify clear learning objectives and success criteria that they clearly explain and reinforce during lessons. However, teachers do not always match resources and expectations well enough to pupils' ability.

Many teachers are skilled in using sensitive questioning techniques that allow pupils to respond with confidence. However, too often questioning does not encourage pupils to reflect adequately on what they know and to provide fully reasoned answers.

Staff are good language models and are sensitive to the needs and backgrounds of the pupils. They provide ongoing, positive verbal feedback to pupils on their work. However, the marking of pupils' work across the PRU varies considerably and the agreed marking scheme is not consistently applied. As a result, pupils are not always clear about what they need to do to improve.

In a minority of lessons, there is too much input from teachers, the pace of learning is too slow and the variety of learning activities is limited. As a result, learning objectives are not always met and pupils do not develop their understanding as well as they could.

Relationships between staff and pupils are generally good and there is a mutual respect for one another. Many teachers have high expectations of pupil behaviour. However, a minority of staff lack the confidence and skills to manage the challenging behaviour of a minority of pupils consistently.

The PRU tracks the progress of pupils well and teachers use this information to inform their planning.

The PRU provides parents of pupils at Haulfan with detailed information on their child's progress and wellbeing at regular pastoral support meetings. However, the PRU does not consistently provide annual reports to parents. As a result, not all parents are as informed as they need to be about the progress that their child is making. Where annual reports are provided, parents have useful information on their child's progress.

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

The PRU encourages pupils to exercise regularly and provides a wide range of physical activities tailored to the individual needs, interests and abilities of pupils. It makes good use of local facilities to provide a varied range of outdoor learning experiences. This supports pupils' health and wellbeing and increases their self-confidence.

An appropriate and well-planned personal and social education programme provides pupils with useful information about important issues such as global citizenship, e-safety, sex and relationships and substance misuse. A wide range of external agencies including the police and health professionals provide effective support for the programme.

Assemblies at Haulfan are planned well and link closely to the personal and social education programme. However, the PRU does not fully meet the statutory requirement for a daily act of collective worship.

There is an appropriate behaviour policy and a points system linked to rewards. However, staff do not apply this policy consistently across the PRU. The PRU has introduced a system to collect data on pupils' behaviour. Leaders use this information to identify whole PRU trends in the number of incidents each half term. However, the system is newly in place and leaders do not use the information to track the behaviour of individual pupils and set targets for improvement. Leaders have put in place a training program for all staff to provide greater consistency in behaviour management across the PRU. However, it is too early to evaluate the impact of this training on pupil outcomes and well-being.

All pupils across the PRU have detailed learning profiles and individual education plans (IEP). Staff share these plans with parents and pupils in regular review meetings. Leaders have recently reviewed the arrangements for additional learning needs at Dodds Lane and have put in place improved individual education plans for all pupils. The PRU arranges advice and specialist support where pupils have particular needs.

There are effective arrangements at Haulfan for identifying and meeting pupils' additional literacy and numeracy needs. These include useful skills assessments and weekly timetabled catch up sessions for pupils needing additional support.

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

### **Learning environment: Good**

Leaders have created an ethos for the whole service that focuses on providing an environment where pupils are safe, respectful and ready to learn.

Haulfan has suitable facilities to meet the learning and emotional needs of the pupils. This includes welcoming and generally well-resourced classrooms that support learning well. A sensory room helps pupils to self-regulate their emotions appropriately. Haulfan makes good use of the very limited outside space to provide areas for recreation and learning.

An ongoing programme of refurbishment has been established at Dodds Lane to address shortcomings in the quality of the fabric and decor. The accommodation includes a range of useful specialist teaching areas such as a dedicated science laboratory, art room and ICT room.

The PRU makes very good use of its limited ICT resources. However, there are not enough computers or electronic tablets for pupils to use. Software is outdated and the infrastructure to support the use of ICT across the curriculum is unreliable.

Wall displays across the PRU are generally of a high standard. Haulfan displays celebrate pupils' work well whilst displays at Dodds Lane focus on photographic displays of pupils' experiences. As a result, pupils have good opportunities to share their achievements with others.

