



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Penmaes
Canal Road
Brecon
Powys
LD3 7HL**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Penmaes is a day special school that provides education for 110 pupils aged from 2 to 19 years. The school is situated in Brecon and maintained by Powys local authority.

The school caters for pupils with a wide range of learning difficulties. These include severe learning difficulties (SLD), autistic spectrum disorder (ASD) and profound and multiple learning difficulties (PMLD). All pupils have a statement of special educational needs. No pupil has been disapplied from the National Curriculum.

The school is organised into 11 classes, based on age. This includes two classes for pupils whose prime need is autism.

The school is equipped with a sensory studio, an interactive soft play room, a hydrotherapy pool and specialist rooms for science, design technology and food technology. On campus, there is a respite unit (Golwg y Camlas) and residential unit (Golwg y Bannau) for pupils with ASD. These provisions are line managed directly by social services and did not form part of this inspection.

Nearly all pupils are from Powys. Very few pupils come from ethnic minority backgrounds and very few pupils speak Welsh as their first language at home. Approximately 31% of pupils are in receipt of free school meals, 10% are looked after by the local authority.

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

The school was last inspected in June 2009. The headteacher was appointed in 2012.

Summary

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

Current performance

Ysgol Penmaes is a good school because:

- Over time, pupils make good progress and this is generally in line with their abilities
- Pupils gain a wide range of qualifications and completion rates for the Duke of Edinburgh award are high
- Pupil voice is an important part of self-evaluation; members of the school council are articulate and proud of their achievements
- The curriculum has a sound structure that is inclusive of all pupils and allows them to progress easily through the stages of their learning from Foundation Phase to sixth form
- Teachers use a suitable range of resources effectively to meet most learners' communication needs and the majority of teachers plan lessons well
- The school has strong partnerships with a wide range of external agencies that provide pupils with beneficial advice and support

Prospects for improvement

Prospects for improvement at Ysgol Penmaes are good because:

- The headteacher and senior staff have a clear vision for the school that is shared by all staff and pupils
- Managers have high expectations and staff work well together as a team to support the learning and behavioural needs of the pupils
- Generally, there are comprehensive plans and policies in place, which focus well on meeting the wide range of pupils' needs and raising standards of achievement
- Self-evaluation processes are very well embedded across the school; parents and governors are fully consulted and all staff are closely involved in writing the self-evaluation report

Recommendations

- R1 Develop a coherent anti-bullying strategy that addresses the perceptions of a minority of pupils that staff do not always intervene quickly enough to incidents of bullying
- R2 Ensure that work set, particularly for more able pupils, is challenging
- R3 Ensure that senior leaders and managers have a strategic overview of the curriculum
- R4 Develop assessment arrangements to ensure that comments for improvement are consistently made and understood by pupils and that, where pupils undertake work independently, this is identified
- R5 Refine systems to strengthen self-evaluation processes and incorporate the views of wider stakeholders

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

With very few exceptions, pupils, over time, make good progress. Their progress is generally in line with their abilities. They achieve their learning targets, as identified in their individual education plans.

The majority of pupils that are eligible for free school meals and those that are looked after make good progress in comparison to their peers. A few of these pupils outperform their peers in the school in a range of subjects.

Around half of pupils in the Foundation Phase are able to copy letters and a minority produce short sentences. However, it is not always clear if pupils have completed tasks independently. All pupils are able to show they have understood some spoken language. Where appropriate, pupils use a range of alternative communication approaches to communicate their needs. The majority of pupils are able to communicate basic greetings, ideas and preferences.

Many pupils listen well and respond appropriately, for example in selecting relevant pictures to describe the weather.

The majority of pupils in key stage 2 form letters and copy basic sentences. Most understand and respond to basic questions orally and in writing. Generally, pupils' standards in oracy are better than their written skills. Many pupils use their literacy skills well across a range of areas of learning and they are beginning to write descriptively using short sentences.

As pupils progress through the school, the majority have clear, neat handwriting and use age appropriate vocabulary and spelling. However, where pupils' handwriting is weak they are not always fully supported to develop this skill.

The majority of older pupils learn to write in full sentences and use a range of different sources of evidence to good effect. For example, they read set texts and research using the internet to answer questions. A significant minority use this skill to produce extended pieces of writing. They edit their work and make corrections to spelling, punctuation and grammar. They complete these tasks independently. They are able to write for different purposes. A few pupils scan their work effectively and identify where corrections need to be made. More able pupils predict suitable endings for stories. However, pupils do not always write at length and too much writing is based on completing short or one word answers in worksheets.

