



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

A report on

**Riverbank Special School
Vincent Road
Ely
Cardiff
CF5 5AQ**

Date of inspection: November 2015

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

Riverbank Special School is by Cardiff City Council. Currently, there are 70 pupils on roll aged between 4 and 11 years. All pupils have a statement of special educational needs and just over half are eligible for free school meals.

The local authority moderation panel manages admissions to the school. Pupils at Riverbank Special School have a wide range of special educational needs. These include autistic spectrum disorders, physical, medical, profound and multiple learning difficulties. A majority have speech, language and communication difficulties.

The school has a diverse population, with almost 40% of pupils coming from ethnic minority backgrounds. English is the predominant language of many homes. No pupils speak Welsh as their first language at home.

The current headteacher has been in post since January 2001. The deputy headteacher has been in post since September 2015. The school was last inspected in 2010.

Summary

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

Current performance

The current performance of Riverbank School is adequate because:

- Most pupils make suitable progress in relation to their needs, abilities and prior attainment
- Nearly all pupils enjoy their lessons and are keen to learn
- Teaching is good
- There are highly effective arrangements for identifying, supporting and monitoring pupils' additional learning needs

However:

- The curriculum is not co-ordinated effectively across the school to ensure continuity and progression
- The school does not have a full range of policies and procedures to support the wellbeing of pupils; not all policies that are in place are up-to-date, reviewed regularly and in line with statutory guidance
- Pupils do not have enough access to information and communication technology (ICT) to support their learning across the curriculum

Prospects for improvement

Prospects for improvement at Riverbank school are adequate because:

- Senior leaders work well as a team and communication throughout the school is improving
- Leaders have improved the self-evaluation process to include gathering a wider range of first-hand information
- Leaders are aware of the priority areas for development and have put appropriate strategies in place to achieve the desired outcomes
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However:

- Governors do not provide the school with an appropriate level of challenge; they do not hold the school to account well enough for the standards and quality that it achieves
- Many quality assurance activities, such as the use of pupil performance data, are in the early stages of development and it is too early to judge their impact on important aspects of provision
- There are insufficient links between self-evaluation and improvement planning

Recommendations

- R1 Improve opportunities for pupils to develop their ICT skills across the curriculum
- R2 Improve the planning and coordination of pupils' learning experiences across the curriculum
- R3 Address the shortcomings in safeguarding identified during the inspection
- R4 Ensure that governors monitor the school's work more effectively and provide sufficient challenge
- R5 Ensure that all policies follow statutory guidance and are reviewed regularly and kept up to date
- R6 Improve the processes of self-evaluation and ensure that these link more effectively with school improvement planning and staff development

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school and over time most pupils make suitable progress in relation to their needs, abilities and prior attainment. They respond well to the nurturing ethos of the school, grow in confidence and make good progress towards Foundation Phase outcomes. A majority of pupils make good 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.

In lessons, many pupils recall prior learning well, especially when given prompts and cues from staff. Most pupils can sustain their interest in an activity for a long period of time and around half use thinking skills well when answering questions. They explore a wide range of materials and learn to express themselves through role play. They use a small range of tools and equipment with increasing control and accuracy, such as when painting pictures, playing with sand trays or building blocks.

Nearly all pupils develop communication skills appropriate to their needs and ability. Many pupils learn to write their names. Pupils with more complex needs use a range of sounds, gestures and signing to communicate choice and respond to questions successfully. A majority of these pupils make suitable progress with their early writing skills and make marks confidently in a variety of ways. Over time, a majority of pupils with complex needs learn to over-write letters with increasing control.

Nearly all pupils enjoy listening to stories and many of them show an interest in books. They recall the main events from a story they have listened to and show understanding of text by matching symbols to events in a story.

A few more able pupils make good progress in developing their literacy skills. They construct simple sentences and improve the presentation of their written work using neat handwriting. A very few read aloud confidently, describe the sequence of events in a story and can predict what will happen next.

Over time, a majority of pupils make suitable progress with their numeracy skills. They develop the ability to match and sort objects by colour or shape and can count by rote up to ten. Many pupils develop their mathematical language well, such as using "big" and "small" when comparing the size of objects.

More able pupils develop mathematical reasoning skills well by completing mathematical investigations. They use higher order thinking skills to select

appropriate methods to solve mathematical problems. They collect a range of data and present information accurately in a small range of graphs. A very few pupils can explain what the graphs represent.

A few pupils use ICT well to produce their written work or to respond to questions from staff on the interactive whiteboard. However, pupils do not use ICT well enough to support their learning across the curriculum.

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 show enjoyment in their lessons and are keen to learn. They participate well and work with enthusiasm.

