



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

**A report on**

**Ysgol Pen Coch Special School  
Prince of Wales Avenue  
Flint  
Flintshire  
CH6 5DL**

**Date of inspection: May 2017**

**by**

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

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

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

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

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

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

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

<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 date: 26/07/2017**

## Context

Ysgol Pen Coch is a day special school situated in Flint and maintained by Flintshire County Council. The school provides education for pupils aged from 2 to 11 years with a wide range of special educational needs including moderate, severe and profound learning difficulties, communication disorders, challenging behaviour and autistic spectrum disorders. A few pupils have additional physical and sensory impairments.

Currently, there are 93 pupils on roll. All pupils have a statement of special educational needs. Around 30% of the pupils are eligible for free school meals and a very few are looked after (LAC) by their local authority. English is the main language of nearly all pupils. No pupils speak Welsh as a first language at home. A very few pupils are from minority ethnic backgrounds.

The headteacher has been in post since the school opened in 2009. The senior management team has been in place since 2016. The school was last inspected in 2011.

Ysgol Pen Coch is currently a 'curriculum pioneer'. This means that it is working with the Welsh Government and other curriculum pioneer schools to develop and pilot a new curriculum for Wales. The school is also a 'New Deal pioneer' and is working with the Welsh Government and other New Deal pioneers to develop a national model of professional learning.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make strong progress against their targets
- Most pupils make exceptional progress in learning to manage their emotions and behaviour
- All pupils benefit from the wide range of learning experiences that meet their needs well
- Teaching is good
- Therapeutic enrichment activities enable pupils to make significant progress in developing their learning
- Pupils receive an outstanding level of care, support and guidance

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher has a clear strategic vision that focuses well on developing pupils' skills and wellbeing
- Effective distributed leadership ensures that staff reflect well about their practice and have a shared understanding of the school's work
- Leaders make highly effective use of a wide range of data to evaluate the progress that pupils make over time and to set informed targets for improvement
- The school plans for a wide range of interventions and adaptations to pupils' learning experiences that meet the needs of pupils very well
- Strategic partnerships bring extremely valuable additional expertise to support the school to achieve its aims of enabling all pupils to make progress in their learning and wellbeing

## Recommendations

- R1 Make sure that all pupils develop their communication skills as well as they can
- R2 Make sure that all teachers provide challenging work to extend the learning of more able pupils
- R3 Develop the understanding and skills of the governing body so that it can challenge the school more effectively

### 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 two written case studies, describing the excellent practice identified during the inspection.'

## Main findings

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

Good

#### Standards: Good

Pupils who attend Ysgol Pen Coch have a wide range of needs, which include severe, profound and multiple learning difficulties and autistic spectrum disorder (ASD).

Over time, nearly all pupils make strong progress in their literacy, numeracy, personal and social education and information and communication technology (ICT) skills. This progress is in line with individual targets.

It is not appropriate to compare standards that pupils achieve at the school with national averages or to analyse trends in performance over time because of the very specific nature of their special educational needs. There is no significant difference between the performance of different groups of pupils, for example boys and girls, pupils who are eligible for free school meals or those who are looked-after by a local authority.

In lessons, most pupils listen attentively and respond appropriately to teachers' questions and instructions. Many pupils concentrate for extended periods of time. During circle time, pupils with very complex needs recognise a noise or tune and understand that this means it is their turn to do an activity. They wait patiently and, on occasions, watch or listen to each other. A few pupils show empathy for other pupils and adults, for example when somebody is hurt or when they break their toy.

Most pupils develop their communication skills very well in line with their abilities and needs. They develop the confidence to communicate with visitors, for example about a battery operated car they have made.

Pupils with very complex needs use sounds and hand or eye movements to indicate, for example, when they want to go to the toilet or when they would like a drink. More able pupils with communication difficulties use basic signing or picture exchange communication system to express likes and dislikes and to make choices, for example during snack time. A few pupils use technology effectively to support their communication. For example, they use a tablet to indicate what they want for lunch. Pupils with very complex needs use eye directed technology to communicate their needs and support their learning. However, a very few pupils do not develop their communication skills as well as they could.

