



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

**A report on**

**Woodlands High School  
Vincent Road  
Ely  
Cardiff  
CF5 5AQ**

**Date of inspection: January 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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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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## Context

Woodlands High School is a special school for pupils aged 11-19 years with a range of learning difficulties and disabilities. The school is in the Ely area of Cardiff. The area is one experiencing a high degree of social challenge and high levels of deprivation and disadvantage. However, the school's intake is derived from all over the city of Cardiff. Seven per cent of pupils are looked after by the local authority and 46% of learners are eligible for free school meals.

All pupils have a statement of special educational needs (SEN) for learning difficulties. A significant number of pupils have associated needs including physical, sensory and behavioural difficulties. Most pupils are able to communicate verbally on entry to the school. There is currently a group of four pupils who have a profound hearing loss in addition to their learning difficulties.

Pupils are mainly admitted to the school in Year 7 but can enter at any later stage of their school career. In keeping with the school's motto, 'learning for living', the majority of pupils transfer to further education and training when they leave school.

There are 12 classes at the school and pupils are allocated to classes mainly by age. Pupils follow a mainly secondary school curriculum.

Most pupils are from English-speaking backgrounds with 0.1% from Welsh first language families and 31.5% from other ethnic backgrounds that include Punjabi, Urdu, Bengali, Polish, Czech or Arabic as their first language.

## Summary

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

### Current performance

Woodlands High school is an adequate school because:

- Many pupils make appropriate progress over time
- Nearly all pupils develop their self-confidence and self-esteem very well
- Nearly all pupils behave very well

However:

- The range of qualifications is too narrow
- The school data for pupil achievement and attainment is not collected or used well enough to inform robust planning
- More able pupils and those with English as an additional language do not make the progress of which they are capable
- More able pupils do not improve their writing skills well enough
- Pupils do not develop their information and communication technology (ICT) skills well enough
- Teachers' planning does not take sufficient account of the needs of individual pupils and there is an over-reliance on worksheets
- Pupils' literacy and numeracy skills are not developed well enough across the curriculum
- Teachers do not take sufficient account of pupils' individual education plan (IEP) targets across the curriculum
- The school's planning for assessment of and for learning is underdeveloped and does not help the pupils to progress effectively
- The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern

### Prospects for improvement

Prospects for improvement at Woodlands High School are unsatisfactory because:

- Roles and responsibilities of the senior leadership team are not clear
- The self-evaluation report does not provide an accurate reflection of the school
- The school does not consistently quality assure its work at any level
- The school improvement plan does not have a sufficient focus on standards at the school or address the areas the school needs to improve
- There are few regular meetings at the school and no minutes or records of decisions made
- The governing body does not provide sufficient challenge
- The school's partnerships with other providers are underdeveloped

## Recommendations

- R1 Improve pupil standards to make sure all pupils achieve to the best of their ability
- R2 Establish clear roles, responsibilities and accountability for senior leaders to bring about improvement
- R3 Introduce robust quality assurance procedures that lead to an informed self-evaluation and relevant school improvement plan
- R4 Improve the quality of teaching to make sure that all lessons meet the needs of all pupils
- R5 Address the issues in safeguarding identified during the inspection

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

## Main findings

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

Adequate

#### Standards: Adequate

Across the school, many pupils make appropriate progress over time in relation to their abilities and identified needs. They make steady progress in achieving the agreed literacy, numeracy and science targets identified in their individual educational plan (IEP). There is no significant difference between the achievements of different groups of pupils, including boys and girls, pupils who receive free school meals and those who are in the care of their local authority.

Many pupils make sound progress in lessons. Overall, they achieve the targets set for the lessons and improve their learning. They review their learning against their agreed targets. Older, more able pupils offer mature evaluations of their own progress and that of their peers. However, more able pupils and those with English as an additional language do not consistently achieve their potential in lessons.

Nearly all pupils develop their communication skills well in relation to their individual needs. They improve their confidence in speaking and listening through performance in school assemblies, drama productions and a variety of activities outside school. These include a community gardening project at a local church and a dog walking service for elderly local residents. Many pupils express themselves very well and, as they progress through the school, they enjoy demonstrating their abilities. For instance, a few more able pupils are quick to take on an 'adjective battle' rap contest with their teacher to test their skills.