Most pupils show respect for staff and visitors. They are kind to each other and celebrate each other's achievements. They behave well in lessons and around the school. Many pupils form positive relationships with staff and build friendships with their peers. Over time, they grow in confidence and develop the ability to work with others in small group activities and sustain interest in whole class lessons. They develop co-operative play well through creative use of equipment during structured activities. This helps them learn to share equipment and take turns.

Most pupils understand how to be healthy and develop an understanding of which foods are healthier than others. They enjoy taking part in physical activity and in particular karate sessions and using the outside play equipment.

A majority of pupils make progress in developing personal and social skills appropriate for their age and ability. These include the ability to dress and feed themselves, tie laces and visit local shops to buy ingredients for food technology.

Pupils learn to show care and respect for others through taking part in a wide range of activities to raise money for local and national charities. Many pupils take responsibility for a variety of tasks, including collecting registers, and are keen to help others.

The school council meets each term and pupils take part enthusiastically. Members are chosen from each of the teaching groups. They collect the views of their peers and report back what has been discussed at the meetings. They are proud of their achievements, such as deciding on activities for the end-of-year celebration and choosing equipment for the playground.

Pupils develop the skills they need to make successful transitions to their next placement.

At 89%, attendance is slightly lower than the Wales average for similar schools. Generally, pupils' attendance levels are good, but the complex health needs of a very few pupils lead to unavoidable periods of absence.

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

Staff have a clear understanding of pupils' individual needs and provide them with a broad and balanced curriculum, which is based on the Foundation Phase areas of learning. They provide a good range of outdoor learning activities, for example working on the allotment, helping with the farm and experiencing Forest School. The varied curriculum enhances pupils' learning experiences successfully.

Teachers use appropriate strategies to support the wide range of complex communication needs of the pupils. This ensures that pupils are able to access the curriculum.

The school has made suitable progress in planning for the delivery of the Literacy and Numeracy Framework. However, the school has made less progress in planning for the delivery of ICT across the curriculum. The school provides well-planned access to the curriculum for pupils with complex needs through valuable multi-sensory activities. There is a more challenging curriculum for older and more able pupils. However, teachers plan individual topics for their classes and the curriculum is not co-ordinated effectively across the school to ensure that pupils do not repeat work as they move between classes.

Staff provide appropriate opportunities for pupils to develop their knowledge and understanding of Welsh language and culture. For example, they visit the Museum of Welsh Life and celebrate St David's Day. There are good opportunities for all pupils to hear and join in with a variety of Welsh songs, rhymes and phrases.

The curriculum is enhanced by a range of activities to help develop pupils' understanding of their place in the world. For example, they learn about other cultures during a multicultural month.

The school promotes sustainable development well. For example, the eco-committee monitors recycling and the use of energy across the school. Pupils have valuable opportunities to learn about sustainability as well as life processes by working on the school farm.

Teaching: Good

Most teachers plan activities carefully to meet the needs of pupils with different abilities within the class effectively. They engage pupils well in learning and deliver lessons with appropriate pace. Most teachers have high expectations of what pupils can achieve and build well on pupils' previous learning, for example when more able pupils are challenged effectively to solve a mathematical reasoning problem. They organise the layout of their classrooms suitably to provide activities that motivate pupils. However, in a very few lessons, teachers do not introduce the lesson well enough to capture pupils' interest and sometimes expect pupils to concentrate for too long.

All teachers are good language role models for pupils. They use praise effectively to encourage pupils and use appropriate terms that pupils can understand, for example when they say 'good listening' or 'good sharing'. Almost all staff use signing consistently and effectively to reinforce pupils' understanding.

In September 2014, the school introduced a new and appropriate system of assessment to analyse, record and track pupils' progress. As a result, the school now monitors pupils' progress effectively and can plan suitable actions to raise standards. However, there is too little detail from earlier data to enable teachers to identify trends in pupils' performance well enough over a longer period. The school's marking policy lacks detail and does not provide teachers with enough guidance. Nevertheless, they provide pupils with useful and positive oral feedback, and involve pupils appropriately in assessing their own progress.

Annual reports to parents are of particularly good quality. They provide very useful information about pupils' progress across a full range of activities.

Care, support and guidance: Unsatisfactory

There are appropriate arrangements through the curriculum and thought-provoking assemblies to promote pupils' spiritual, moral, social and cultural development. The delivery of the personal and social curriculum includes useful contributions from specialist agencies to inform pupils about important issues such as safety and hygiene. However, until very recently there has been no clear co-ordination of these activities across the school. As a result, planning and delivery are inconsistent.

Generally, the school has a range of policies and procedures to promote pupils' health and wellbeing. However, a few policies are not sufficiently robust or comprehensive. The school does not have suitable policies for the health and safety of pupils on off-site visits, sex and relationships education and pupil e-safety.

