



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

A report on

**Ysgol Y Deri
Sully Road
Penarth
Vale of Glamorgan
CF64 2TP**

Date of inspection: October 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:

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

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

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

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Context

Ysgol Y Deri is a residential special school maintained by the Vale of Glamorgan local authority. The school opened in November 2014 following the amalgamation of Ysgol Erw'r Delyn, Ysgol Maes Dyfan and Ashgrove School. The school shares a site and facilities with a mainstream secondary school.

Currently there are 251 pupils on roll aged between 3 and 19 years. All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders.

Pupils are drawn from the Vale of Glamorgan as well as from the neighbouring local authorities of Cardiff, Newport, Bridgend, Caerphilly, Rhondda Cynon Taf and Swansea. Nearly all pupils have English as their home language. Thirty-five per cent of the pupils are eligible for free school meals.

The headteacher has been in place since the school opened.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make strong progress in developing their learning, social and life skills
- Pupils access a broad range of relevant learning experiences that are well matched to their needs, interests and abilities
- There are highly effective arrangements to support pupils' health and wellbeing
- Staff have high expectations of pupils' work and behaviour
- Teaching is good

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and managers have a strong commitment to school improvement
- There is a suitable management structure and clear lines of accountability
- The school has highly effective partnerships, which impact positively on pupils' wellbeing and outcomes
- All staff access high quality professional development opportunities that link well to school priorities

Recommendations

- R1 Ensure that teaching across the school is consistently good or better
- R2 Improve the quality of individual education plans to match targets more closely to the needs of pupils identified in statements of special educational needs

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

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

Standards: Good

Pupils who attend Ysgol Y Deri have a wide range of needs, which include autism, severe learning difficulties and profound and multiple learning difficulties. Nearly all pupils make strong progress in their learning in relation to their needs and abilities.

Pupils with complex physical and medical needs make strong progress across the school. They use assistive technology skilfully to communicate their needs and personal choices. For example, they use switches, voice output machines and eye gaze technology confidently to answer questions and make their wishes known. They respond very well to the range of therapeutic interventions that support their health and learning needs.

Nearly all pupils with autistic spectrum disorder, severe and moderate learning difficulties make valuable progress in their learning, social and life skills. For example, pupils following the 14-19 vocational options, such as hairdressing and animal care, develop their independence skills very well outside the classroom. They follow instructions carefully and work well with peers.

By the end of sixth form, all pupils achieve at least one nationally accredited qualification. Most pupils in the 14-19 age group achieve a wide range of useful qualifications. A very few pupils who attend the local mainstream school with support achieve level 3 qualifications. This is a strength of the school. Pupils that are more able gain a range of level 1 and 2 qualifications in courses that match well with their needs and interests. Over the last two years, nearly all pupils moved on to further education, employment or adult service provision.

It is not appropriate to compare standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special educational needs.

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

Nearly all pupils respond well to the support they receive and many make strong progress towards achieving at least one of the targets in their individual education plan (IEP). Many pupils have well developed listening skills in relation to their needs and sustain their concentration in lessons. Many older pupils develop their thinking skills appropriately and a minority are confident in working independently in lessons.

Nearly all pupils develop their communication skills well in relation to their needs and abilities. Those pupils, who use spoken language to communicate, make sound progress in developing their speaking skills. A minority of pupils use a wide range of vocabulary confidently in context and in different situations. A very few older pupils use subject-specific terminology with ease when discussing their work.

Many older pupils in the primary phase make appropriate progress in their writing skills in relation to their needs. They are able to over write, copy letters and write short sentences. Across the school, a few pupils that are more able write accurately in full sentences and paragraphs independently. A very few older pupils that are more able, produce well-structured pieces of extended writing as part of their coursework. Where appropriate, many pupils make sound progress in their reading skills. A few read aloud confidently and can retell the story accurately using their own words.