A majority of pupils develop effective reading and writing skills. They consistently apply these skills well to research and complete written tasks. However, they do not practise and extend these skills well enough across all subjects. Very few pupils develop continuous text writing skills. Too many pupils produce one word and short sentence answers. A few more able pupils read aloud confidently and with accuracy and enjoy the pleasure of reading for themselves.

Over time and in relation to their needs, many pupils develop appropriate numeracy skills in their numeracy lessons. Where opportunities arise, many use and practise these skills in a variety of situations such as in cookery lessons where they measure recipe ingredients for baking. They make effective use of these and other skills, including communication and customer service skills, in the school café.

Overall, pupils' ICT skills are underdeveloped. For example, very few pupils use technology to research, present work, produce fact files or handle data. However, most pupils use the interactive whiteboard and tablet computers well to answer questions and practise their spelling.

Most pupils have positive attitudes to learning and take part in their lessons enthusiastically. They know the routine of the lessons and the school day. They are interested and listen very well. A majority can recall previous learning and apply this to new situations when they are given the right prompt to remind them. More able pupils work well independently to complete their work.

Only a minority of pupils use Welsh greetings and phrases with confidence. Although many pupils at the school are enthusiastic in using their Welsh language, their skills are weak.

Nearly all pupils continue their education into the sixth form at the school. Appropriately, many pupils move on after sixth form to further education. Pupils make effective use of the life skills they have learned in their transition to adult life and further education. They benefit from attending taster courses at college and a wide range of work experience placements.

Over the last three years, a few older pupils at the school attained appropriate qualifications and received accreditation for their learning in courses including Entry level in mathematics and English and the Duke of Edinburgh Bronze Award.

Throughout their time at the school, nearly all pupils who receive additional support make steady progress through a range of well-considered literacy, numeracy and therapeutic interventions.

It is not appropriate to compare standards of achievement in the school with national averages or to analyse trends in overall performance over time because of the wide range of needs that pupils have and their individualised learning programmes.

### **Wellbeing: Good**

Nearly all pupils at the school feel safe. They know whom to talk to if they are worried and are confident that the school deals with any incidents of bullying well.

Nearly all pupils develop a positive attitude towards healthy living and healthy eating. Most pupils enhance their understanding of healthy lifestyles through taking part in regular physical education lessons and a range of challenging outdoor education activities such as hill walking and climbing.

Members of the school council participate enthusiastically when discussing school issues. They are successful in making changes in a few areas of the school. For example, they are currently providing feedback to the local authority to help plan improvements to the school grounds.

Many pupils take part enthusiastically in charitable events held at the school. Through these activities, they develop important social skills and learn to empathise with others. Many older pupils develop relevant life and work skills. They attend work placements at school and with local businesses in the community as part of the 'Work Fridays' project.

Many pupils behave well in lessons and around the school. Pupils are polite and respect one another, staff and visitors. Most pupils show a positive attitude in lessons and are motivated to learn. There have been no permanent exclusions during the last year and a few fixed-term exclusions. Attendance, at around 91%, is slightly higher than the national average for similar schools. In many cases, reported authorised absences are due to the complex medical needs of the pupils.

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

The school provides a broad and balanced curriculum across all key stages, which meets the needs of most pupils appropriately.

Pupils in key stage 4 and at post-16 follow appropriate qualifications. The school has recently introduced Agored Cymru units of credit to provide a broader range of options for pupils. However, it is too early to see the impact of these new courses.

The school works with a suitable range of local businesses and employers to enable older pupils to develop valuable work-related skills in areas such as customer service in supermarkets and grounds work in local schools. These opportunities build pupils' confidence, independence and social skills well to prepare them for moving on to employment and work-based learning.

The school literacy and numeracy co-ordinators plan well for the development of pupils' literacy and numeracy skills in discrete skills lessons. However, planning to develop pupils' skills consistently across all subjects and key stages within the curriculum is underdeveloped. This means that pupils do not have sufficient opportunities to practise and extend these skills or to apply them in a wide range of contexts. The school does not provide sufficient opportunities to develop skills for more able pupils.

Teachers do not consistently develop pupils' ICT skills across all subjects. The school does not have secure plans in place to share the best practice from the few classes where this is done well.

The school does not plan sufficiently well to ensure all aspects of Welsh language and culture are included across all curriculum areas.

