



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

A report on

**Ysgol Plas Brondyffryn
Park Street
Denbigh
Denbighshire
LL16 3DR**

Date of inspection: July 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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Ysgol Plas Brondyffryn is a local authority special school maintained by Denbighshire County Council. The school provides day and residential placements for pupils aged 3 to 19 with autism. Pupils are drawn from the whole of Denbighshire as well as from neighbouring local authorities across the North Wales region.

The school is based on three sites in the town of Denbigh. There are 67 pupils of secondary school age at the main site in Park Street, 37 pupils at the primary setting in Rhyl Road and 19 secondary-aged pupils with more complex needs at Ty'r Ysgol in Nantglyn Road. The residential provision is situated alongside Ty'r Ysgol.

All pupils have statements of special educational needs. Nearly all pupils have English as their home language. Around 30% of pupils are eligible for free school meals.

There are currently the equivalent of 16 full-time teachers, including senior leaders, and 50 classroom support staff. The headteacher, who has been in post since 2010, is due to retire at the end of August 2016. At the time of the inspection, the governing body had appointed one of the assistant headteachers to the post of acting headteacher.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils engage well in lessons, work with enthusiasm and are keen to learn
- Pupils make good progress in their learning in relation to their needs and abilities
- There are highly effective arrangements to support pupils' health and wellbeing
- Learning experiences are well matched to the needs of pupils

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders, including governors, have a clear vision for the school that is shared effectively with all major stakeholders
- Governors provide highly effective support and challenge for the school
- The school has strong partnerships, which impact positively on the pupils' wellbeing and outcomes
- Senior leaders have high expectations and staff work well together as a team to support the learning and behavioural needs of the pupils

Recommendations

R1 Improve assessment for learning strategies to support pupils' learning across the school

R2 Improve the use of data to track pupil progress and set clear targets for improvement

R3 Improve lesson observations to include an evaluation of the progress that pupils make

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school and over time many pupils make strong progress in relation to their needs, abilities and prior attainment. They respond well to the nurturing ethos of the school, grow in confidence and gain the skills they need to increase their independence and improve their work. Many pupils make strong progress in achieving the learning targets identified in their individual education plans (IEPs).

It is not appropriate to compare the 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 notable difference between the performance of boys and girls, those pupils eligible for free school meals or those who are looked after by a local authority.

Nearly all pupils aged 14-19 gain a range of suitable qualifications in accredited courses matched well to their abilities. These include ASDAN, WJEC Entry Pathways, Agored Cymru and The Prince's Trust awards. More able pupils attain Entry Levels 1, 2, 3, and GCSEs in mathematics, English and science. Over the past three years, all pupils who left the school went on to further education, training or an adult service provision.

In lessons, many pupils recall prior learning well. Many pupils can sustain their interest in an activity for a long period of time in relation to their needs. Nearly all pupils develop communication skills appropriate to their ability. Pupils with more complex needs use signing and a picture exchange system to communicate choice and answer questions effectively. Many develop their understanding of picture schedules and use them well to learn the routines of the day. More able pupils across the school are confident to ask and answer questions and share their ideas effectively with their peers. A few pupils use an extensive range of vocabulary very well and within context.

A majority of pupils at Foundation Phase and key stage 2 make suitable progress with their early writing skills and learn to over-write letters with increasing control. As pupils progress through the school, the majority develop clear, neat handwriting and learn to write in full sentences. More able pupils at key stages 3 and 4 are able to write for different purposes and produce extended writing that is organised well into paragraphs. A few pupils have had their written work published in collections of short stories and poems.

Nearly all pupils across the school can recall the main events from a story they have listened to and many show an understanding of text by sequencing events in a story. A few pupils who are more able can describe the main characters and suggest alternative endings to books they have read.

Many pupils make suitable progress with their numeracy skills. For example, pupils at the Foundation Phase develop the ability to match and sort objects by colour or shape and develop their mathematical language well, such as using 'big' and 'small' when comparing the size of objects. More able pupils at key stage 2 develop strong number skills and can add, subtract, multiply and divide whole numbers. They collect and record data using simple graphs and charts.

More able pupils at key stages 3 and 4 develop mathematical reasoning skills well and select appropriate methods to solve mathematical problems. They collect a wide range of data and present information accurately in an appropriate format. A very few pupils can explain what the graphs represent.

Generally, pupils apply their numeracy skills well as they move through the school. For example, they shop in the local community and handle money independently to pay the cashier. This gives them a valuable opportunity to transfer skills they have learned in the classroom to everyday situations. Pupils aged 14-19 apply their skills effectively to run business enterprise activities. These types of activities help them to understand the world of work and prepare them well for when they leave school.