Most pupils develop their reading skills appropriately in line with their ability. Pupils with very complex needs enjoy looking at books, they point to pictures and turn the pages. A minority recognise letters and familiar words, for example their name and days of the week. Those pupils who access a targeted intervention programme make strong progress in learning to recognise sounds. A very few more able pupils retrieve information accurately from a short story and identify rhyming words. A few read out aloud accurately and with confidence.

Many pupils who have difficulties with fine motor skills make good progress in developing their early writing skills. For example they learn to hold a pen and make marks. They form letters, through overwriting, copying or writing independently. A few more able pupils write sentences accurately, using simple adjectives. A very few more able pupils write postcards and letters and create limericks.

Most pupils develop their basic numeracy skills appropriately, for example counting up to ten. They sort objects according to colour, size and shape. They match objects such as a hand and a glove, a knife and a fork. A few more able pupils do simple addition and subtraction, and apply their numeracy skills in real life situations, for example when they buy food at the local shop. A very few pupils interpret information from graphs.

Nearly all pupils have a clear understanding of classroom routines. This enables them to understand and predict what is going to happen next. They develop their thinking and problem solving skills well, for example when deciding what activity they are going to do and when they use different materials to make a bed. They follow and understand new concepts and enjoy sharing what they have learned with their friends, for example when learning and demonstrating magic tricks.

Most pupils develop their ICT skills appropriately in line with their ability and needs. This includes operating toys with a switch, matching shapes and reading stories on a computer or tablet. More able pupils use the computer to draw pictures and write sentences.

Nearly all pupils develop an understanding of basic Welsh words and phrases. Those who are able respond to simple questions in Welsh and take part in songs.

### **Wellbeing: Excellent**

Nearly all pupils make very good progress in developing their self-awareness and confidence during their time at Pen Coch. They generally feel safe and know whom to go to for support when they feel distressed or unsure. They develop a high level of trust in staff and enjoy their time at school.

Behaviour is excellent in relation to pupils' needs. This is because of the developing understanding of most pupils, of the purpose of communication. This has a significant impact on their emotional wellbeing and behaviour. Over time, as they learn to make their needs known, such as when they want to change an activity, most pupils make exceptional progress in learning to manage their emotions and behaviour. They learn to become calm and more ready to engage in the interesting range of highly effective activities offered. Pupils who arrive at the school with behaviours that are difficult to manage, learn over time and with outstanding interventions and guidance from staff, to express themselves, cope with their feelings and control their behaviour very well.

Pupils benefit from the range of exercise, sports and individually tailored therapies that help them maintain a healthy body. They make excellent use of the hydrotherapy pool, yoga and dance sessions. Many pupils also enjoy other activities that help them to relax such as massage, riding and music therapy.

Pupils are enthusiastic about the outdoor activities they regularly access, where they problem solve and play with their friends in the Forest School.

Many pupils are highly motivated by engaging activities such as singing and performing in the regional special schools' concert and using the virtual reality room. They make new friends, learn more about their locality, and experience and practice the skills needed to take part in community activities safely and appropriately.

Members of the school council have played an important role in staff interviews and school improvements, such as the eco-garden. They work with the school council of the attached mainstream school to research and develop their ideas.

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

The school offers a wide range of learning experiences that meet the needs of all pupils very well.

The development of skills is central to the curriculum. Highly effective planning, based on the assessed needs of pupils, enables nearly all pupils to make strong progress in developing their literacy, numeracy and ICT skills.

As a Curriculum Pioneer School, there have been significant changes to the curriculum, especially in key stage 2, which now has a clear focus on developing skills through an innovative range of enrichment activities and therapies. These include creative arts, sensory experiences and a virtual reality room which provides pupils with carefully structured experiences to prepare them for real life.

These play an important part in supporting pupils' physical and emotional needs and enabling them to be in the right frame of mind to learn. The innovative approach to the curriculum is a strength of the school.

The school provides pupils with highly valuable opportunities to experience activities within the community. These include visits to the shops and local library and taking part in cheerleading competitions as well as weekly visits to an eco-centre where pupils build a clay oven and make their own pizzas.

Where appropriate, pupils have the opportunity to attend regular sessions at the attached mainstream primary school or their local primary schools. This helps them improve their social skills and gain in confidence and self-esteem.

