



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

**Trinity Fields School & Resource Centre
Caerphilly Road
Ystrad Mynach
Hengoed
CF82 7XW**

Date of inspection: November 2012

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

Trinity Fields is the only special school serving the County Borough of Caerphilly. Within the local authority, there are a significant proportion of economically disadvantaged areas. The school caters for a wide range of special educational needs. The school has capacity for 130 pupils and at the time of inspection there were 124 pupils between the ages of 3 to 19 years in 16 classes. Nearly all pupils of compulsory school age have statements of special educational needs.

Since the last inspection in October 2006, there has been a steady increase in the range and severity of pupils' learning difficulties. Just over 40% of pupils have severe learning difficulties. Almost 20% have profound and multiple learning difficulties and just over 20% of pupils have autistic spectrum disorder (ASD). The remaining pupils have a range of other difficulties including social, emotional and behavioural and moderate learning difficulties, medical needs and multi-sensory impairments.

Pupils are from predominantly English-speaking backgrounds, with 1.5% being from Welsh-speaking families. Three pupils are 'looked after', with a further 28 pupils receiving respite provision, and 41% of pupils receive free school meals. Admissions are arranged via a local authority panel.

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

There are presently the equivalent of 21.2 full-time teachers. This includes the principal, a head of school, a deputy head and an assistant head. There are 76 support staff. There are five teaching assistants, who work as specialists in communication, sensory work and travel training.

Each class is staffed by a teacher and a minimum of three teaching assistants according to the level of support pupils require. In addition to these ratios, nearly all classes have a midday supervisory assistant.

The school aims to work closely with families and to be inclusive.

The Resource Centre based at Trinity Fields works in partnership with the local authority. Trinity Fields outreach service supports mainstream pupils with additional learning needs (ALN) and links for its pupils within mainstream settings, as well as providing training for mainstream staff. Other functions of the Resource Centre include: health-based clinics, youth and leisure activities, respite and home support services, and peer mentoring.

Summary

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

Current performance

Trinity Fields is a good school because:

- more able pupils and those with the most complex needs achieve good standards across the school;
- provision for pupils' health and wellbeing is good;
- learning experiences are well planned to meet pupils' needs and abilities;
- assessment is thorough and informs planning;
- staff manage behaviour skilfully and develop good communication skills; and
- pupils receive the care support and guidance that they need.

Prospects for improvement

The current principal has only been in post for three months. However, in that time he has developed a very clear vision for the school and has made sure that his staff, governors and parents and carers understand and are enthusiastic about this new leadership and direction. Trinity Fields' prospects for improvement are excellent because:

- staff are highly motivated, feel valued by the new management team and are keen to move the school forward;
- self-evaluation is thorough and managers have a very good understanding of the school's strengths and areas for improvement;
- performance management arrangements are robust;
- plans are now carefully monitored and evaluated; and
- the school makes very good use of data to monitor the progress of pupils and set challenging targets for improvement.

Recommendations

- R1 Continue to ensure that all plans are monitored consistently in order to secure improvement;
- R2 improve the use of data further to raise the achievement of pupils who make very small steps of progress;
- R3 complete the review of the staffing structure to ensure greater stability; and
- R4 make sure that all teachers provide challenging work for more able pupils.

What happens next?

The school will draw up an action plan, which shows how the school 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

Most pupils make good progress in relation to their needs, abilities and specific individual targets. All pupils, including those entitled to free school meals, make good progress compared with their previous attainments, and girls achieve as well as boys. Those pupils who are in the care of the local authority also make good progress.

Most pupils with more complex and severe learning difficulties make measurable progress towards meeting their personal targets. They make effective use of visual schedules to know what happens next. They use symbols well and their senses, for example when choosing the soap they prefer in personal hygiene. They use their developing skills in signing to chat to their friends.

Nearly all pupils make good progress between key stages and pupils entered for external accreditation achieve a wide range of recognised qualifications. All pupils move on to continued education or day service provision on leaving school.

Nearly all pupils make good progress in lessons, achieving their identified targets and improving their learning. They have positive attitudes and show enthusiasm towards school. Most recall previous learning well, especially when given appropriate cues and prompts.