There are appropriate arrangements to promote healthy eating and drinking.

Leaders have introduced new arrangements for promoting good behaviour. These include classroom rules that pupils understand well. Improved partnership working between the school and specialist external services ensures that pupils with challenging behaviour now receive effective support and guidance. This has resulted in improved behaviour.

There are highly effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. These include a wide range of intervention programmes for literacy, numeracy and wellbeing. A wide range of specialist staff and services provide skilful support. All pupils have good quality individual education plans that provide relevant information on pupils' learning needs and appropriate targets.

The school has recently introduced new arrangements for reviewing pupils' statements of special educational needs that now meet statutory requirements. This has resulted in improved contributions from parents and better quality action plans.

Aspects of the school's arrangements for safeguarding pupils do not meet requirements. The inspection team shared these shortcomings with the school during the visit.

Learning environment: Unsatisfactory

The school's motto is "Learning together to be the best that we can". This informs and guides the activities of the school. There is a supportive and positive ethos throughout the school that focus on equality and diversity. All pupils are treated with respect and dignity. The school makes good use of acts of collective worship to celebrate individual pupil achievements.

The school has made a number of adaptations to the building to accommodate the complex needs of its pupils and make best use of the facilities. However, the design of the accommodation limits the ease of movement of pupils and can constrain the curriculum. For example, it is difficult for a few pupils to access all areas safely and in a few learning areas teaching is disrupted by pupils and staff moving between lessons. There are limited storage areas for specialist equipment.

Staff make effective use of the grounds to enrich pupils' learning experiences. The school building and grounds are generally well maintained.

Generally, there is an appropriate range of resources to meet the requirements of the curriculum. However, pupils do not have enough access to ICT to support their learning across the curriculum. The classrooms and main corridors are attractively decorated to support learning and showcase pupils' work and achievements.

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

The headteacher has been in post since 2001 and the current senior leadership team was established in 2014. Senior leaders work well as a team and communication throughout the school is improving. The deputy headteacher is new in post since September 2015 and in a short time has shared her vision effectively with the senior leadership team, staff and governors.

The senior leadership team has created effective strategies to develop the school for the future. They are taking positive steps to make sure that the whole staff have an awareness of the strategies that have been put in place. These strategies include a structured programme for updating all plans and policies to ensure that they meet most recent guidelines and focus well on meeting the wide range of pupils' needs. Leaders have begun the task of implementing many of the strategies, but there has not been enough time to show their full effect. Weekly meetings focus well on improving standards for pupils using first-hand evidence.

The role of the middle leaders is being developed appropriately. These leaders take responsibility for whole school leadership of curriculum areas and effectively lead and support others. All staff are aware of their role and responsibilities.

The school has a system for managing the performance of teaching staff but this is not rigorous enough. There is too little evidence to show that there is a close link between staff training, responsibilities and the priorities for school improvement for all teachers.

The governing body is supportive of the school and is keen to co-operate with the leadership team in order to develop the school further. Governors are informed about the work of the school and carry out learning walks. However, they do not provide an appropriate level of challenge to hold the school to account for the standards and quality that it achieves.

Leaders have taken positive steps to address national and local priorities effectively. These include the implementation of the Foundation Phase, and the Literacy and Numeracy Framework.

Improving quality: Adequate

Until recently, the school did not have thorough enough processes for evaluating its own performance. There is now an effective system for collecting relevant evidence for self-evaluation from relevant stakeholders. This includes using information about pupils' achievement and the school's performance, trends in data and monitoring of various aspects of the school's work. However, the process is still at an early stage of development.

The school has used a limited, but suitable, range of direct evidence in the short-term to create the latest self-evaluation report. The report is comprehensive on the whole and gives an honest picture of the school's current situation. However, it does not show trends over time well-enough and a few areas of the report are too descriptive.

The school consults appropriately with pupils and parents as part of the annual review of statements and also takes their views into account when planning for school improvement. Although leaders have held meetings in order to explain the self-evaluation and improvement processes, the majority of the school's staff are only just beginning to be actively involved.

Senior leaders have created a plan which is a useful tool for ensuring essential changes in the short-term. However, the link between the self-evaluation report and the school improvement plan is not clear enough.

Recently the school has begun to develop internal networking. In addition, a system has been put in place to carry out peer observations and to visit other providers to share good practice.

The school has responded positively to most of the recommendations in the previous report.

Partnership working: Good

The school's links with the local community are good. For example, pupils visit the local bank to work with money, visit local shops to buy ingredients for cooking and

attend karate sessions with an external provider. These activities raise pupils' awareness of the local area and prepare them well for life within the community.