The school promotes the use of Welsh well, through regular use of greetings, songs a school eisteddfod and an annual jamboree as well as a weekly 'Ditectif Cymraeg' award for pupils and staff who are observed speaking Welsh.

Woodland management helps pupils to learn about the environment. Awareness of other cultures develops through fundraising events for charities such as Comic Relief and Water Aid.

## **Teaching: Good**

Staff know and understand pupils extremely well. They use a wide range of effective teaching methods that enable pupils to make progress in line with their targets. They have high expectations of pupils' behaviour, which they manage skilfully with consistent positive reinforcement and modelling.

There are very good relationships between staff and pupils. They are highly effective as a team. Support staff have a clear understanding of their roles and actively promote learning. This ensures that most pupils complete tasks in line with their ability and needs. Generally, staff promote pupils' independence well, giving time for thinking and processing.

Teachers' planning is detailed and rigorous and places a clear focus on the needs of individual pupils. A well-planned sequence of varied activities ensures that pupils remain engaged in their learning. Effective use of question and answer sessions reinforces pupils' understanding. However, on a few occasions, opportunities to extend pupils' learning are missed.

Target setting and assessment are a strong feature of teaching. Teachers use a range of suitable assessment tools to set appropriate targets and assess pupils' progress. All staff contribute to ongoing assessment of targets. They provide pupils with helpful verbal and written feedback. The consistent use of a traffic lights system enables pupils to understand the progress they have made during the lesson.

End-of-year reports, annual reviews and secure reports on the school website keep parents and carers informed of their child's progress.

Senior leaders use assessment information effectively to track pupils' progress and use this to enhance provision.

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

The school's provision for care, support and guidance makes an outstanding contribution to pupils' learning outcomes and wellbeing. There are effective arrangements to develop pupils' social, moral and spiritual awareness through regular assemblies, class discussions and visits to a local church.

Staff focus relentlessly on understanding pupils' individual needs and providing an appropriate range of enrichment activities to motivate and engage them. The staff are highly skilled in a wide range of appropriate interventions. They use their expertise extremely effectively through targeted support to promote the wellbeing of all pupils. For example, pupils with more complex needs are provided with sessions where music, physical exercise and tactile experiences help stimulate their engagement.

The school's consistent approach to supporting pupils' emotional, behavioural and communication needs is highly effective and has an extremely positive impact on their wellbeing. The integrated approach is a particular strength of the school.

The school's creative work using technology reduces anxieties and stress for many pupils and prepares them well for the world outside of Pen Coch. For example, staff design virtual reality scenarios for pupils to experience transition to secondary school in a safe environment. This allows pupils to understand the expectations and routines and see the staff and classrooms of the new school.

There is high quality guidance and a very good range of learning experiences to support pupils to develop their independence and self-help skills. With skilled support consistently provided, the school ensures that many pupils make valuable progress in learning how to look after themselves.

The school has rigorous procedures in place for identifying, supporting and managing pupils' additional learning needs. Individual educational and behaviour plans identify mostly appropriate targets. Staff use these systematically to support pupils to achieve the next steps in learning.

Home school diaries, phone calls and newsletters provide parents with valuable and regular updates about their child's progress and other relevant issues.

The arrangements for encouraging pupils to develop healthy lifestyles are very effective. The school keeps parents informed about the healthy food and drinks it provides. Where necessary and through close work with the school nurse and health practitioners, the school provides advice and guidance to parents about diets suitable for their individual children's health needs.

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

### **Learning environment: Excellent**

The school has an extremely warm, caring and inclusive ethos where pupils and staff enjoy being together and value and respect each other. Pupils have the opportunity to participate in all aspects of school life, regardless of the complexity of their needs, abilities and backgrounds. This reflects the highly effective policies and procedures in place to deal with any form of discrimination.

The school council represents the diversity of the school population and plays an important part in representing the views of pupils. All pupils have opportunities to take part in valuable out of school learning experiences, for example visits to a local community club.

The school environment is vibrant and stimulating. Classrooms are colourful and bright with attractive displays to stimulate their learning. The outdoor learning environment is well-equipped to meet the needs of the pupils.