Most pupils develop their communication skills well. Those with the most complex needs make effective use of a wide range of aids to understand and be understood. A few pupils further develop their communication skills and specific talents, such as art, through attending classes in mainstream schools on a regular basis.

Older pupils apply their communication skills well in practical tasks such as telephoning an order through to a local shop and they adapt their responses well to meet the needs of the situation.

Where appropriate, pupils make good progress in early reading skills and many older pupils use their literacy and numeracy skills in practical activities such as measuring in carpentry activities and when collecting lunch money and shopping.

More able pupils, who receive additional support in reading and writing skills, show a significant improvement over time. However, on occasions more able pupils do not achieve as well as they could do in lessons, across the school, as the work is not challenging enough.

Pupils make effective use of information and communication technology to enhance their learning, present their work and improve their communication skills. Pupils with more complex needs benefit from increasing and effective use of specific information technology resources.

More able pupils make effective use of their decision-making skills such as preparing the table for a Passover meal and respond well to simple problem-solving tasks. Members of the school council make important decisions such as auditing the school's waste and improving recycling.

Pupils achieve well in relation to their learning needs and ability in Welsh language and in understanding aspects of Welsh culture.

Wellbeing: Good

Where appropriate, pupils show positive attitudes towards exercise and improving their diet. More able pupils have a good understanding of how to keep healthy and realise the importance of personal hygiene. Many pupils participate in physical activities and some attend extra-curricular clubs. Pupils with very complex needs benefit from tasting a wider range of foods and taking exercise where possible. Pupils access sensory and other therapies such as massage and rebound to promote their health and emotional wellbeing.

Pupils feel safe and happy in school and show a positive attitude towards learning. They know what they should do if they are bullied. They engage well in activities and remain on task. Pupils realise how they learn effectively and understand what they need to do to improve. They behave well towards others and learn to control their feelings. They attend regularly unless they are unwell or attending medical appointments.

Pupils involved in the school council contribute confidently and enjoy being involved in making decisions about their school life. Recently they chose how to spend the money raised by the school harvest appeal. Pupils enjoy taking part in community activities such as singing with local choirs and competing in rugby tournaments with other schools.

Older pupils benefit and gain accreditation from a valuable sex and relationship course, which is tailor made to suit their particular needs. Pupils of all abilities learn how to relate to others, whether behaviours are appropriate or inappropriate and issues such as consent. This gives them a clearer understanding of how to keep themselves safe and not to put themselves or others at risk. Parents appreciate this support and recognise their children's better understanding of sexual matters. This accredited work is sector-leading.

Pupils in key stage 3 gain a clear understanding of the world of work by attending three themed weeks of work-related education each year. Older pupils benefit from a wide range of valuable work experiences. These include working in retail and hospitality and supporting younger pupils in class. They gain a good understanding of the world of work.

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

The curriculum offered at the school is broad and balanced, and provides stimulating learning experiences for all pupils. These include joint play activities with local schools, access to college courses, work experience, residentials and, most recently,

hosting pupils from a link school in Germany. The school places an appropriate emphasis on developing pupils' skills and independence and accrediting the learning of older pupils. Planning shows clear progression and takes into account the learning needs of pupils. No pupils are disapplied from the National Curriculum.

All pupils are able to access communication skills that are appropriate to their needs; this includes the use of picture exchange communication and a sign support speech system.

In order to increase the engagement of pupils with the most complex needs, the school has taken the lead in working with other schools to develop the use of technology activated by pupils' gestures. This is sector-leading.

The school provides a good range of extra-curricular activities that aim to develop pupils' skills including rebound therapy, a computer club and swimming.

The school successfully promotes an awareness of environmental issues such as recycling. There is a good understanding by pupils of their place in the wider world through the study of other cultures and countries.

The school continues to develop suitable provision for the Welsh language, which takes account of the pupils' needs and abilities. It successfully includes aspects of the Welsh dimension across all subject areas.

Teaching: Good

The quality of teaching is good and, in a few cases, excellent. Teachers and teaching assistants know the pupils very well and expect them to do their best. Comprehensive individual behaviour plans, agreed with parents, outline a range of appropriate strategies to avoid distress and conflict. As a result, staff manage challenging behaviour skilfully.