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

The headteacher was appointed in April 2014. Since his appointment, the PRU has undergone significant changes such as refocusing the purposes of the centres and reducing the number of teachers-in-charge. The reorganisation and staffing restructure of the PRU have been the focus of the headteacher's work since his appointment. As a result, there has been a very limited impact on the strategic direction of the PRU and, generally, the two sites are working independently of each other.

The local authority has not provided sufficient support and guidance for the headteacher and senior leadership team. For example, the headteacher has not received induction to headship.

The headteacher has effectively shared his vision for 'one service' with the newly established senior leadership team and key stakeholders. However, due to high levels of supply staff and fixed-term posts, staff do not all have a clear enough understanding of this vision.

The headteacher and the senior leadership team are starting to work effectively with the recently appointed middle management team to establish consistency across the two PRU sites. This includes joint training for staff on whole PRU priorities such as behaviour management.

Senior leaders meet on a regular basis. The meetings mainly focus on operational duties and do not regularly address strategic matters such as improving pupil outcomes and the quality of teaching and learning.

All staff have up-to-date job descriptions. The senior leadership team and middle management are very clear of their roles and responsibilities. However, a few staff are unclear of their roles and what is expected of them. This has had a negative impact on key areas such as pupil behaviour over the last year.

There are appropriate systems in place for the performance management of most staff. Many staff have appropriate targets, which support the PRU's improvement priorities. The PRU is starting to tackle under-performance effectively and, when there are concerns about performance, the PRU provides beneficial support through coaching and mentoring programmes.

The management committee has a broad representation from schools and a range of useful stakeholders. However, parents are underrepresented. The management committee has an appropriate understanding of the main strengths of the PRU and is very supportive of the senior leadership team. However, reports to the management committee from the headteacher do not contain enough detail on pupil outcomes and standards for members to understand fully the areas for development. As a result, the role of the management committee as a critical friend is underdeveloped and members are unable to challenge the PRU on important areas such as the quality of teaching and learning and pupil outcomes.

### **Improving quality: Unsatisfactory**

The PRU has recently developed suitable procedures to evaluate many aspects of its work to inform its planning for improvement. As a result, senior leaders are developing a better understanding of the PRU's strengths and areas for improvement. All staff make a valuable contribution to the self-evaluation process through INSET days and training sessions. However, the views of parents and pupils are not sufficiently taken into account. The local authority does not formally contribute to the self-evaluation or planning for improvement at the PRU.

The self-evaluation report is a useful working document. Senior leaders use a small range of first hand evidence to evaluate the work of the PRU including a detailed analysis of pupil data from previous PRU settings.

The PRU has an agreed calendar of quality assurance activities such as lesson observations and book scrutiny. However, implementation has been inconsistent due to staff absence and temporary posts. Where these processes have taken place, leaders do not analyse the findings well enough to inform self-evaluation and planning for improvement. As a result, the self-evaluation report does not focus well enough on key areas such as pupil progress in lessons and the quality of teaching and learning across the PRU.

The PRU has responded appropriately to many of the recommendations from a recent audit.

The PRU has not received appropriate school improvement support and challenge from the local authority and regional education consortium. As a result, leaders and managers have been slow to make important improvements.

There is an appropriate link between the self-evaluation report and many of the key outcomes identified in the service delivery plan. However, the plan does not prioritise key outcomes well enough. As a result, senior leaders are not able to focus sufficiently on the PRU's immediate priorities for improvement. The service delivery plan does not give enough detail on actions and targets needed in areas such as curriculum development at key stage 4. Only in a very few instances are key outcomes supported by specific dates and detailed costings. The management committee does not take sufficient part in the process of setting, monitoring and reviewing the PRU's progress against these targets.

### **Partnership working: Good**

The PRU has developed effective links with local secondary schools. Links with the local cluster of schools have enabled staff to moderate pupils' work and identify topics to teach that supports the reintegration of pupils well.

The headteacher is a member of the local secondary headteachers' association. As a result, staff are better informed about national priorities such as curriculum developments. This has helped them to produce detailed plans to develop the Welsh Baccalaureate.

The PRU works well with a wide range of partners to support the wellbeing of pupils. For example, there are very good links with the local CAMHS service. This results in the PRU being provided with valuable specialist support, advice and guidance.

