



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Canolfan yr Afon
Pontygof
Ebbw Vale
Blaenau Gwent
NP23 5AZ**

Date of inspection: February 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Canolfan yr Afon is a pupil referral unit (PRU) maintained by Blaenau Gwent local authority. It provides education for up to 38 pupils at key stage 3 and 4, who have social, emotional and behavioural difficulties. In addition, places are available at all key stages for pupils who require individual or group tuition. Staff from Canolfan yr Afon support these placements.

At the time of the inspection, 31 pupils were attending the centre. A further 14 pupils were accessing community or home tuition. Many of these pupils are also registered at local mainstream schools.

All pupils have special educational needs (SEN) and nine pupils have statements of SEN. Presently, there are six girls at the PRU. Very few pupils are from minority ethnic backgrounds. Most pupils come from homes where English is the predominant language. Approximately half of all pupils are entitled to free school meals. Very few of the pupils are looked after by the local authority.

The key stage 4 provision offers GCSE, Entry level and vocational qualifications. Where appropriate, the PRU makes provision for older pupils to attend college placements.

The PRU was last inspected in September 2009. The local authority has recently reorganised its PRU provision, by bringing together a number of satellite provisions. The staffing structure for Canolfan yr Afon is very new and was only finalised in January 2014. The teacher-in-charge took up post in September 2013.

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

Summary

The PRU's current performance	Unsatisfactory
The PRU's prospects for improvement	Unsatisfactory

Current performance

Good features of the PRU's work include:

- a reduction in the level of exclusions;
- the caring relationships that teaching assistants establish with pupils;
- the recent increase in vocational curriculum opportunities for older pupils; and
- the appropriate progress that the PRU is making in implementing the national literacy and numeracy framework.

However, current performance is unsatisfactory because:

- pupils do not make sufficient progress in their literacy and numeracy skills;
- the PRU does not deliver a broad and balanced curriculum;
- planning is not co-ordinated and does not sufficiently encompass skills;
- the PRU is inconsistent in identifying the learning needs of pupils;
- the PRU does not track pupils' progress;
- attendance is unacceptably low;
- the behaviour of a minority of pupils is unacceptable;
- teaching does not fully engage learners; and
- there is no school council.

Prospects for improvement

The prospects for improvement at the PRU are unsatisfactory because:

- the vision for the PRU is not fully understood by staff;
- staff have not fully embraced recent changes;
- the process of self-evaluation is in its infancy;
- there has been very little progress in implementing the recommendations of the 2009 inspection;
- the management committee has been variable in its membership and, as a result, it has not provided sufficient support and challenge; and
- the local authority has been inconsistent in the support provided.

Recommendations

- R1 Address the shortcomings identified in the inspection regarding safeguarding
- R2 Establish an effective tracking system and ensure that all pupils improve their literacy and numeracy skills
- R3 Improve the attendance of all pupils
- R4 Improve the quality of teaching and assessment
- R5 Improve the quality of planning and ensure that the curriculum is broad and balanced
- R6 Improve pupil behaviour and ensure that all staff manage behaviour consistently
- R7 Ensure that all statutory and relevant non-statutory policies are in place
- R8 Improve the process and quality of self-evaluation
- R9 Ensure that the PRU, the management committee and the local authority work together effectively to raise standards

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Pupils who attend Canolfan yr Afon have a range of social, emotional and behavioural difficulties. Most have a history of poor attendance and exclusion in their mainstream schools.

In 2013, 28% of Year 11 pupils who attend the PRU achieved one or more GCSEs in either English or mathematics. Pupils who receive home tuition make appropriate progress. The majority achieved a GCSE. The highest grade achieved by all pupils was an F in English and an E in mathematics. In previous years, where appropriate, pupils have been entered for a limited range of external accreditation.

The PRU does not have a good enough understanding of the progress that pupils make. It does not identify pupils' prior attainment, and information received from mainstream schools is inconsistent. There is no consistent approach to establishing baseline data on pupils.

The PRU has very little evidence of work undertaken by nearly all pupils prior to September 2013. In addition, it has not tracked the progress that pupils may have been making. This is a significant shortcoming considering that 26% of pupils have attended the PRU for two years or more. As a result, leaders at the PRU and the local authority are unable to show what progress pupils have made during their time at the PRU.