Most pupils develop their numeracy skills well and apply them confidently across the curriculum. By the end of key stage 2, many pupils are able to recognise, count and name numbers up to ten. Many older pupils apply their numeracy skills well in other areas of the curriculum. For example, they measure ingredients in cooking, create 2D and 3D shapes in science and understand the difference between big, small, tall, and short in art lessons.

Pupils make extensive use of information and communication technology (ICT) across the curriculum. Nearly all pupils across the school make strong progress in their ICT skills. In lessons, many older pupils use ICT confidently to present their work and research information. A few pupils who are more able in ICT demonstrate particularly high standards. For example, they design and programme their own computer games.

In relation to their needs and abilities, only a very few pupils make suitable progress in their Welsh language skills. A few other pupils understand and use a limited range of basic Welsh phrases and greetings.

Wellbeing: Good

Many pupils develop a suitable understanding of healthy eating and the benefits of exercise. Nearly all pupils, including those with complex needs, participate regularly in physical activities including dance, surfing and cycling. They develop their team skills effectively through sports such as boccia and tag rugby.

Pupils with restricted movement engage well in a valuable range of activities to improve their co-ordination and physical responses. These include hydrotherapy, physiotherapy and rebound therapy programmes.

Many pupils feel safe and know whom to talk to if they have concerns. Many pupils attend school regularly. Where they do not, this is due mostly to pupils' complex needs.

Most pupils behave very well around the school and in class. They are considerate of their peers and polite to visitors and staff. Where a few pupils have difficulty managing their behaviour, nearly all respond suitably to staff intervention and encouragement. Many pupils improve their behaviour over time, due to the well-coordinated approach to behaviour support at the school.

Most pupils engage well in lessons. They concentrate well on their tasks and demonstrate positive attitudes to learning. Many pupils work successfully in groups and co-operate suitably with their peers.

Pupils are developing a strong voice across the school. Younger pupils provide important feedback about what they learn and suggest how this might be improved. Feedback from members of the sixth form has helped improve the mobility of wheelchair users around the school and facilities for pupils on the playground.

Many pupils develop important life skills by participating in community events, for example by hosting fund-raising lunches and volunteering in the local community. Members of the school choir enjoy performing at musical events in the local community. Older pupils develop their enterprise skills well by participating in enterprise weeks or by completing work experience placements successfully.

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

The school provides a broad and balanced range of relevant learning experiences that meets requirements and the needs of nearly all pupils well. Curriculum options in the 14-19 age range are extensive. These include valuable opportunities for pupils to gain relevant qualifications and work-based skills that prepare them well for future life. For example, pupils gain experience through working in the on-site hair salon, the school coffee shop and external work placements.

Provision to develop pupils' communication skills is effective. For example, assistive technology and the integrative approach to therapies are very successful in providing pupils with the skills they need to access learning. This is a particular strength of the school.

Arrangements to support pupils at risk of disengaging are highly effective. For example, the launch pad team tailors the curriculum well to meet the needs of individual pupils and re-engage them in their learning.

The school places a high priority on improving pupils' skills progressively. There are regular opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum. Provision for ICT is a particular strength.

The school makes suitable provision for pupils to learn about Welsh culture. However, the development of pupils' Welsh language skills is underdeveloped.

The school makes appropriate provision for pupils to learn about sustainable development. For example, pupils learn to respect their environment by beach cleaning, recycling and exploring water conservation. However, the co-ordination of this work across the school is in the early stages of development.

Teaching: Good

All staff at Ysgol Y Deri establish nurturing relationships with pupils. Staff know their pupils well and have a comprehensive understanding of their individual needs and abilities. Teachers, teaching assistants and health professionals work together effectively to manage pupils' behaviour, support their learning and sensitively address complex medical needs. The multi-disciplinary approach to meeting pupils' needs in school is highly effective.

In nearly all lessons, teachers have good up-to-date subject knowledge and high expectations of all pupils. Staff use visual timetables well to enable pupils across the school to access the curriculum and fully understand their daily routines. Where appropriate, staff make very effective use of assistive technology to develop pupils' communication skills.