Teachers plan their lessons very carefully and, in almost all cases, they match the work set well to pupils' needs and abilities. They use careful questioning to check pupils' understanding and use a range of interesting resources, often tailor-made, to make sure that all pupils are involved in the lesson. Teachers focus well on developing the literacy and numeracy skills of more able learners. These more able pupils evaluate and record their own work. However, on occasion, teachers do not set work for them in subject areas that is challenging enough.

Where appropriate, all staff make very good use of a range of information and communication technology and augmentative communication, including signs and symbols, to develop pupils' communication skills. They pay good attention to sensory experiences to include the pupils with the most complex needs. This includes using stories with visual and tactile prompts. Staff give these pupils enough time to respond to questioning and do not miss the tiny interactions that show that they have understood.

The school has well-established assessment systems that are used to record pupils' progress and set challenging targets. The school has recognised the need for even more detailed assessment for pupils who make very small steps of progress.

Annual review reports and annual reports provide comprehensive information to parents and carers.

Care, support and guidance: Good

There are a wide range of appropriate policies that support pupils' health and wellbeing. A range of professionals support the work of the school effectively. This includes staff from the local college, Careers Wales and local businesses.

The school is working towards the Silver Eco Schools Award, has achieved level 5 of the Healthy Schools Initiative and is currently working towards the quality standard.

The school effectively promotes pupils' social, moral, spiritual and cultural development with good opportunities for reflection and religious education.

All pupils have access to a broad programme of personal and social education, which includes work on anti-bullying and meets their needs very well. This programme includes sex and relationships education.

The home-school workers are effective in liaising with parents and provide much needed support to families. They provide advice on a range of important matters such as communication and behaviour. They also support parents and carers in attending clinics and arrange suitable training for parents when needed. In addition, the school has produced a range of useful guidance leaflets for parents.

There are effective policies and procedures in place for managing pupil behaviour. All staff have received appropriate training in positive handling.

Staff give all pupils many opportunities to make choices and decisions and have more control of their life at school. There is an active school council.

The school very effectively monitors the progress made by pupils. Individual education plans are thorough. They record progress, identify challenging targets and are reviewed regularly. Staff use them carefully in planning activities.

The policy and arrangements for safeguarding are appropriate and give no cause for concern.

Learning environment: Good

The school creates a positive and inclusive ethos where all pupils are valued and celebrated. Every pupil is given the opportunity to participate in all aspects of school life regardless of the complexity of their needs. Pupils celebrate and respect diversity and increase their awareness of other cultures and religions. There is a clear equality plan to ensure that equal opportunities and inclusion are an important aspect of the school's priorities.

The school buildings are well cared for. Classrooms are well ordered and have good access to the outdoors. The outdoor environment has been thoughtfully adapted and is used appropriately by pupils. Displays throughout the school celebrate curriculum work and are, in some cases, interactive and stimulate pupils' learning.

There is a good supply and range of learning resources and they are well matched to pupils' needs.

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

The recently appointed principal has developed a very clear vision for the school, which he has communicated well, in a very short time, to staff, governors and parents. There is now a strong senior leadership team, which provides good strategic direction for the school. The school is currently reviewing the staffing structure.

There are comprehensive plans and policies in place, which focus well on meeting the wide range of pupils' needs and raising standards of achievement.

The school has recently developed a clearer focus on distributed leadership in which managers, classroom teachers and teaching assistants are encouraged and supported to provide leadership across the school. Staff value these opportunities and feel confident about taking on new responsibilities. This shared leadership is extended to pupils and includes the appointment of a head boy and girl.

Job descriptions are clear, and staff are fully aware of their roles and responsibilities.

There are robust performance management systems in place which ensure that staff fulfil their roles effectively. Performance management clearly identifies individual and whole school training needs, and there is a comprehensive training programme for all staff. This includes opportunities for staff to develop their leadership and management skills. All staff contribute well to school improvement through well-planned staff meetings and twilight sessions.

The governing body knows its school well. It meets regularly and has appropriate sub-committees in place. Governors have a clear understanding of their roles and responsibilities, which they fulfil appropriately. They provide appropriate support and challenge for the school.

The school meets national and local priorities well and successfully implements these to meet learners' individual needs.