Most pupils across the school develop their information and communication technology (ICT) skills well in ICT lessons. More able pupils apply these skills effectively in a few other subject areas, such as using design software in technology lessons, recording data and producing graphs in mathematics and word processing and creating presentations in English lessons.

A majority of pupils develop their understanding of Welsh greetings well in relation to their needs and linguistic background. Over time, they build on a small range of phrases to increase their vocabulary. Pupils gain a good understanding of the culture and heritage of Wales.

Wellbeing: Good

Nearly all pupils relate very well to staff and feel safe in school. They enjoy coming to school and have a very good attitude to learning. In lessons, they settle quickly to tasks and concentrate well. They know the routines of the day and follow the instructions of staff carefully.

The attendance rate for 2014-2015 of around 93% is good. Overall, attendance at the school over the past three years has been above the average for maintained special schools in Wales.

Pupils behave exceptionally well throughout the school day. Nearly all pupils are polite and courteous, and they show respect to each other and to adults. They learn to co-operate well with others, improve their self-control and learn to manage their emotions well over time.

Most pupils improve their health, communication and emotional wellbeing through taking part in a wide range of highly effective therapeutic interventions. These help pupils to develop greater independence and self-esteem.

Nearly all pupils participate with enthusiasm in physical activities and have a good understanding of how to keep themselves healthy. For example, many secondary pupils enjoy the daily exercise activity, 'Dal i fynd'. Many pupils choose healthy options for snacks and breakfast club.

Nearly all pupils are fully involved in the life and work of the school. They take part enthusiastically in school councils at each site and work together well in an eco-committee. Older pupils develop their work-related skills well and participate within the community. For example, they sell products they have made at school in the local market.

Pupils are well prepared for life, further education and work when they leave the school.

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

The school provides a broad and balanced range of learning experiences tailored effectively to meet the needs of individual pupils across the age range. Pupils study a wide variety of appropriate courses and access a wide range of activities. Staff design effective individual programmes to improve pupils' communication skills. The curriculum prepares pupils well to access their community confidently.

The school plans carefully for the implementation of the literacy and numeracy framework. Lesson plans identify useful opportunities for the development of these skills across the curriculum. All pupils have suitably challenging targets in these areas.

The Foundation Phase curriculum caters very effectively for all pupils. The work is exciting and stimulating and meets the needs of pupils of all abilities very well. This provision is a strength of the school. In key stage 2, there is a strong emphasis on multi-sensory activities that provide effective support for all pupils.

A well-organised programme of school-based work experience and external work placements prepares pupils well for the world of work. These include opportunities in local retail outfits and a local coffee shop. Where appropriate, pupils study useful units to prepare them for future employment. For example, they learn how to apply for a job, prepare for interview and improve their digital competency.

There is effective provision for the promotion of the Welsh language at all levels. Resources are matched well to pupils' linguistic needs. For example, visual support materials are available in Welsh and English across the school and transfer to the home. The Cwricwlwm Cymreig is an important feature of school life. Pupils have regular opportunities to celebrate Welsh culture and heritage. For example, pupils visit a local museum as part of a World War Two topic and experience the international Eisteddfod.

Pupils have good opportunities to learn about sustainability and this is effective in helping pupils to understand their role as global citizens. Strong international links

and regular cross-cultural celebrations enhance pupils' understanding of other cultures. These links also enable staff to share good practice with teachers from other countries.

Teaching: Good

All staff work together very effectively to meet the individual needs of pupils. Very positive relationships between staff and pupils create an environment for learning where pupils feel safe and ready to learn. Staff have a sound knowledge of autism, create clear routines for pupils and manage pupil behaviour well.

Teachers know their pupils well and provide stimulating and enjoyable learning experiences that meet the individual needs of learners well. They use effective communication strategies to engage, motivate and reward pupils. For example, they sign, use a picture exchange system and provide well-planned sensory experiences.

Teachers have a sound knowledge of their subject areas. They plan well-structured lessons including suitable opportunities for pupils to work in groups and on their own. Most teachers plan activities that include relevant literacy and numeracy targets. This enables the successful transfer of these skills across the curriculum. However, where planning is less effective, there is an over-reliance on commercial worksheets and a lack of continuity and progression in pupils' learning.

The pace of lessons is generally successful in maintaining pupils' interest. Most staff use questioning effectively to develop and check pupils' understanding.

Most teachers mark work regularly and all teachers provide pupils with encouraging oral feedback. However, staff comments on work are often descriptive and do not always indicate what pupils need to do to improve.

The school keeps detailed individual records for each pupil and provides informative reports that are fully accessible to pupils and parents. Parents and carers are kept fully informed of their child's progress.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to eat healthily and support them well when taking part in a wide range of physical education and sports activities. This has a beneficial effect on pupils' wellbeing.