Many pupils are extremely articulate and take part in class discussions. A few pupils use an extensive range of vocabulary very well and within context.

In numeracy, nearly all younger pupils match and compare the basic physical properties of simple objects, for example their colour. A few pupils demonstrate a good knowledge of simple shapes. Many pupils enjoy number activities and are able to use single digit numbers.

Many primary pupils use their skills in numeracy across areas of learning. For example, they conduct surveys on pupils' eye and hair colour in science. They are beginning to use the data they have collected to record tally charts and construct simple bar graphs. More able pupils successfully read pie charts.

A few more able pupils can divide whole numbers. They learn to read a small range of scales, including a thermometer, and accurately predict and measure the height and length of common objects. A majority learn to identify fractions and can accurately describe a quarter, half and three quarters.

Many older pupils develop their skills in using multiplication, simple fractions, and decimals up to two places. More able pupils cut out irregular shapes and measure and calculate area. They learn valuable skills in simple budgeting and using money. Many are confident in handling money, for example to calculate the change when shopping. However, pupils in key stages 3 and 4 do not develop their numeracy skills well enough in other subjects.

Across the school, most pupils make effective use of information and communication technology (ICT) to research and present their written work. For example, in English they research facts and write about their home towns. In science, they research and write about their favourite animals.

Older pupils studying ICT as an option develop a range of skills, including coding. In addition, they have created their own webpage and use tablet computers to very good effect. They record and edit films, add voice-overs and embed these films into presentations. However, in general, older pupils do not apply and develop these skills well enough across other areas of the curriculum.

Pupils in the Foundation Phase and key stage 2 develop their Welsh language skills appropriately. For example, they are able to respond to simple prompts. All younger pupils enjoy and respond well to Welsh nursery rhymes. Standards in Welsh for pupils in key stages 3 and 4 are less strong.

Pupils gain a wide range of qualifications such as Essential Skills Wales, BTEC, ASDAN and CACHE.

All pupils enrolled on the Duke of Edinburgh award scheme achieved the bronze and silver level and nearly all achieved the gold award. This is a significant achievement for pupils.

The number of leavers not engaged in education or training (NEET) has been consistently low for a number of years. In 2014, one pupil left the school and became NEET.

Wellbeing: Good

Nearly all pupils enjoy attending school and feel safe. Most pupils attend regularly. The overall attendance rate at the school for 2013-2014 was 91%. In many cases, absence is due to the medical needs of the pupils. Pupil absence is being kept to a minimum as some specialist support services are provided at the school.

Many pupils exercise regularly at school and believe that the school teaches them how to keep healthy. Just over half of pupils in key stages 3 to 5 take part in extra-curricular sports sessions that include basketball, multi-sports and dance. A minority of pupils gain sufficient confidence to attend sports clubs out of school. As a result, a few represent Wales and Great Britain in national and international games.

There have been no permanent exclusions from the school for a number of years and the number of fixed term exclusions is extremely low. The behaviour of nearly all pupils, in lessons and during the school day, is exemplary.

The majority of pupils believe that the school deals well with bullying. However, a minority of pupils believe that incidents of verbal bullying are generally not managed well by staff.

The school council is extremely effective. Members are articulate and proud of the role they have in the school. The school council has been actively involved in the self-evaluation of the school and has produced a very useful and accessible prospectus for future pupils. Members show considerable insight. For example, they identified the need to improve communication further between themselves and the wider pupil population. The work of the school council is sector-leading.

Pupils gain good knowledge and understanding to the United Nations convention on the rights of the child (UNCRC). They have elected school ambassadors and these have a key role in communicating the importance of developing positive attitudes to diversity.

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

Overall, the school offers pupils a wide range of learning opportunities that cover the National Curriculum appropriately and provide pupils with a varied and motivating choice of subjects. The school plans teaching around an interesting rolling three year programme of themes that allow teachers to deliver their subjects within a set context. This helps pupils to see the links between subjects and provides a valuable continuity to their learning experience.

The curriculum has a sound structure that is inclusive of all pupils and allows them to progress easily through the stages of their learning from Foundation Phase to sixth form. The school takes considerable care to place pupils in learning groups that will provide them with a supportive and embracing environment. This helps them to settle into the school quickly and to make friends easily.

Pupils in both primary and secondary provision have stimulating opportunities to make choices in their learning from a range of academic courses, vocational courses and outdoor activities.

Pupils in the sixth form have suitable opportunities for work experience and in a very few cases this has led to permanent employment. The school plans well for pupils in the secondary phase to receive relevant and regular careers advice.