Improving quality: Excellent

Self-evaluation is very well established and robust. The current self-evaluation report is detailed and evaluative. Staff, governors and parents successfully contribute to the process. The school also routinely seeks the views of pupils to inform school improvement. As a result, managers have a very good understanding of the strengths of the school, as well as the areas for development.

The school improvement plan clearly prioritises areas for development. It includes appropriate timescales and allocates responsibility for the delivery of actions. Senior managers did not, until very recently, consistently monitor the plan well enough to ensure that targets are achieved. However, now the plan is very carefully monitored and actions are clearly recorded.

The principal has observed all teachers and teaching assistants since his recent appointment. As a result, he knows the school's strengths and weaknesses very well. Senior managers also undertake regular lesson observations. Teachers and teaching assistants receive detailed verbal and written feedback, which helps them to understand what they need to do to improve. In addition, senior managers regularly monitor and evaluate teachers' planning to make that it is of good quality and meets pupils' needs. This high level of support and challenge to staff has motivated them and they are enthusiastic about taking the school forward. The school makes very good use of data to monitor the progress of pupils and to set appropriate and challenging targets. It is currently working with the local authority to adopt an assessment package which will provide even more detailed information for staff to help them improve their tracking of the achievement of pupils who make very small steps of progress.

There are effective networks of professional practice with other schools and partners. These provide valuable opportunities for staff to share good practice and to develop expertise in specialist areas such as the development of information and communication technology.

The school has made good progress in meeting the recommendations from the previous inspection report.

Partnership working: Good

The school works with an appropriate range of partners so that it can meet the needs of all pupils at the school. The Real Opportunities Programme has enabled the school to plan more effectively for the transition of older pupils. In setting up the programme, the school has developed a person-centred approach to planning, written a range of accredited programmes and identified opportunities for work preparation and supported employment. This is sector-leading practice.

Members of the local community have supported a number of cultural events at the school. Effective links exist with local businesses. The governing body has been strengthened by these links.

The school works very closely with parents and carers and they are fully involved in decisions about their children.

There are valuable links with the local college to provide pupils with opportunities to experience college life and work with other young people.

The school manages the Caerphilly Autistic Spectrum Service. This provides valued support to staff, parents and pupils at the school and delivers training, advice and guidance to mainstream schools and other settings.

Resource management: Good

The school deploys teaching and support staff effectively. All staff are appropriately qualified and benefit from a well-developed programme of ongoing training. As a result, they are able to support the individual needs of pupils well. Specialist

teaching assistants enhance the level of expertise within the school. In addition, the school has made effective use of resources by developing staff so that they can train their colleagues in, for example, communication, behaviour management and manual handling.

Overall, there is an appropriate range of resources within the classrooms and around the school. The school makes very good use of information and communication technology to support all pupils. However, facilities within the sensory rooms and hydrotherapy room need updating.

The school manages its budgets effectively, with active engagement from the governing body. Funding is allocated appropriately to meet identified priorities. The school has successfully secured additional funding from partners, which has enabled them to make improvements to the school building.

The school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

There are 124 pupils at the school. Fifteen parents responded to the questionnaire and almost all agreed or strongly agreed that they are satisfied with the school, and that their child likes the school and was helped to settle in well. A few did not agree that their child is making progress. All agreed that the teaching is good, that their child makes progress and is safe in school, and that pupils behave well. Almost all parents and carers agreed that staff treat pupils with respect, expect them to take on more responsibility and encourage them to be healthy and take regular exercise, where appropriate. Almost all thought that pupils receive good support and are encouraged to be more mature. Parents and carers all felt comfortable with approaching the school. They were almost all aware of the complaints procedure. A few parents did not agree that their child is well prepared for moving onto college or work or that their child receives enough additional support. Most additional comments were very complimentary about the work of the staff and how well they support pupils. A very small minority of parents were concerned about their perception of the lack of enough one-to-one support for their children.

Responses to learner questionnaires

Twenty-six pupils responded to the questionnaire. They all strongly agreed that they feel safe and that the school stops bullying, and that they know whom to talk to if they are worried or the work is difficult. They all feel that they are helped to learn and are taught how to keep healthy. Almost all feel that pupils behave well, that they have the right equipment, exercise regularly and that they are doing well at school.