There are effective arrangements to promote pupils' moral and spiritual development through the curriculum and thought-provoking assemblies on moral issues. These have a significant effect on pupils' confidence and self-esteem. The school successfully promotes pupils' social and cultural development through a wide range of activities such as residential visits and learning about the life of artists such as Vincent van Gogh.

The school has a comprehensive personal and social education (PSE) programme that provides age and needs appropriate information for pupils across the school. The programme is supported well by external services that provide beneficial advice on areas such as e-safety and sex and relationships education.

Pupils have access to a wide range of information and guidance that help them improve their learning and wellbeing. For example, there are well-planned opportunities for pupils to visit colleges and to make informed choices about their futures.

There are effective systems for identifying pupils' additional learning needs. These include a comprehensive assessment of pupils' needs. Staff use assessment information effectively to produce targets for individual education and communication plans that contain clear, realistic and achievable targets. Specialist support staff provide detailed and valuable reports that help staff understand pupils' needs and strategies for intervention.

There are clear policies and effective strategies for managing pupils' behaviour. As a result, pupils across the school behave well and gain a better understanding of their own emotions and responses.

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

Learning environment: Good

There is a highly supportive and positive ethos throughout the school with a strong focus on removing barriers to learning. As a result, pupils participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds.

The school makes good use of acts of collective worship to celebrate individual pupil achievements and teach pupils about a wide range of cultures and traditions.

Classrooms are clean, tidy and well-resourced to meet the learning needs of each pupil. For example, the school has recently invested in new ICT equipment, including tablet computers for pupils in each classroom.

Generally, the school manages teaching spaces well at each site to provide appropriate specialist rooms for the delivery of a broad curriculum. The buildings are well maintained and secure.

The school makes appropriate use of the grounds at each site to enrich pupils' learning experiences. For example, there are suitable play areas and an allotment area at Ty'r Ysgol where pupils from all sites grow vegetables.

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

The headteacher has a clear vision for the school that she communicates effectively to staff and governors. The headteacher and senior leaders set high expectations for all and are working well together to ensure that there is a consistent approach across the three sites. As a result, the school mission statement, 'The best you can be: y gore y gelli fod', is well understood and shared by all staff and pupils at the school.

The school has a clear calendar of meetings that includes regular departmental, whole staff and senior leadership meetings. These have an agreed agenda and focus suitably on sharing information, monitoring pupils' wellbeing and addressing training needs. However, meetings do not focus sharply enough on matters arising from quality assurance processes, for example feedback from lesson observations and book monitoring.

The school has effective performance management systems in place for all staff. Most have suitable targets that link to the school priorities. The school is tackling staff under-performance appropriately by providing effective support and additional training. As a result, staff feel well supported by senior leaders.

All staff understand and fulfil their roles and responsibilities well. Senior leaders' responsibilities are balanced and include whole school and departmental management duties. They have a detailed knowledge of individual pupils and understand their needs well. They communicate effectively with parents and other professionals. However, the role of the senior leaders in analysing whole school and departmental data and identifying whole-school priorities for improvement is under developed.

The school responds well to national priorities and ensures that there is an appropriate emphasis on developing pupils' literacy and numeracy skills across the curriculum.

The governing body fulfils its statutory duty skilfully and has a good understanding of the work of the school. The highly effective sub-committee structure ensures that there is regular communication between the governing body and staff, purposeful scrutiny of documents and beneficial support for the senior leadership team. The governing body regularly provides very effective challenge to the school, particularly in policy development.

Improving quality: Adequate

The school has appropriate procedures in place to evaluate its work and plan for improvements. All key stakeholders have an opportunity to contribute to the self-evaluation report. The self-evaluation report identifies most of the school's strengths and suitable relevant areas for improvement. The school draws on an appropriate range of first-hand evidence. This includes information from lesson observations, learning walks and book monitoring. However, the school does not evaluate a few key areas of its work in enough detail. For example, lesson observations do not focus on the progress that pupils make in lessons. As a result, the self-evaluation report is too generous in a few areas and, in a minority of areas, is too descriptive.

The school development plan is a detailed document that includes a three-year strategic plan and an annual priority plan. Senior leaders work well with the governing body to identify the school's areas for improvement during the annual visioning day. The annual priority plan generally links appropriately with the self-evaluation report. Suitable allocated resources, responsibilities and achievable timescales support agreed actions. The governing body monitors its progress

regularly. However, targets in the three-year strategic plan are too generic and do not link sufficiently with self-evaluation outcomes, and many are operational duties. As a result, a few staff are unclear what the main improvement priorities are for the school during the next academic year.

The school has made suitable progress in addressing the recommendations of the last inspection.