The school literacy and numeracy co-ordinators are enthusiastic and provide realistic leadership to skills provision across the school. They carry out regular scrutiny of the planning for literacy and numeracy across all subjects and classes. They moderate work well to make sure that there is consistency in levels of work and teaching approaches. The school tracks individual pupils' literacy and numeracy progress effectively through a commercial on-line programme. However, the school does not have an overarching strategy or process to collate the information from quality checks and moderation to inform self-assessment or to plan for improvement.

Teachers use the Literacy and Numeracy Framework well in planning lessons. They use a wide range of resources to deliver literacy and numeracy and to support learners to develop their skills. These resources include an on-line learning programme that engages pupils well.

The school makes suitable provision for all pupils to develop their understanding of the Welsh language and Welsh culture in line with their ability. This is a particularly strong feature in the Foundation Phase and key stage 2. However, this provision is less effective in key stages 3 and 4.

Education for sustainable development and global citizenship is a strength across the school. Teachers plan very effectively to include these topics in all aspects of their teaching. This has resulted in pupils demonstrating a sound understanding and enthusiasm for topics such as energy efficiency, environmental issues and conservation of the countryside.

Teaching: Good

Nearly all staff work very effectively to promote excellent working relationships that foster effective learning. This has a very positive impact on most pupils' wellbeing and progress in learning.

The majority of staff use questioning skilfully and, in most cases, allow sufficient thinking time for pupils. This enables the majority of pupils to recall, express and extend their knowledge and understanding.

Teachers use a suitable range of resources to meet most learners' communication needs.

The majority of teachers plan lessons well. There is a good range of adapted teaching learning activities. Most teachers provide clear objectives and these are consistently explained to the majority of pupils. However, not all work set for more

able pupils is challenging enough and there is an over reliance on the use of worksheets.

In the very few classes where teaching is less effective, explanations are too long and not well matched to pupils' abilities. In these classes, teachers do not plan well enough to keep pupils on task; the pace is not always appropriate and lessons finish too early.

Staff manage behaviour very well. Where pupils demonstrate challenging behaviour, staff support pupils well to quickly re-engage with learning. As a result, most pupils stay on task well.

Nearly all teachers mark pupils' work regularly and comment purposefully on their achievements. Teachers in the Foundation Phase and key stage 2 make effective use of a red, amber, green system to encourage pupils to self-evaluate their work. However, there is inconsistency, across the school, in how teachers support pupils to identify their next steps in learning.

The school has comprehensive systems for recording, tracking and analysing information about pupils' progress. This valuable information informs teachers' planning and assists in the identification of suitable interventions. However, the National Curriculum outcome descriptors used are not always effective in capturing small steps of progress made within a level. In addition, the school does not systematically capture the achievements or attainments of pupils that attend courses at other education settings.

The majority of parents and carers are fully involved in decisions about their child's education and they are very well informed about their child's progress and achievements. Reports to parents are highly comprehensive. They provide good information on pupils' progress, including useful targets for improvement. All reports include comments from pupils.

Care, support and guidance: Adequate

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 take regular exercise. Many relevant policies are written to be understood easily by pupils.

The school promotes pupils' social, moral, spiritual and cultural development through well-planned assemblies and interesting activity days that encourage pupils to reflect on relevant moral issues. These help pupils learn about caring for the environment, sharing resources fairly and how to be a friend to others.

There are a wide range of opportunities for pupils to make a positive contribution to the life of the school. These include a highly effective school council, and super ambassadors that successfully mentor other pupils in the UNCRC rights of the child. Play buddies provide valuable support to younger pupils.

The school has strong partnerships with a wide range of external agencies that provide pupils with beneficial advice and support. The community police officer delivers relevant programmes such as e-safety and substance misuse and a learning disability nurse provides support for pupils' emotional needs. However, senior leaders and managers do not have a strategic overview of personal social education (PSE) including sex and relationship education across the school. There is no whole school scheme of work. As a result, the delivery and planning of PSE is inconsistent.

The school provides effective support for pupils' individual learning and health needs including access to specialised therapies and equipment. For example, pupils with complex needs benefit from music therapy and the communication needs of pupils with autistic spectrum disorders are met well through using a symbol or picture exchange system.

All pupils have detailed positive intervention plans. These help staff to manage pupils' behaviour well. Generally, targets in individual education plans link well to pupils' identified learning needs. However, targets in a few of these plans lack detail and are not specific or measurable.