Where teaching is particularly effective, lessons have good pace. In these lessons, teachers set clear learning objectives and share these with pupils. They plan lessons that build well on pupils' previous learning and use a wide range of activities that stimulate and engage pupils in their learning.

In many lessons, teachers make sure that tasks are suitably challenging. They use questioning skilfully to develop pupils' understanding and allow sufficient time for pupils to respond. In the majority of lessons, teachers monitor the progress of each pupil effectively throughout the lesson. In these lessons, staff provide pupils with useful oral feedback that helps pupils know how well they are doing in relation to their learning and behaviour.

In the few lessons where teaching is less effective, tasks do not always meet the needs of the more able pupils and the pace of lessons is too slow. For example, teachers do not always make the most effective use of available teaching time. In a very few lessons, staff do not allow pupils enough independence and overly support them in their learning. As a result, a few pupils do not make enough progress.

Across the school, a minority of teachers use the Welsh language sufficiently during morning registration and in lessons.

The school uses a wide range of assessment data to monitor and track pupils' progress in learning and wellbeing. This helps class teachers to identify pupil underachievement, modify provision and plan suitable interventions to meet their needs.

Annual reports to parents are comprehensive. They provide useful information about their child's achievement and progress at the school.

Care, support and guidance: Good

The school has an appropriate range of policies and procedures to promote pupils' health and wellbeing effectively. These include suitable arrangements to develop pupils' understanding of healthy eating and regular exercise through a wide range of activities that link well to pupils' abilities and interests.

The school promotes pupils' social, moral, spiritual and cultural development well through the curriculum, assemblies and other activities. For example, a well-planned programme of personal and social education provides pupils with valuable age appropriate information about a wide range of issues, including online safety, sex and relationships and the world of work.

The school provides helpful guidance and support to older pupils and their parents about careers, further education options and other services. This supports pupils well in making transitions when they leave the school.

The school has developed strong relationships with external agencies, such as social services, health professionals and local charities, which provide useful support and advice to staff about individual pupils' needs. These highly effective partnerships ensure the school has a well-coordinated approach to support pupils' complex communication and physical needs.

The school has appropriate arrangements for identifying and monitoring pupils' additional needs. These include specialist intervention programmes to develop pupils' self-esteem and improve pupils' communication and behaviour. Where appropriate, pupils have detailed behaviour support plans that help staff to manage pupil behaviour effectively.

All pupils have an individual education plan. Generally, these identify suitable long-term goals. However, short-term targets focus too narrowly on targets for literacy and numeracy and do not link well enough to the full range of pupils' learning needs.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Excellent

The school has a highly positive and inclusive ethos, which helps pupils to develop self-esteem and grow in confidence. Pupils have the opportunity to participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds. Pupils are treated with dignity and respect. There are effective policies and procedures in place to make sure that the school deals with any form of discrimination or bullying.

The modern, purpose-built school provides an exceptional learning environment that meets the needs of learners extremely well. For example, it has a therapy pool, a wide range of sensory rooms and a well-equipped gymnasium to meet the therapeutic needs of pupils. Provision is further enhanced through the availability of a multimedia room, television-recording studio, a life skills flat and professional kitchen. These resources are highly effective in developing pupils' social and life skills.

The school shares the site with a mainstream secondary school and there are effective arrangements in place for pupils of all needs and abilities to access extensive outdoor sports facilities including an all-weather pitch and climbing wall. The school makes effective use of its own grounds to enrich pupils' learning experiences and support their wellbeing. For example, there are play areas accessible from ground floor classrooms with fully accessible play equipment, a small animals area where pupils care for guinea pigs and chickens and raised beds for growing vegetables.

Teaching areas have an extensive range of high quality digital resources that provide stimulating interactive learning experiences for pupils of all abilities.

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

Leadership: Excellent

The headteacher and senior leadership team have worked skilfully and imaginatively to bring three very different schools together through a process of amalgamation. They have established a clear vision for the newly created school that focuses on providing opportunities for all pupils to achieve their potential. This vision permeates the school's work and supports pupils with an extremely diverse range of needs to make consistently good progress in their learning and wellbeing.