There is excellent accommodation for the specialised therapy and enrichment activities, including a hydrotherapy pool. These facilities support pupils to engage practically in their learning and develop their skills.

The school buildings and grounds are secure and extremely well maintained.

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

The headteacher has a clear strategic vision for the school that focuses well on developing pupils' skills and wellbeing through learning experiences that meet the needs of every child. Her outstanding direction for the work of the school has enabled the school to maintain high standards of provision despite significant changes to the senior leadership team in recent years. The school motto "Every child, every chance, every day" is embraced by all staff and embedded in the ethos of the school.

The school's effective distribution of leadership roles has helped to ensure that staff across the school reflect well about their practice and have a shared understanding of the school's work. The current senior and middle leadership teams provide an effective structure for the leadership and management of the school. They work well together to create an ethos, which ensures that pupils, parents and staff feel highly valued. Staff are clear about their roles and responsibilities and contribute effectively to school planning and improvement.

The school responds positively to local, regional and national initiatives. This is having a positive impact on many aspects of the school's work and is a strength of the school. For example, the school works productively with other special schools and mainstream schools across Wales to plan for the development of the new curriculum.

The school has suitable arrangements to monitor the performance of staff. These allow leaders to identify valuable whole school training and professional development opportunities for staff. The effective arrangements have enabled the school to meet the diverse and changing needs of its pupils. The school's calendar of regular whole school, departmental and leadership team meetings focuses well on ensuring that learning experiences meet the needs of pupils.

The governing body provides appropriate support for the school. The headteacher's reports to governors include relevant data about the curriculum, pupils' achievement and attendance. However, many members of the governing body are recently appointed. They do not have sufficient understanding of the work of the school to challenge the school effectively about its strengths and areas for improvement.

### **Improving quality: Excellent**

The school's processes of self-evaluation and improvement planning are well established and highly effective. As a result, leaders and staff know the school's strengths and areas for improvement very well.

The school's self-evaluation report provides a detailed and thorough overview of the school's work. The headteacher conducts termly monitoring and evaluation reviews of key aspects of the school's work. These provide highly detailed reports that draw on a wide range of first-hand evidence, including observations of teaching, the scrutiny of pupils' work, and the views of pupils, parents and other stakeholders.

This work is sector leading. Leaders make highly effective use of a wide range of data to evaluate the progress that pupils make over time and to set informed targets for improvement.

The outcomes of self-evaluation link closely to the school's improvement planning. All staff contribute to the development of the school's improvement plan. The plan takes good account of national and local priorities and it sets comprehensive and challenging priorities for development. The improvement plan includes appropriate timescales, and clearly identifies sources of funding and responsibilities for the delivery of actions. Leaders regularly review the school's progress against achieving the school's priorities in the plan.

The highly reflective and evaluative culture within the school enables it to plan for a wide range of interventions and adaptations to pupils' learning experiences that meet the needs of pupils very well. These enhance the development of teachers' skills and support the progress of individual pupils very successfully.

### **Partnership working: Excellent**

The school's highly effective local, national and international strategic partnerships have a significant impact on its work.

Strong partnerships with the attached mainstream primary school, the local secondary special school and other special schools in the region and beyond improve opportunities for pupils to extend their learning, for example by pupils taking their lunch and making friends in the mainstream school, joining other schools for part of their learning and making a seamless transition to secondary school.

The school has developed close partnerships with other schools, through its work on the literacy and numeracy framework and the Pioneer Schools Programme. The outcomes of these partnerships bring extremely valuable additional expertise to the school.

The school's partnership with a creative arts national organisation and the local specialist secondary school is making a very strong contribution to improving pupils' wellbeing, particularly around the time of their transition.

The school has effective links with the local children's services department and both share comprehensive information on pupils and their families. As a result, the school and other agencies are able to act promptly to provide appropriate support and guidance. Members of these services regularly provide training for school staff.

The school offers valuable after school therapy sessions for adults with learning disabilities as part of its vision for meeting the long-term needs of its pupils and other members of the community.

Close partnership with parents ensures that the school and families take a consistent approach to managing pupils' behaviour. A holiday club provides opportunities for all pupils to meet up with their friends and gives respite to parents during the school holidays.