The standards that pupils achieve in lessons are too variable. In the few lessons where standards that are good, many pupils settle quickly and remain on task. They show interest, and ask and respond to questions appropriately. A few are able to demonstrate a good understanding of the topic area and are able to recall prior learning. For example, in English many pupils have neat handwriting and organise their work well. Many pupils practise their reading skills and are confident in reading aloud. A few pupils complete extended pieces of writing. They structure sentences well and use punctuation correctly. They make good use of planning grids to support their writing.

At key stage 4, pupils develop their thinking and planning skills in devising project briefs. There is good evidence of progression in design and technology and art.

Where standards are adequate or less, pupils become disengaged quickly. A minority provide limited responses in their oral and written work. Pupils are unaware of the purpose of the lesson and have poor recall of previous learning. A minority are willing to share their ideas with peers. A few plan their work. Very few reflect on their learning.

Pupils do not develop sufficient skills in information and communication technology (ICT). They do not have enough opportunities to practise these skills in lessons.

All pupils are timetabled to study Welsh. However, pupils do not make progress in Welsh.

Very few pupils are reintegrated into mainstream school.

There has been an increase in the number of Year 11 pupils progressing into further education, training or employment. However, in 2013, a third of pupils did not progress into any form of education, training or employment.

Wellbeing: Unsatisfactory

Many pupils feel safe at the PRU. Incidents of bullying are few and pupils know whom to go to if they have a concern. However, a minority of pupils do not feel that the PRU teaches them how to be healthy.

For the past three years, overall attendance levels have improved. However, the rate of attendance at 65% is unsatisfactory. The PRU does not routinely collect attendance data prior to placement. As a result, leaders are not generally able to measure improvement of individual pupils.

Most pupils leave the school site regularly during lunch time and this has a negative impact on their punctuality in attending afternoon lessons. In addition, a few pupils do not return to the PRU after lunch.

The behaviour of a minority of pupils is disruptive. Pupils subject teachers to verbal abuse and swearing is common place. Pupils break pens and pencils and throw objects across the classroom. In a few lessons, teaching is disrupted by pupils from other classes, entering the lesson without permission or a legitimate reason to do so. Many pupils do their best to ignore these interruptions. In a few cases, poor behaviour goes unchallenged by staff.

Since 2011-2012, the PRU has significantly reduced the level of exclusion. There have been no permanent exclusions for the last two years.

Pupils have recently been engaged in discussions around the new behaviour points system. However, there is no school council and the school does not formally seek the views of pupils on the life of the PRU. As a result, pupils do not have a good enough understanding of decision-making and their role in this.

In many cases, older pupils develop and acquire the skills required to move on successfully to their next stage of learning.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

The PRU provides the recommended 25 hours of full-time education. However, the curriculum is not sufficiently broad and balanced to meet the needs of all pupils. For example, in key stage 3 there is no provision for music and not all aspects of the personal, social and education are delivered. Physical education and religious

education have only recently been added to the timetable and are not regularly taught. Pupils in key stage 4 are able to follow a range of appropriate qualifications, including entry level and GCSE. Further accreditation in essential skills is available at key stage 3. However, this is in the early stages of development.

Schemes of work are in place for a few subjects. However, these do not identify how skills will be developed.

Around half of pupils in Year 11 have had access to work experience.

There is a broad and appropriate range of work-related education programmes. However, other than the Auto-Motive project, the programmes do not enable pupils to achieve appropriate qualifications.

The PRU does not focus well enough on the development of skills. There is no common approach or policy to develop good practice in this area. There are insufficient opportunities for pupils to develop their numeracy, communication, ICT and thinking skills across the curriculum. However, the school has responded well to the national literacy and numeracy framework. A whole school audit has been carried out and an action plan is in place. It is too early to judge the impact on pupils' standards.

There are limited planned opportunities for pupil recreation or social interaction outside of lessons. This contributes to a tension between pupils and a volatile atmosphere at break times.

There are no specific interventions that target the development of pupils' literacy and numeracy skills. All pupils have been assessed in their social use of language. Pupils were making progress. However, this valuable intervention has been withdrawn.

Pupils have opportunities to take part in valuable activities, including the Duke of Edinburgh Award Scheme. Additional opportunities such as free running, rock climbing, and canoeing are available to pupils as part of the behaviour reward scheme.

Provision for Welsh is under-developed and there is little evidence of Welsh culture celebrated in the PRU or planned across the curriculum. However, there have been two recent events where pupils played Welsh games and had the opportunity to sing in Welsh. Three teaching assistants have very recently received Welsh language training.