Partnership working: Excellent

The school has developed a wide range of highly effective strategic partnerships that have a positive impact on pupils' standards and wellbeing. For example, the school has developed outstanding partnerships with external agencies such as social services, paediatricians and community nurses, who give valuable support and advice to staff about individual pupils' needs. As a result, there is a very good shared understanding of the needs of pupils and a mutual trust and respect between agencies and the school.

Parent partnership is a strong feature of the school. Staff communicate effectively with parents and carers through high quality home school-diaries and detailed reports. The school provides training for parents and carers including parents from other schools. This training impacts positively on ensuring a consistent approach to managing pupils' communication and behaviour. Parents value the training highly. The school provides a highly effective outreach service for pupils with autism across the region. This valuable service is developing the capacity of mainstream schools to meet the needs of pupils with autism. The outreach service has enabled staff at Ysgol Plas Brondyffryn to become more knowledgeable about recent relevant developments.

There is a strong partnership with three local colleges and the 14-19 learning network. This has increased pupils' opportunities for work experience and widened their curriculum activities, helping them to move on to further education and training. The school has strong partnerships with local mainstream and regional special schools. For example, they meet to moderate pupils' work and share good practice.

Resource management: Good

The school manages resources well to ensure good learning outcomes for the pupils, and has a good range of skilled and experienced staff. Teachers and teaching assistants work exceptionally well together and are very well deployed across the school.

Teachers and teaching assistants have regular opportunities to increase their expertise through attending relevant training that addresses curriculum and wellbeing needs appropriately. Teachers receive appropriate planning, preparation and assessment time. Teaching assistants are deployed effectively and make an important contribution to the pupils' learning experiences and to the quality of the care and guidance that they receive.

The school makes appropriate use of grant funding to improve the quality of pupils' learning. For example, a wide range of therapies supports pupils to develop their confidence, self-awareness and attitudes to learning.

Resources are of good quality and are well matched to the needs and ability of the pupils.

The school has successfully managed a deficit budget position. There is currently a surplus budget. Senior leaders monitor spending carefully, with active engagement from the governing body.

Overall, the standards that pupils achieve and the provision made are good. Ysgol Plas Brondyffryn 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.	75	70 93%	3 4%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		94%	3%	3%	
The school deals well with any bullying.	70	48 69%	11 16%	11 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		83%	10%	8%	
I know who to talk to if I am worried or upset.	68	64 94%	1 1%	3 4%	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	70	55 79%	3 4%	12 17%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		92%	4%	4%	
There are lots of chances at school for me to get regular exercise.	69	56 81%	10 14%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		91%	6%	3%	
I am doing well at school	70	63 90%	1 1%	6 9%	Rwy'n gwneud yn dda yn yr ysgol.
		92%	5%	3%	
The teachers and other adults in the school help me to learn and make progress.	69	64 93%	1 1%	4 6%	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.	66	58 88%	3 5%	5 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.	67	22 33%	19 28%	26 39%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		65%	21%	14%	
I have enough books, equipment, and computers to do my work.	69	60 87%	4 6%	5 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.	69	43 62%	8 12%	18 26%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	16%	7%	
Nearly all children behave well at playtime and lunch time	68	50 74%	7 10%	11 16%	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.	43	33 77%	10 23%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	1%	1%		
My child likes this school.	43	38 88%	5 12%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		79%	20%	1%	0%		
My child was helped to settle in well when he or she started at the school.	43	37 86%	5 12%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	19%	1%	0%		
My child is making good progress at school.	40	30 75%	10 25%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	29%	2%	0%		
Pupils behave well in school.	38	21 55%	17 45%	0 0%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		58%	37%	4%	0%		
Teaching is good.	43	33 77%	10 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		76%	23%	1%	1%		
Staff expect my child to work hard and do his or her best.	41	33 80%	8 20%	0 0%	0 0%	2	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.	23	12 52%	7 30%	2 9%	2 9%	15	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.	41	33 80%	8 20%	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.	41	30 73%	11 27%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		70%	29%	1%	0%		
My child is safe at school.	43	35 81%	8 19%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		76%	22%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	37 90%	4 10%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	25%	3%	1%		
I am kept well informed about my child's progress.	43	34 79%	6 14%	2 5%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		67%	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.	43	35 81%	8 19%	0 0%	0 0%	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.	41	22 54%	18 44%	1 2%	0 0%	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.	41	29 71%	12 29%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	30	18 60%	8 27%	4 13%	0 0%	12	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.	42	32 76%	8 19%	2 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	42	35 83%	7 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 2

The inspection team

Anthony Mulcahy	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
William Glyn Griffiths	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Justine Elaine Barlow	Lay Inspector
Wayne Murphy	Peer Inspector
Isabel Barros- Curtis	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