Appendix 2

Parent Questionnaire / Arolwg Rhieni

Trinity Fields School & Resource Centre

Trinity Fields School & Resource Centre

denotes the benchmark - this is a total of all the responses received to date from parents of pupils in special schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses					Don't know Ddim yn gwybod	
		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf			
Overall I am satisfied with the school.	14	8 62%	4 31%	1 8%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		75%	22%	2%	1%			
My child likes this school.	14	10 71%	4 29%	0 0%	0 0%	0	Mae fy mhientyn yn hoffi'r ysgol hon.	
		78%	21%	0%	0%			
My child was helped to settle in well when he or she started at the school.	14	8 57%	6 43%	0 0%	0 0%	0	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		75%	23%	2%	0%			
My child is making good progress at school.	14	3 21%	8 57%	3 21%	0 0%	0	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.	
		64%	34%	2%	0%			
Pupils behave well in school.	14	4 29%	8 57%	2 14%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		59%	39%	2%	0%			
Teaching is good.	14	7 54%	6 46%	0 0%	0 0%	1	Mae'r addysgu yn dda.	
		75%	23%	1%	0%			
Staff expect my child to work hard and do his or her best.	14	4 31%	9 69%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.	
		63%	35%	1%	0%			
The homework that is given builds well on what my child learns in school.	11	1 13%	3 38%	4 50%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.	
		51%	38%	9%	1%			
Staff treat all children fairly and with respect.	14	5 36%	9 64%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		74%	24%	2%	0%			
My child is encouraged to be healthy and to take regular exercise.	14	4 36%	6 55%	1 9%	0 0%	3	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		65%	34%	1%	0%			
My child is safe at school.	14	6 43%	8 57%	0 0%	0 0%	0	Mae fy mhientyn yn ddiogel yn yr ysgol.	
		74%	25%	0%	0%			
My child receives appropriate additional support in relation to any particular individual needs.	13	4 31%	5 38%	3 23%	1 8%	0	Mae fy mhientyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		70%	27%	2%	2%			
I am kept well informed about my child's progress.	14	6 43%	8 57%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.	
		65%	30%	5%	1%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	5 36%	9 64%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		72%	22%	3%	3%			
I understand the school's procedure for dealing with complaints.	14	3 23%	9 69%	1 8%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		56%	39%	3%	2%			
The school helps my child to become more mature and take on responsibility.	14	3 23%	10 77%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhientyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		60%	39%	2%	0%			
My child is well prepared for moving on to the next school or college or work.	12	1 11%	5 56%	2 22%	1 11%	3	Mae fy mhientyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		53%	35%	10%	2%			
There is a good range of activities including trips or visits.	13	4 31%	8 62%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		69%	29%	2%	0%			
The school is well run.	14	8 62%	5 38%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.	
		73%	24%	2%	1%			

Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Trinity Fields School & Resource Centre

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses			
		Agree Cytuno	Disagree Anghytuno	Don't Know Don't Know	
I feel safe in my school.	26	26 100%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school stops bullying.	26	26 100%	0 0%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried.	26	26 100%	0 0%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me to keep healthy.	26	24 92%	0 0%	2 8%	Mae'r ysgol yn fy nyysgu i sut i aros yn iach.
I exercise regularly in my school.	26	25 96%	1 4%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school.	26	25 96%	0 0%	1 4%	Rwy'n gwneud yn dda yn yr ysgol.
Teachers at school help me to learn.	26	26 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know who to ask if work is difficult.	26	26 100%	0 0%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
Homework helps me improve my work at school.	25	23 92%	0 0%	2 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have all the right equipment.	26	25 96%	0 0%	1 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can do my work.	26	25 96%	0 0%	1 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Most children behave well during break times.	26	26 100%	0 0%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

National benchmarks for All Pupils (primary and secondary pupils combined) in special schools are not available.

Appendix 3

The inspection team

Claire Yardley	Reporting Inspector
Huw Davies	Team Inspector
Caroline Rees	Team Inspector
William Griffiths	Team Inspector
Deirdre Emberson	Lay Inspector
Elizabeth Ann Dackovych	Peer Inspector
Tracey McGuirk	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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