"Eco" lessons have recently been added to the key stage 3 timetable. However, there is no co-ordination or planning for education for sustainable development and global citizenship (ESDGC) across the curriculum.

Teaching: Unsatisfactory

In most lessons observed, teaching is judged as unsatisfactory or adequate. In these lessons, teachers do not have high enough expectations of pupils to achieve their

best. The frequent use of worksheets and the lack of a variety of activities in lessons prevent pupils from developing their literacy and numeracy skills across curriculum areas. Lesson planning is poor and learning materials do not always match pupils' abilities.

In the few good lessons, expectations are high. Work is engaging and appropriate to pupils' needs and abilities. Lessons have appropriate pace and teachers and support staff work together well to support pupils to learn effectively.

Across the PRU, teachers' subject knowledge is variable and, in a few cases, teachers are unable to explain ideas and solve problems appropriately. In these lessons, teachers do not always check pupils' understanding before moving onto the next stage of the lesson.

In many cases, marking is not complete and comments do not clearly indicate to pupils what they need to do in order to improve their work. In nearly all lessons, teachers do not provide pupils with enough opportunities to assess their own work or comment on the work of others.

The PRU has started to track pupil progress. However, this data is not shared effectively and teachers do not use assessments to plan their lessons effectively over the short and longer term.

Care, support and guidance: Unsatisfactory

The PRU does not provide sufficient opportunities for pupils to develop their knowledge of spiritual, moral, social and cultural issues. In addition, it does not fully meet the statutory requirement for a daily act of collective worship.

There is an appropriate behaviour policy and a points system linked to rewards. However, staff apply the system inconsistently. For example, pupils are accepted into classes that they are not due to be in and, on occasion, staff interventions do not help in calming situations. In many cases, pupils are rewarded despite poor behaviour.

The PRU does not have an appropriate anti-bullying policy. However, incidents of bullying are rare and are challenged appropriately. Teaching assistants are effective in encouraging pupils to share their worries and concerns.

A few lessons and subjects promote healthy living and wellbeing. However, personal and social education is underdeveloped. The PRU does not have a plan for promoting healthy and drinking and there is limited provision. Pupils have the option to eat school meals; however, this is limited to baguettes. On occasion pupils are taken by staff into town for unhealthy options. The PRU does not make appropriate arrangements to promote healthy eating and drinking.

All pupils have individual education plans with appropriate targets for literacy, numeracy and behaviour. However, plans are not discussed often enough with pupils, parents or staff. Pupils are unaware of their progress and are not motivated to progress appropriately.

The PRU does not fully meet the additional learning needs of all pupils and does not use test information well enough in planning interventions.

Pupils benefit from the input of an appropriate range of external agencies such as educational psychology, counselling and careers advice.

Pupils do not register in assigned classes and no formal registers are taken during the allocated time. Pupils congregate in the catering room for breakfast. However, this is not a focused activity and lacks structure and planning. As a result, pupils wander in and out of the building. Most pupils are generally well behaved. However, a few use the opportunity to prepare their cigarettes. Pupils are encouraged by staff to smoke before the start of morning lessons and the school provides a smoke shelter for pupils to use.

The PRU's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern. During the inspection a number of safeguarding issues were raised with the school. For example, the PRU allows pupils to leave the site at lunchtime. This is inappropriate as many pupils are deemed vulnerable or at risk. Staff do not have a good enough knowledge of where the pupils are or what they are doing.

Learning environment: Unsatisfactory

The PRU is inconsistent in how it promotes equality and diversity, and does not have appropriate policies or procedures in place. Staff have not received appropriate equality training. Few opportunities exist to respect and celebrate diversity.

The PRU and has good-sized classrooms and a variety of rooms for individual and small group teaching. In addition, it has a well presented library area. It is well maintained and cared for and is sufficient for the number of pupils on roll.

There are very few displays of pupils' work around the school.

The learning environment does not currently offer a sufficient range of resources to support teaching and learning, for example in science and ICT. However, the PRU makes good use of off-site teaching facilities, particularly for older pupils following vocational related courses. Outdoor areas are under-used and underdeveloped.

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

The PRU has experienced significant change over the last two years. The authority has carried out a complete restructure of all staffing, and appointed a new teacher-in-charge who started work in September 2013.

There have been a few recent improvements to the work of the PRU, such as those to develop schemes of work, and the improvements made in attendance.