The school is developing its planning for raising pupils' understanding of sustainable development and global citizenship. Many pupils show a clear awareness of the need to reduce waste and save energy and have a secure understanding of the need to care for the environment. However, the school does not make best use of its multicultural population to recognise and celebrate other cultures.

### **Teaching: Adequate**

In a minority of lessons where teaching is effective, staff relate well to pupils and have appropriate expectations for pupil behaviour. Teachers plan well to use a variety of strategies and learning activities that engage pupils and help them to remain focused on their tasks. They pace their teaching well to ensure that pupils remain motivated and interested in their learning. Teaching assistants are fully involved in the lesson and provide valuable support.

However, in the majority of lessons where teaching is less effective, teachers do not plan lessons to meet the needs of individual pupils well enough. A few pupils remain on low level tasks which do not provide them with sufficient challenge and there is an



over-reliance on the use of work sheets. In these lessons, teachers do not consistently take sufficient account of the needs of more able pupils or pupils with English as an additional language. As a result, the progress of these pupils is limited.

Teachers consistently provide pupils with verbal feedback to acknowledge their engagement and progress in lessons. However, the quality of this feedback varies too much across the school. It does not always provide pupils with the next steps for improvement or extend their skills in thinking and problem-solving.

Teachers do not use the school's marking policy consistently. As a result, teaching and support staff do not make sure that all pupils have sufficient opportunities to reflect on their own learning and progress. Teachers do not plan well enough for pupils to contribute to the assessment of the work of their peers.

Annual reviews and end-of-year reports to parents provide them with a useful overall picture of their children's development and achievement.

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

The school has developed an appropriate range of policies and procedures to promote pupils' health and wellbeing. However, a few of these policies do not meet statutory requirements. Senior leaders do not ensure that staff understand and use these policies and procedures consistently throughout the school.

The school has appropriate arrangements to promote healthy eating and drinking.

The school promotes pupils' social, moral, spiritual and cultural development well through regular assemblies, lessons and tutor times. The newly established nurture provision and the weekly 'home room' sessions provide useful opportunities for many pupils to reflect upon their personal feelings and those of their peers.

The personal and social education programme provides all pupils with useful information about sex and relationships, substance and alcohol misuse and keeping themselves safe. The school works effectively with a range of specialist services to provide useful advice to pupils and parents to support them to make decisions about transition to further education, training or employment.

The school has an appropriate range of partners, such as Barnardos and Careers Wales, who offer useful advice and guidance to staff. All pupils have IEP targets in literacy and numeracy. However, these are not specific enough to the individual pupil and are not routinely shared with all staff. Staff review and track pupil progress towards IEP targets regularly. However, teachers do not identify and use IEP targets clearly enough in their planning or in lessons.

The school has introduced an appropriate range of intervention programmes to develop pupils' literacy skills, numeracy skills and self-esteem. However, the process for identifying pupils for intervention programmes and the measures for their progression from intervention programmes are not clearly defined. This means that it is difficult for the school to measure the impact of intervention programmes accurately.

Senior leaders have recently reviewed the behaviour policy and teachers have introduced new classroom routines to improve behaviour in the school. This trial is taking place in a few classes, but it is too early to evaluate the impact. The school does not always record attendance accurately by using the correct attendance codes.

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern. Estyn will issue a letter to the school that requires it to respond to the shortcomings identified.

### **Learning environment: Good**

Staff at the school promote a happy nurturing environment where respect is a high priority. The governing body supports this ethos well. As a result of the positive quality of support and guidance from staff, nearly all pupils learn to listen carefully to the views of others and develop tolerant attitudes. They are encouraged to be open to diversity and to hold the views of others in high regard. Pupils are able to take part in all aspects of school life, regardless of the complexity of their needs, abilities and backgrounds.

There are clear policies and action plans to guide staff and make sure that they deal appropriately with any form of discrimination.

The school has enough resources for the number of pupils and the building is of an appropriate size. However, outside areas do not provide pupils with the range of equipment and green areas suitable for their needs. Staff do not always make best use of the school's internal space and resources well enough.

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

The headteacher and senior leadership team support and promote the school vision and ethos 'learning for living' well. This focus on preparing the pupils for living successful lives in their communities informs the strategic direction for the school and all staff share the underlying values and purpose. This has a positive impact on pupils' wellbeing, self-confidence and self-esteem.