The school has established strong partnerships with other schools and with parents of new pupils to make sure that pupils settle well when they first arrive. They share comprehensive transition procedures with a local secondary special school. This has a positive impact on pupils' wellbeing and standards when they move to secondary provision. Close links with a local mainstream school have enabled a very few pupils to re-integrate successfully into a mainstream setting.

The school works effectively with a wide range of external agencies and voluntary organisations in order to identify and meet individual pupils' needs. This contributes well to relevant strategic planning and setting specific targets for pupils. There are good links between specialist agencies and parents that have a positive impact on pupils' wellbeing. For example, the community paediatrician holds a regular clinic at the school and an occupational therapist offers training for parents in providing personal care for their children.

Most parents feel that they receive relevant information from the school about their children's progress during formal parents' evenings. However, a few parents find it difficult to raise concerns with the school and do not feel that they receive enough information on a daily basis about what their child has done at school.

Resource management: Adequate

The school has enough suitably qualified and experienced staff, many of whom have particular expertise and understand the needs of the pupils very well. Most staff are deployed effectively to support pupils' learning and wellbeing. They work well together as a team and share good practice.

Many staff have useful opportunities to increase their expertise through attending relevant training and visits to other providers. However, these do not link well enough to the school's plans for improvement. Teachers receive appropriate time for planning, preparation and assessment.

There is an appropriate range of resources that staff use well to support pupils' learning experiences.

Members of the senior leadership team meet regularly with the local authority to monitor the budget. However, the governing body do not always monitor the impact of spending decisions on pupils' standards rigorously enough. The school's spending decisions do not relate closely enough to priorities for improvement. In view of the good outcomes for pupils and adequate provision, the school provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	Don't know Ddim yn gwybod	
I feel safe in my school.	18	15 83%	2 11%	1 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		93%	4%	4%	
The school deals well with any bullying.	17	13 76%	4 24%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		82%	11%	8%	
I know who to talk to if I am worried or upset.	18	14 78%	3 17%	1 6%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		91%	4%	5%	
The school teaches me how to keep healthy	18	18 100%	0 0%	0 0%	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.	18	15 83%	3 17%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		90%	7%	3%	
I am doing well at school	17	17 100%	0 0%	0 0%	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.	17	17 100%	0 0%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		97%	2%	2%	
I know what to do and who to ask if I find my work hard.	18	15 83%	3 17%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		93%	3%	4%	
My homework helps me to understand and improve my work in school.	15	12 80%	2 13%	1 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		67%	21%	11%	
I have enough books, equipment, and computers to do my work.	18	16 89%	1 6%	1 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		90%	6%	4%	
Other children behave well and I can get my work done.	18	16 89%	2 11%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	17%	6%	
Nearly all children behave well at playtime and lunch time	18	16 89%	1 6%	1 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		82%	14%	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.	15	2 13%	9 60%	3 20%	1 7%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		77%	21%	2%	1%		
My child likes this school.	16	7 44%	7 44%	2 12%	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.	13	5 38%	8 62%	0 0%	0 0%	3	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		80%	20%	1%	0%		
My child is making good progress at school.	15	2 13%	9 60%	4 27%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		68%	29%	3%	0%		
Pupils behave well in school.	14	1 7%	9 64%	4 29%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		59%	36%	4%	1%		
Teaching is good.	15	4 27%	9 60%	1 7%	1 7%	1	Mae'r addysgu yn dda.
		76%	23%	1%	1%		
Staff expect my child to work hard and do his or her best.	13	2 15%	7 54%	4 31%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		69%	29%	1%	0%		
The homework that is given builds well on what my child learns in school.	7	0 0%	3 43%	1 14%	3 43%	7	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.
		56%	34%	8%	2%		
Staff treat all children fairly and with respect.	16	6 38%	6 38%	4 25%	0 0%	0	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.	14	3 21%	9 64%	2 14%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		71%	28%	1%	0%		
My child is safe at school.	15	5 33%	7 47%	2 13%	1 7%	1	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'.	15	4 27%	5 33%	6 40%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	24%	3%	1%		
I am kept well informed about my child's progress.	16	4 25%	4 25%	5 31%	3 19%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		68%	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.	16	2 12%	7 44%	1 6%	6 38%	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.	14	3 21%	6 43%	5 36%	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.	14	2 14%	9 64%	3 21%	0 0%	2	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.	4	0 0%	1 25%	3 75%	0 0%	11	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.	15	2 13%	7 47%	6 40%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	15	4 27%	4 27%	6 40%	1 7%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 2

The inspection team

Anthony Mulcahy	Reporting Inspector
Rosemary Lloyd Lait	Team Inspector
Meinir Rees	Team Inspector
Andrea Louise Davies	Lay Inspector
Nicola Symmons	Peer Inspector
Deborah Herald	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