Roles and responsibilities within the PRU are now clearly defined, and all staff have appropriate job descriptions. Despite this, not all teaching staff have fully embraced the changes and many have not yet settled confidently into the new arrangements.

The local authority and the teacher-in-charge have a vision for the PRU to be a centre of excellence for key stage 3 and 4 pupils. However, this vision is not fully formed and has not been communicated well enough to all staff. As a result, a minority of staff do not share the common purpose and spirit of co-operation necessary to drive through improvements at the centre.

The PRU is currently working on an intervention plan drawn up by the education advisory service. This focuses appropriately on pupil progress and improving the quality of teaching and learning.

Work to collect and analyse data across all areas of the PRU is at an early stage. Consequently, the PRU and local authority cannot be certain of the progress and attainment of all pupils.

The PRU has recently introduced a performance management framework and all teaching staff have been set appropriate annual targets that relate to improving pupil outcomes.

The exception to this is the teacher-in-charge, whose own review with the chair of the management committee is pending. The performance management system is too new to measure any impact it might have on improving teaching and learning.

Membership of the management committee has been inconsistent and currently provides poor support and challenge to the PRU. Although committee members have the appropriate breadth and depth of experience, they do not show a good enough commitment to improving the performance of the centre. Reports to the management committee provide little analysis of the performance of the PRU.

Improving quality: Unsatisfactory

There has been very poor progress against the recommendations made in Estyn's previous inspection report and none have been fully achieved.

Processes for self-evaluation and review are weak and include very little involvement from staff, pupils, parents and partners. Teachers do not assess routinely their own or their pupils' performance. The teacher-in-charge has recognised this and produced a useful self-evaluation report for the inspection. This is largely evaluative. However, it is not supported well enough by first hand evidence and lacks robust data analysis.

The shortcomings in self-evaluation mean that the PRU does not have an accurate and detailed enough assessment of its strengths and weakness.

Self-evaluation does not drive the improvement journey at the PRU. Instead, the PRU is currently working to an intervention plan. However, the targets and actions

within the plan are often too broad and lack milestones. As a result, the PRU cannot always say how well it is progressing with the various improvement actions.

There is currently no system of formal lesson observations. This makes it difficult for managers to identify clearly how teaching can be improved.

Partnership working: Adequate

The PRU works closely with a wide range of agencies and partners in order to meet the needs of pupils.

All parents appreciate contact with the PRU. However, most of the contact is not strategically planned but is general information-sharing. As a result, parents are not as aware of their child's progress as they should be.

The PRU has developed effective links with all secondary schools in the authority. The admission of pupils to the PRU is managed through a panel that consists of the teacher-in-charge, senior staff from mainstream schools and local authority officers. This panel is beginning to ensure that appropriate planning and documentation is in place for all new pupils.

There is evidence that partnerships, such as a local drug counselling service and the Communities First engagement project, are beginning to benefit pupils at the PRU. The school has worked with the regional education consortium to manage off-site visits effectively.

The PRU does not use partnerships effectively to drive its own improvement. For example, it does not involve stakeholders in the self-evaluation process. It does not work closely enough with mainstream schools to share training opportunities and facilities, or to moderate pupils' work.

Resource management: Unsatisfactory

There are enough qualified teachers and support staff to teach pupils. Teaching assistants in particular are a valuable and flexible resource. They work well together as a team. The teacher-in-charge deploys them well and matches them carefully to the needs of the individual pupils. However, teachers do not plan for their use in supporting learners in lessons.

There are satisfactory arrangements for teachers' continuing professional development. Teachers are not involved in direct lesson observations but a few visit other PRUs to learn from good practice. All teachers attend training on short-term planning. Two teachers have become exam board assessors and bring this useful experience back into the PRU to improve standards. There is limited involvement in networks of professional practice but one teacher is part of a mathematics group for the consortium's PRUs.

There has been no effective analysis of staff training needs and there is not enough focus on improving staff expertise in the emotional and behavioural aspects of the pupils attending the centre.

The teacher-in-charge has good plans to improve the PRU's resources. There have been improvements to the accommodation and increased learning resources with the purchase of new ICT and design and technology equipment.

The teacher-in-charge receives only satisfactory support from the local authority to manage complex financial and staffing issues, such as a current budget deficit and long-term staff sickness absence.