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

Learning environment: Good

The school promotes its mission statement, 'Together Everyone Achieves More', well and this sets the standards for inclusivity at Ysgol Penmaes.

There is a highly supportive and positive ethos throughout the school with a strong focus on equality and diversity. The school is effective removing barriers to learning.

The school makes good use of acts of collective worship to celebrate individual pupil achievements and positively reinforces the importance of celebrating the differences of others. Many pupils show genuine warmth and care for one another and develop friendships during their time at the school. All pupils are treated with respect and dignity.

Accommodation is purpose built and spacious. There are a range of specialist rooms and resources including a sensory room and hydrotherapy pool. These are used well to make a significant contribution to the wellbeing of pupils.

Outside areas are stimulating for learning and play, with a football field and bicycle track. Pupils grow vegetables in their garden and the animal group care for their chickens.

Resources are appropriate and are generally well matched to pupils' needs. However, the provision of ICT to support pupils' learning is not consistent. As a result a few staff cannot model the use of technologies that pupils use. As a result, pupils are not always able to develop their skills as quickly as they could.

The school building and grounds are secure and well maintained.

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

Leadership: Good

The headteacher and senior staff have a clear vision for the school that is shared by all staff and pupils. The school has a very useful shorter vision statement in symbol format for pupils. Managers have high expectations. Staff work well together as a team to support the learning and behavioural needs of the pupils.

Staff have clearly defined roles and responsibilities. They have good opportunities to take on leadership roles within their areas of expertise. As a result, staff feel valued and they contribute to school improvement. The headteacher has recently given teaching assistants a useful opportunity to reflect on their roles and their job descriptions.

There is a regular programme of meetings for managers and staff, which are carefully recorded with action points. Curriculum and staff meetings enable staff to share good practice, exchange information and evaluate progress in meeting school priorities.

Generally, there are comprehensive plans and policies in place, which focus well on meeting the wide range of pupils' needs and raising standards of achievement.

The school has an appropriate performance management framework. This identifies whole school and individual training needs which the school addresses well. Staff are positive about this process. All teachers have targets which relate to improving their practice and pupil outcomes. The school provides teachers with clear written feedback following lesson observations, including detail on strengths and areas for improvement.

The headteacher makes sure that the school responds well to national priorities. Staff make good use of the Literacy and Numeracy Framework in their planning and there is a strong focus on reintegrating pupils, where appropriate, to mainstream schools.

Governors provide very good support to the headteacher. They are well informed and receive regular and comprehensive reports about the work of the school. These reports include useful data about pupils' progress. However, governors do not yet fully challenge and hold the school to account for the standards and quality that it achieves.

Improving quality: Adequate

Self-evaluation processes are very well embedded across the school. All staff were closely involved in writing the self-evaluation report. Parents and governors were fully consulted. The report is generally accurate. However, managers did not identify a few important issues such as the lack of a formal PSE programme and monitoring of the curriculum delivery across the school. The involvement of pupils in the self-evaluation process is an outstanding feature. They took part in a whole school evaluation day and raised important issues that impact on the work of the school.

These include increased independence for the sixth form and a wider range of qualifications. However, the school did not make use of its wide range of external partners in the process.

The school improvement plan is of good quality and is closely linked to the findings of the self-evaluation report. All actions are costed, with clear timescales and responsibilities and arrangements for quality assurance.

The headteacher regularly scrutinises pupils' work and gives valuable feedback to staff. She highlights issues such as self- or peer-marking, evidence of progression and differentiation. However, arrangements for monitoring and evaluating the planning and delivery of the curriculum are not robust enough. As a result, the school does not have sufficient information to inform self-assessment and school improvement. For example, leaders and managers cannot be sure that all pupils receive equal access to all areas of the curriculum and are not repeating work.

The school collects and makes good use of a wide range of data in order to monitor pupils' progress. Information from pupils' IEP targets, for example, are used to ensure that pupils receive the appropriate levels of support with literacy and numeracy. The deputy headteacher has recently evaluated how well the setting arrangements for literacy and numeracy are working. As a result, the school is able to show that the majority of pupils have benefited from these groupings and have made improvements in their literacy and numeracy.

Partnership working: Excellent

There is an exemplary range of well-established strategic partnerships with other schools, support agencies and the local community. This wide range of partners significantly enhances the learning experiences and wellbeing of all pupils.

The school communicates effectively with its partners to ensure that they have up to date information about pupils. Partners such as Careers Wales value this information when supporting pupils.