## **Resource management: Good**

The school has a wide range of well-qualified and experienced staff who are deployed extremely effectively. Teachers and support staff work together exceptionally well and have a very good understanding of the needs of individual pupils. Learning resources in the school are of high quality and are used skilfully to promote the learning and wellbeing of all pupils.

Staff have access to a wide range of beneficial training and opportunities for professional development. Online programmes on the school's website provide very valuable training for all stakeholders on a wide range of issues to do with pupils' needs. Effective networks of professional practice, within the school and with other schools across Wales, have created a culture of professional learning that has allowed the school to respond successfully to meet the changing needs of its pupils over time.

The school manages its budget effectively. The headteacher and governing body monitor the budget closely and ensure that spending is linked carefully to the school's priorities for improvement. The headteacher makes very effective use of grant funding and additional revenue secured by fundraising to develop the school's provision and enhance the development of pupils' skills.

In view of the good outcomes achieved by pupils, the strong wellbeing, provision and leadership with careful management of resources, 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.	29	25 86%	2 7%	2 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	3%	3%	
The school deals well with any bullying.	28	23 82%	1 4%	4 14%	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.	28	24 86%	2 7%	2 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		92%	3%	5%	
The school teaches me how to keep healthy	28	25 89%	2 7%	1 4%	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.	29	24 83%	3 10%	2 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		90%	6%	3%	
I am doing well at school	28	26 93%	0 0%	2 7%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	4%	4%	
The teachers and other adults in the school help me to learn and make progress.	27	26 96%	1 4%	0 0%	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.	28	24 86%	1 4%	3 11%	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.	28	24 86%	3 11%	1 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		63%	20%	17%	
I have enough books, equipment, and computers to do my work.	28	23 82%	3 11%	2 7%	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.	28	24 86%	1 4%	3 11%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	15%	7%	
Nearly all children behave well at playtime and lunch time	28	25 89%	1 4%	2 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	12%	6%	

## 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.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	20%	2%	1%		
My child likes this school.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		80%	19%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	9 69%	4 31%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		81%	18%	1%	0%		
My child is making good progress at school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		69%	28%	3%	0%		
Pupils behave well in school.	13	6 46%	4 31%	1 8%	1 8%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	38%	4%	1%		
Teaching is good.	13	11 85%	2 15%	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.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		69%	30%	1%	0%		
The homework that is given builds well on what my child learns in school.	12	5 42%	5 42%	1 8%	0 0%	1	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.
		53%	36%	8%	2%		
Staff treat all children fairly and with respect.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		77%	21%	1%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	10 77%	3 23%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	28%	1%	0%		
My child is safe at school.	12	9 75%	2 17%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		77%	21%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		73%	24%	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 am kept well informed about my child's progress.	13	7 54%	6 46%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		69%	26%	4%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	10 77%	3 23%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		77%	19%	2%	2%		
I understand the school's procedure for dealing with complaints.	13	2 15%	7 54%	1 8%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		60%	36%	4%	1%		
The school helps my child to become more mature and take on responsibility.	13	2 15%	8 62%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		67%	31%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	2 17%	5 42%	1 8%	1 8%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		51%	36%	10%	3%		
There is a good range of activities including trips or visits.	13	7 54%	5 38%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		71%	26%	3%	0%		
The school is well run.	13	8 62%	5 38%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		77%	20%	2%	1%		

## Appendix 2

### The inspection team

Mrs Susan Roberts	Reporting Inspector
Mr Richard Mark Tither	Team Inspector
Dr Glenda Jones	Lay Inspector
Ms Teresa Anne Jones	Peer Inspector
Mrs Ange Anderson	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of ALN terms

**ADHD:** attention deficit hyperactivity disorder

**ALN:** additional learning needs

**ASD:** Autistic Spectrum Disorders, includes Asperger's Syndrome

**ATR:** additional teacher resource

**BESD, ESBD or SEBD:** Behaviour, Emotional and Social Difficulties

**CoP:** Code of Practice

**HI:** hearing impairment

**MSI:** multi-sensory impairment

**PMLD:** profound and multiple learning difficulties

**SpLD:** specific learning difficulties, including dyslexia

**VI:** visual impairment