Standards at the PRU have been judged to be unsatisfactory and, as a result, the PRU currently offers unsatisfactory value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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	
I feel safe in my school	22	10 45%	9 41%	1 5%	2 9%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		45%	41%	5%	9%	
The school deals well with any bullying	22	7 32%	11 50%	3 14%	1 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		32%	50%	14%	5%	
I have someone to talk to if I am worried	22	7 32%	10 45%	5 23%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydwi'n poeni.
		32%	45%	23%	0%	
The school teaches me how to keep healthy	22	6 27%	8 36%	2 9%	6 27%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		27%	36%	9%	27%	
There are plenty of opportunities at school for me to get regular exercise	22	8 36%	8 36%	6 27%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		36%	36%	27%	0%	
I am doing well at school	22	5 23%	10 45%	4 18%	3 14%	Rwy'n gwneud yn dda yn yr ysgol.
		23%	45%	18%	14%	
The teachers help me to learn and make progress and they help me when I have problems	22	10 45%	11 50%	1 5%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		45%	50%	5%	0%	
My homework helps me to understand and improve my work in school	22	3 14%	4 18%	13 59%	2 9%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		14%	18%	59%	9%	
I have enough books and equipment, including computers, to do my work	22	3 14%	14 64%	3 14%	2 9%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		14%	64%	14%	9%	
Pupils behave well and I can get my work done	22	1 5%	6 27%	11 50%	4 18%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		5%	27%	50%	18%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		22	4 18%	13 59%	4 18%	1 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			18%	59%	18%	5%	
The school listens to our views and makes changes we suggest		22	4 18%	10 45%	6 27%	2 9%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			18%	45%	27%	9%	
I am encouraged to do things for myself and to take on responsibility		22	5 23%	15 68%	1 5%	1 5%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			23%	68%	5%	5%	
The school helps me to be ready for my next school, college or to start my working life		22	6 27%	11 50%	4 18%	1 5%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			27%	50%	18%	5%	
The staff respect me and my background		22	6 27%	15 68%	0 0%	1 5%	Mae'r staff yn fy mharchu i a'm cefndir.
			27%	68%	0%	5%	
The school helps me to understand and respect people from other backgrounds		22	4 18%	16 73%	1 5%	1 5%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			18%	73%	5%	5%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		18	5 28%	10 56%	2 11%	1 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	56%	11%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		4	0 0%	3 75%	0 0%	1 25%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			0%	75%	0%	25%	

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.	18	13 72%	4 22%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		68%	26%	5%	0%		
My child likes this school.	18	10 56%	7 39%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		53%	42%	5%	0%		
My child was helped to settle in well when he or she started at the school.	18	15 83%	3 17%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		84%	16%	0%	0%		
My child is making good progress at school.	18	11 61%	7 39%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		58%	42%	0%	0%		
Pupils behave well in school.	15	6 40%	4 27%	4 27%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		38%	25%	31%	0%		
Teaching is good.	18	14 78%	4 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		74%	26%	0%	0%		
Staff expect my child to work hard and do his or her best.	18	14 78%	4 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		74%	26%	0%	0%		
The homework that is given builds well on what my child learns in school.	16	9 56%	3 19%	3 19%	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%	18%	24%	0%		
Staff treat all children fairly and with respect.	17	12 71%	4 24%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		67%	28%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	9 64%	4 29%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	33%	0%	0%		
My child is safe at school.	17	12 71%	4 24%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	22%	6%	0%		

		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	
My child receives appropriate additional support in relation to any particular individual needs'.	18	13 72%	4 22%	1 6%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		68%	26%	5%	0%			
I am kept well informed about my child's progress.	18	12 67%	6 33%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
		63%	37%	0%	0%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	13 72%	4 22%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		68%	26%	5%	0%			
I understand the school's procedure for dealing with complaints.	18	14 78%	4 22%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		74%	26%	0%	0%			
The school helps my child to become more mature and take on responsibility.	16	12 75%	4 25%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		71%	29%	0%	0%			
My child is well prepared for moving on to the next school or college or work.	18	8 44%	8 44%	1 6%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		42%	47%	5%	0%			
There is a good range of activities including trips or visits.	17	11 65%	6 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		61%	39%	0%	0%			
The school is well run.	17	11 65%	5 29%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.	
		61%	33%	6%	0%			

Appendix 2

The inspection team

Huw Davies	Reporting Inspector
Rachael Bubalo	Team Inspector
Alec Clark	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Sean Jenks	Peer Inspector
Ian Roberts	Provider Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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