The school takes a strategic lead to ensure that all pupils at Ysgol Penmaes benefit from a highly effective multi-disciplinary approach. The school's partnership with the Local Health Board and the integrated nature of a range of health support services, delivered within the school, are a particular strength and contribute exceptionally well towards improving pupils' health and wellbeing. Pupils and their families benefit from the services provided at school including outpatient clinics with paediatricians, physiotherapy and the support of school nurses.

The very well-managed partnership working with local mainstream schools and the further education college enables a few pupils to successfully learn with their mainstream peers.

The school works with a number of mainstream and special schools to share effective practices and develop portfolios for the accurate moderation and standardisation of teachers' assessments.

Resource management: Good

Staff training and development is a high priority within the school. The senior team actively encourage staff to engage with networks of professional practice to develop their skills and knowledge. Staff cascade their learning to other staff in the school to improve teaching and support of all pupils. The school has effective links with other schools in the area to share best practice and develop new skills.

The school provides a valuable advice and guidance service to mainstream schools through their outreach programme. The senior team visit schools or provide telephone support when schools need advice on effective approaches to providing suitable education and support to pupils with specific learning needs. They follow up these links as required to provide ongoing support.

The school makes suitable use of the pupil deprivation grant in planning for the improvement of pupils' literacy and numeracy skills.

The school has a realistic understanding of its budgets. It is aware of the need to protect and manage its budget and deploys staff and resources effectively according to priority areas.

Overall outcomes for pupils are good and therefore the school offers 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.	69	64 93%	1 1%	4 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	3%	
The school deals well with any bullying.	69	43 62%	19 28%	7 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		82%	10%	8%	
I know who to talk to if I am worried or upset.	69	61 88%	3 4%	5 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		91%	4%	5%	
The school teaches me how to keep healthy	68	56 82%	6 9%	6 9%	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.	69	59 86%	8 12%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		91%	6%	3%	
I am doing well at school	69	58 84%	4 6%	7 10%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	5%	3%	
The teachers and other adults in the school help me to learn and make progress.	69	63 91%	3 4%	3 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		96%	2%	2%	
I know what to do and who to ask if I find my work hard.	67	61 91%	2 3%	4 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		93%	3%	4%	
My homework helps me to understand and improve my work in school.	69	29 42%	23 33%	17 25%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		67%	22%	12%	
I have enough books, equipment, and computers to do my work.	69	55 80%	11 16%	3 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		90%	6%	4%	
Other children behave well and I can get my work done.	68	36 53%	22 32%	10 15%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	17%	6%	
Nearly all children behave well at playtime and lunch time	69	42 61%	21 30%	6 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	14%	5%	

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.	16	13 81%	3 19%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		78%	20%	1%	0%		
My child likes this school.	16	14 88%	1 6%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	20%	1%	0%		
My child was helped to settle in well when he or she started at the school.	16	14 88%	2 12%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	16	12 75%	4 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		69%	29%	2%	0%		
Pupils behave well in school.	15	10 67%	4 27%	1 7%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		60%	36%	4%	1%		
Teaching is good.	16	14 88%	2 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		76%	22%	1%	0%		
Staff expect my child to work hard and do his or her best.	16	12 75%	4 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		70%	29%	1%	0%		
The homework that is given builds well on what my child learns in school.	8	4 50%	3 38%	1 12%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		56%	34%	8%	2%		
Staff treat all children fairly and with respect.	14	11 79%	3 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		77%	22%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	10 67%	5 33%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		71%	27%	1%	0%		
My child is safe at school.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		77%	22%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	13 81%	2 12%	1 6%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	2%	1%		
I am kept well informed about my child's progress.	16	10 62%	6 38%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		68%	27%	3%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		77%	20%	2%	1%		
I understand the school's procedure for dealing with complaints.	14	9 64%	5 36%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		62%	34%	3%	1%		
The school helps my child to become more mature and take on responsibility.	15	11 73%	4 27%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		68%	31%	1%	0%		
My child is well prepared for moving on to the next school or college or work.	11	5 45%	5 45%	1 9%	0 0%	3	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	36%	8%	3%		
There is a good range of activities including trips or visits.	15	11 73%	3 20%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	27%	2%	0%		
The school is well run.	16	11 69%	5 31%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		77%	21%	1%	1%		

Appendix 2

The inspection team

Huw Davies	Reporting Inspector
Anthony Mulcahy	Team Inspector
Claire Yardley	Team Inspector
Gill Sims	Team Inspector
Michaela Leyshon	Lay Inspector
David Jenkins	Peer Inspector
Gethin Howells	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19

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