Beyond this, the strategic direction of the school is underdeveloped. The school development plan does not focus well enough on the effective delivery of teaching and learning to bring about successful outcomes for pupils.

Roles and responsibilities of many of the senior leadership team and senior staff are not clear. This limits the effectiveness of the senior team structure and hinders the school's ability to ensure that post holders are held to account appropriately. There is a shared expectation amongst the senior leadership team of high standards at the school. However, there is no clear policy for setting and achieving realistic targets, at all levels of the work of the school, to bring about improvement.

Most leaders and co-ordinators manage their time well. However, the school does not have a coherent structure of team meetings across all levels. This restricts effective communication between leaders and staff and inhibits the sharing of best practice and the identification of areas for improvement at the school.

All staff at the school, including teaching and learning assistants, have a performance review with a member of the school senior leadership team. Most staff have an observation of their teaching. However, the formal process for performance reviews is new and the outcomes of lesson observations are not currently an integral part of performance discussions. Teachers do not consistently receive written feedback on the outcomes of their observations. Outcomes of performance reviews and observations are not used well enough to inform self-evaluation or to bring about school improvement.

The headteacher has taken actions to manage staff underperformance. However, there are no formal policies or procedures in place for addressing underperformance within the school and no records of the outcomes where underperformance has been addressed.

Senior leaders use the school performance management procedures well to offer staff an opportunity to identify their training needs. The senior leadership team use this information appropriately to identify whole-school training requirements. However, they do not prioritise these well enough towards areas that will bring about improvement in the quality of teaching, learning and pupil outcomes.

The school governors demonstrate a secure understanding of the ethos of the school. All governors have links to a department of the school, based on their experience and expertise. The governors have appointed a specific governor for safeguarding. The senior leadership team provide the governors with information on school performance and current issues and challenges. However, records of governors' meetings are not consistent or readily available for scrutiny. The governors do not provide the school with sufficient challenge to bring about improvement. They do not hold the school to account well enough for the standards and quality it achieves.

### **Improving quality: Unsatisfactory**

The school does not currently have a systematic process for self-evaluation and development planning. Quality assurance of all aspects of the work of the school is underdeveloped. For example, there is no established quality assurance of pupils' work or teachers' marking, and no formal analysis of instances of poor behaviour or the impact of work-experience. Overall, there is a lack of analysis of how the school provision impacts on the standards that pupils achieve.

Generally, the school takes good account of the views of pupils and parents. Where these identify an area for improvement, the school acts promptly to discuss and address the issues. However, the school's self-evaluation process does not draw sufficiently well on information from a range of sources, including contributions from staff and stakeholders.

The self-evaluation report is overly positive and does not provide an accurate reflection of the school. It does not contain sufficient evaluation to allow the school to identify areas for improvement easily.

The school has a detailed school development plan that sets out clear targets. However, these targets are not identified well enough from a robust self-evaluation of the standards and provision at the school. The targets in the improvement plan do not identify or address the priority areas that will bring about improvements in the school. They lack sufficient focus on pupil achievement and outcomes.

Individual departments within the school carry out useful audits and present these to the senior leadership team. Senior leaders discuss the audit reports with the individual heads of department. However, they do not collate the outcomes to form a coherent picture of the school as a whole, or use them well enough to inform the self-evaluation process.

Individual teachers and departments at the school collect and retain data for pupils. This data includes pupil progress and pupil outcomes. However, there is no overall system to collect this data across the school. This restricts the school's ability to collate and analyse pupil data to inform self-evaluation and to identify areas for development. The school has recently introduced an on-line commercial system to collate, track and monitor pupil achievements and outcomes. However, it is too early to see the impact of this new process.

The school has made limited progress since the last inspection in May 2010, particularly in respect of the recommendation to establish a more comprehensive self-evaluation process.

### **Partnership working: Adequate**

The school has established strategic partnerships with local employers that provide valuable work experience and work-related training for pupils. This helps pupils to develop essential skills prior to entering the next stage of their learning. Links with colleges of further education enable many pupils to continue with their education after leaving the school.

Links with the community, notably through the school café, provide pupils with useful opportunities to apply their social, communication and number skills in a real life situation. Pupils benefit from relevant opportunities to develop their thinking skills, for example when planning and evaluating the effectiveness of their café within a community setting.