Senior leaders demonstrate the capacity to implement and manage change effectively. They ensure that all staff have a clear understanding of their roles, responsibilities and expectations. Leaders challenge any instances of underperformance robustly. Arrangements for the performance management of all staff are successful in supporting the school to achieve improvement goals and improve outcomes for pupils.

Systems to analyse pupil performance information are sophisticated and highly effective. These arrangements support the school to identify and meet the wide range of pupils' needs successfully. For example, the comprehensive analysis of pupil performance data enables departmental leaders to have a sound understanding of the standards and rates of pupil progress in each phase of the school.

There are effective arrangements to distribute leadership opportunities to staff at all levels. For example, 'Micro' and 'Speed' training sessions enable staff to share effective practice with colleagues in sharp and focused professional development sessions. This has a positive impact on the quality of provision, particularly for pupils' health needs.

Governors fulfil their statutory responsibilities successfully. They receive useful information about the school's progress against improvement goals and have a sound understanding of the school's strengths and a developing awareness of priorities for improvement. Governors provide appropriate levels of support and effective challenge, for example in relation to financial management and expenditure at the school. They visit the school frequently to monitor the quality of the school's provision. This enables them to make worthwhile contributions to self-evaluation work.

Improving quality: Good

The school has well-established systems for self-evaluation that involve the beneficial use of first-hand evidence. These arrangements ensure that the school analyses nearly all aspects of its work and has a very good understanding of its strengths and areas that require further improvement. School leaders evaluate pupil performance information and the impact that all initiatives have on rates of pupil progress comprehensively. They visit classes to observe teaching regularly and use these opportunities to develop confidence amongst staff. However, these observations and follow-up activities do not always result in clear targets for improvement for individual teachers in relation to teaching across the school. As a

result, the quality of teaching is not consistently good in all classes and departments across the school.

There are many opportunities for staff to contribute to self-evaluation work, for example to improve the schools' provision for personal and social education. The school considers the views of pupils and acts upon these appropriately. The school has established arrangements to gather the views of parents in relation to the quality of the school's work.

School improvement processes are highly effective and involve all staff successfully. Consequently, the school has improved many important aspects of its work recently for the benefit of pupils. These include arrangements to support pupils in using technology to communicate effectively, to manage their behaviour successfully and designing a curriculum that leads to all pupils attaining recognised qualifications by the time they leave school. Improvement plans contain appropriate timescales for completion and identify those with key responsibilities. Leaders support the achievement of improvement goals by allocating resources effectively.

Partnership working: Excellent

Leaders have established high quality strategic partnerships with other schools, the health board and the local community that have an important impact on pupils' outcomes and wellbeing.

The exceptional joint working arrangements with the health board ensures that pupils access a wide range of specialist services that are highly effective in meeting the health, communication and physical needs of pupils. Teachers and support staff benefit from the advice and guidance of health professionals based at the school as they learn how best to support pupils' complex medical needs and on-going therapy programmes.

The use of shared resources with the adjoining mainstream school ensures pupils' access to a wider range of facilities. For example, a few older pupils who are more able, access specialist teaching and facilities at the mainstream school. This has improved their outcomes in subjects delivered across both settings. Teachers benefit from jointly moderating work with mainstream colleagues.

Staff at Ysgol Y Deri provide valuable specialist advice and training for colleagues in other schools. For example, they support local special schools to develop strategies to improve pupils' ICT skills and the behaviour support team provide advice for local mainstream schools to develop behaviour management strategies for pupils requiring additional support. This valuable service is developing the capacity of mainstream schools to meet the needs of pupils with challenging behaviour.

The school provides a highly effective outreach service to local mainstream schools for pupils with autistic spectrum disorders. This builds positive relationships with parents, strengthens transition arrangements and improves the practice in the school.

There are strong links with a wide range of local businesses. These provide pupils aged 14-19 with stimulating off-site learning experiences and help to develop pupils' social skills and understanding of the world of work.