The PRU is beginning to work more collaboratively across the two sites. However, these internal partnerships are at an early stage of development and it is too early to judge the impact on pupils' standards and outcomes.

There are strong relationships with parents and carers. For example, the PRU provides a multi-agency parenting programme for identified parents across the PRU. The parents who attend value this support highly. The parenting programme has had a direct impact on improved individual attendance levels of a minority of pupils at the PRU.

There are well-established links with the local special school and further education colleges. These have resulted in increased opportunities for pupils to follow relevant vocational courses.

### **Resource management: Adequate**

The PRU is currently concluding a staffing restructure and generally deploys teaching and support staff well. Staff are appropriately qualified and experienced. They have been flexible in adapting at short notice to timetable changes that have been necessary because of staff absence. However, high levels of staff turnover and long-term sickness have had a detrimental impact on the quality of provision.

Teaching and support staff across the PRU attend weekly after-school training sessions. These provide useful updates on a number of relevant issues, such as the use of the management information system and revisions to school documentation. Senior leaders have delivered valuable training in behaviour management. However, the PRU is inconsistent in identifying the individual development needs of staff.

The leadership team has recently established links with other PRUs and local schools. However, these are in the early stages of development and it is too early to judge the impact of these on pupils' standards or provision.

The local authority sets and controls the budget for the PRU. Members of the management committee have no direct involvement in the financial management of the PRU. As a result, their ability to set the strategic direction and hold the PRU to account for the decisions it makes is limited.

In light of the adequate standards achieved by the pupils, the PRU 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		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	28		15	12	0	1	Rwy'n teimlo'n ddiogel yn fy ysgol.
			54%	43%	0%	4%	
			28%	66%	2%	3%	
The school deals well with any bullying	28		13	14	1	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			46%	50%	4%	0%	
			23%	70%	6%	1%	
I have someone to talk to if I am worried	28		12	12	4	0	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			43%	43%	14%	0%	
			21%	67%	11%	0%	
The school teaches me how to keep healthy	28		10	13	5	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			36%	46%	18%	0%	
			18%	65%	10%	7%	
There are plenty of opportunities at school for me to get regular exercise	28		10	14	4	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			36%	50%	14%	0%	
			20%	67%	13%	0%	
I am doing well at school	28		5	16	6	1	Rwy'n gwneud yn dda yn yr ysgol.
			18%	57%	21%	4%	
			11%	72%	13%	4%	
The teachers help me to learn and make progress and they help me when I have problems	28		15	12	1	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			54%	43%	4%	0%	
			28%	70%	2%	0%	
My homework helps me to understand and improve my work in school	25		2	8	10	5	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			8%	32%	40%	20%	
			10%	29%	47%	14%	
I have enough books and equipment, including computers, to do my work	28		13	15	0	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			46%	54%	0%	0%	
			18%	69%	11%	2%	
Pupils behave well and I can get my work done	28		1	18	7	2	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			4%	64%	25%	7%	
			2%	69%	22%	7%	
Staff treat all pupils fairly and with respect	28		11	15	2	0	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			39%	54%	7%	0%	
			17%	73%	8%	1%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	28	12 43%	12 43%	4 14%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		20%	65%	12%	2%	
I am encouraged to do things for myself and to take on responsibility	28	5 18%	21 75%	1 4%	1 4%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		11%	83%	3%	2%	
The school helps me to be ready for my next school, college or to start my working life	28	13 46%	13 46%	1 4%	1 4%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		23%	65%	10%	2%	
The staff respect me and my background	28	14 50%	13 46%	1 4%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		23%	74%	2%	1%	
The school helps me to understand and respect people from other backgrounds	28	13 46%	14 50%	1 4%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		20%	74%	5%	1%	
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	21	6 29%	11 52%	3 14%	1 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		25%	57%	14%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	2	0 0%	1 50%	0 0%	1 50%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		0%	67%	0%	33%	

## Responses to parent questionnaires

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

## Appendix 2

### The inspection team

Anthony Mulcahy	Reporting Inspector
Huw Davies	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Christopher Aplin	Peer Inspector
Kelly Marfell	Nominee

## Copies of the report

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