Parents can contact the school to discuss concerns. However, the school does not routinely send out sufficient information to parents on educational matters. As a result, parents are not as fully aware of their child's progress as they should be.

Partnerships with other schools are not formally developed. The school does not work closely enough with other providers, for example to share training opportunities or moderate pupils' work. This has contributed to the school's lack of a clear and co-ordinated approach towards planning, assessment and improving standards and has restricted the school's ability to drive its own improvements effectively.

**Resource management: Adequate**

The school employs a sufficient number of staff to teach all aspects of the National Curriculum to the pupils. However, there is an over-reliance on a large number of supply teachers. The school has not identified a formal arrangement within the management structure to oversee the quality of their work or to guide them to understand what is required of them. This means that a few pupils do not have a learning programme that is structured well enough to provide continuity.

Teaching assistants make a very valuable contribution to supporting pupils in a variety of settings. They know the pupils well and teachers ensure that their support meets pupils' needs effectively.

The school has limited involvement in networks of professional practice. While staff have attended relevant training courses, these are arranged according to individual staff needs rather than whole school priorities.

All staff receive their allocated time to plan, prepare and assess pupils' work.

The headteacher, school bursar and governing body monitor the school budget and use of resources carefully with support from the local authority finance officer.

The school makes effective use of the Pupil Deprivation Grant. This enhances opportunities for pupils to apply their social skills in a positive manner and receive opportunities that otherwise they may not experience due to their social and environmental background.

In view of the standards achieved by pupils, the school 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	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	114	114 100%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		94%	3%	3%	
The school deals well with any bullying.	114	114 100%	0 0%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		84%	10%	6%	
I know who to talk to if I am worried or upset.	114	114 100%	0 0%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		93%	4%	4%	
The school teaches me how to keep healthy	114	114 100%	0 0%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		93%	4%	3%	
There are lots of chances at school for me to get regular exercise.	114	114 100%	0 0%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		92%	6%	2%	
I am doing well at school	114	113 99%	0 0%	1 1%	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.	114	114 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	1%	1%	
I know what to do and who to ask if I find my work hard.	114	114 100%	0 0%	0 0%	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.	112	97 87%	1 1%	14 12%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		68%	21%	11%	
I have enough books, equipment, and computers to do my work.	114	112 98%	0 0%	2 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.	111	100 90%	0 0%	11 10%	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	114	114 100%	0 0%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		83%	13%	4%	

## 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.	15	9 60%	6 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	2%	1%		
My child likes this school.	15	10 67%	5 33%	0 0%	0 0%	0	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.	15	11 73%	2 13%	2 13%	0 0%	0	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.	13	9 69%	4 31%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		68%	29%	3%	0%		
Pupils behave well in school.	13	7 54%	6 46%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		59%	36%	4%	1%		
Teaching is good.	12	9 75%	3 25%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		76%	23%	1%	1%		
Staff expect my child to work hard and do his or her best.	14	9 64%	5 36%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		69%	29%	1%	0%		
The homework that is given builds well on what my child learns in school.	9	4 44%	5 56%	0 0%	0 0%	4	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.
		55%	34%	8%	2%		
Staff treat all children fairly and with respect.	13	12 92%	1 8%	0 0%	0 0%	2	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.	15	10 67%	5 33%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	28%	1%	0%		
My child is safe at school.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		76%	22%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	5 38%	8 62%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		71%	25%	3%	1%		
I am kept well informed about my child's progress.	14	7 50%	5 36%	2 14%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		67%	28%	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.	15	10 67%	5 33%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		76%	20%	2%	2%		
I understand the school's procedure for dealing with complaints.	15	9 60%	5 33%	1 7%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		62%	34%	4%	0%		
The school helps my child to become more mature and take on responsibility.	15	10 67%	5 33%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		67%	32%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	8	5 62%	3 38%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	36%	9%	3%		
There is a good range of activities including trips or visits.	15	8 53%	5 33%	2 13%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		70%	27%	3%	0%		
The school is well run.	15	8 53%	7 47%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		76%	21%	2%	1%		

## Appendix 2

### The inspection team

Gill Sims	Reporting Inspector
William Glyn Griffiths	Team Inspector
Margaret Davies	Team Inspector
Susan Roberts	Team Inspector
Matthew Evans	Lay Inspector
Ladan Harper	Peer Inspector
Russell Webb	Principal



## 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