Parents benefit from highly valuable training provided at the school including advice and support from the family engagement team, occupational therapists and the behaviour support team.

Resource management: Good

The school has a very good range of experienced, specialist teachers and support staff, who are deployed effectively.

All staff access an extensive range of well-planned continuing professional development opportunities, to enhance their skills and knowledge. As a result, they support the individual needs of pupils well.

Teachers have appropriate planning, preparation and assessment time. This enables them to be fully effective in providing pupils with a wide variety of stimulating and interesting learning experiences.

The school has a good range of high quality resources that staff use skilfully to support and improve the learning and wellbeing of all pupils.

The headteacher and business manager work effectively with the governing body to monitor the school budget. Together, they ensure that spending is carefully linked to the priorities of the school improvement plan. The school also uses additional grant funding effectively to support pupils who are eligible for free school meals.

In view of the good outcomes and provision, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	53	44 83%	2 4%	7 13%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	4%	
The school deals well with any bullying.	53	44 83%	3 6%	6 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		83%	9%	8%	
I know who to talk to if I am worried or upset.	53	45 85%	1 2%	7 13%	Rwy'n gwybod pw y siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	4%	4%	
The school teaches me how to keep healthy	53	44 83%	2 4%	7 13%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		91%	4%	5%	
There are lots of chances at school for me to get regular exercise.	53	49 92%	3 6%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		91%	6%	3%	
I am doing well at school	53	46 87%	1 2%	6 11%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	4%	3%	
The teachers and other adults in the school help me to learn and make progress.	53	49 92%	0 0%	4 8%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	1%	2%	
I know what to do and who to ask if I find my work hard.	53	47 89%	2 4%	4 8%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		94%	3%	3%	
My homework helps me to understand and improve my work in school.	53	13 25%	11 21%	29 55%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		63%	21%	16%	
I have enough books, equipment, and computers to do my work.	53	51 96%	1 2%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		91%	5%	4%	
Other children behave well and I can get my work done.	53	43 81%	3 6%	7 13%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	15%	8%	
Nearly all children behave well at playtime and lunch time	53	37 70%	8 15%	8 15%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	13%	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.	29	20 69%	6 21%	2 7%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	2%	1%		
My child likes this school.	28	17 61%	8 29%	1 4%	2 7%	1	Mae fy mhlentyn 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.	28	20 71%	5 18%	3 11%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	27	16 59%	7 26%	2 7%	2 7%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		69%	29%	2%	0%		
Pupils behave well in school.	23	8 35%	13 57%	2 9%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	0%		
Teaching is good.	27	18 67%	8 30%	1 4%	0 0%	2	Mae'r addysgu yn dda.
		76%	23%	1%	0%		
Staff expect my child to work hard and do his or her best.	26	13 50%	11 42%	1 4%	1 4%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		68%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	10 59%	5 29%	1 6%	1 6%	12	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		54%	35%	8%	3%		
Staff treat all children fairly and with respect.	28	21 75%	6 21%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		76%	22%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	17 65%	8 31%	1 4%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	29%	1%	0%		
My child is safe at school.	26	18 69%	8 31%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		76%	22%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	27	22 81%	2 7%	1 4%	2 7%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	3%	1%		
I am kept well informed about my child's progress.	29	20 69%	5 17%	2 7%	2 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		68%	27%	4%	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.	29	22 76%	4 14%	2 7%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	26	15 58%	6 23%	2 8%	3 12%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	26	16 62%	8 31%	1 4%	1 4%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
My child is well prepared for moving on to the next school or college or work.	17	9 53%	4 24%	4 24%	0 0%	11	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.	27	16 59%	9 33%	2 7%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	27	20 74%	4 15%	2 7%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 2

The inspection team

Anthony Mulcahy	Reporting Inspector
Richard Lloyd	Team Inspector
Richard Mark Tither	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Andrea Louise Davies	Lay Inspector
Diane Stones	Peer Inspector
Christopher Britten	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