

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Ysgol Heol Goffa
Heol Goffa
Llanelli
Carmarthenshire
SA15 3LS**

School number: 6697000

Date of inspection: 17 May 2010

by

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Introduction

Ysgol Heol Goffa was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Heol Goffa took place between 17/05/10 and 19/05/10. An independent team of inspectors, led by Glyn Griffiths undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection. This school received a **full** inspection.

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 LAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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	R	Y1	Y2	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 National Curriculum covers four key stages as follows:

Key stage 1	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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
English	17
Welsh second language	18
Mathematics	18
Science	19
Information technology	20
Design technology	21
Modern foreign languages	22
History	22
Geography	23
Art	24
Music	25
Physical education	26
Religious education (including religious studies)	27
School's response to the inspection	27
Appendices	28
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	30

Context

The nature of the provider

- 1 Ysgol Heol Goffa provides for the education of up to 75 learners between the ages of three and 19 years who have severe or profound and multiple learning difficulties.
- 2 All of the learners have statements of special educational needs (SEN).
- 3 The local authority (LA) placement panel recommends school as suitable provision and informs parents and school. The school admission panel discuss learners and allocate places when appropriate. Parents are invited to visit school and later to participate in the transition process.
- 4 There is a wide range of pupil attainment upon entry to school; this is dependant upon age and ability at entry and ranges from between national curriculum (NC) levels (P1) to level 3.
- 5 Approximately 64% of learners are from the Llanelli area whilst the other 36% come from across the county as far afield as Manordeilo, Whitland, St. Clears and Pencader. Three per cent of the learners come from homes where the predominant language is Welsh, and another 3% of learners come from homes where neither English nor Welsh is the first language. Ninety-four per cent of learners come from homes where English is the predominant language.
- 6 Unemployment in the Llanelli area is above the national average and this reflects in the number of learners on free school meals (35%).
- 7 There are eight learners at the school who are looked after by a LA.
- 8 Learners are placed in age related groups. Those with sensory needs are placed in the multi sensory unit but may be moved into the mainstream at a later date. All arrangements are flexible and may vary according to circumstances. Learners from each class are identified for specialist teaching and therapies and timetabled accordingly.
- 9 Since the last inspection the school has appointed a new deputy headteacher from existing staff, and appointed two new senior management team (SMT) members, one a teacher and one a higher level teaching assistant (HLTA) who is also a member of the governing body.

The school's priorities and targets

- 10 In its statement of aims, the school aspires to be a happy, vibrant, community that places the needs and interests of its learners at the centre of its work in order to help them reach their full potential. To do this, it plans to work as partners with parents and with other professionals to provide the highest quality of education and provide a broad, balanced and relevant curriculum which is based on practical learning. The school also emphasises the personal development of learners, to develop their communication skills effectively, and to prepare them for leisure, recreation and the world of work, leading to as great a degree of independence as possible for each individual.

Summary

- 11 Ysgol Heol Goffa is a very good school and has a large number of outstanding features. There has been outstanding improvement since the previous inspection in 2004 and all key issues have been addressed in a highly effective manner.
- 12 The inspection team agrees with six of the judgments made by the school in its self-evaluation report, however, it awarded a Grade 2 to key question 4. This is a grade lower than the Grade 1 that the school awarded itself. While the inspection team noted the outstanding features in the quality of care, support and guidance offered by the school, there were however, insufficient outstanding features in its provision for additional learning needs and in the quality of provision for equal opportunities.
- 13 The inspection team noted the high standards of achievement and continued progress made by learners, the outstanding quality of teaching and curricular experiences, as well as the highly effective levels of leadership and management that are apparent at the school.

Tables of grades awarded

- 14 The grades awarded by the inspection team were as follows:

Key Question	Inspection Grade
1. How well do learners achieve?	1
2. How effective are teaching, training and assessment?	1
3. How well do the learning experiences meet the needs and interests of the learners and the wider community?	1
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	1
6. How well do learners and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	1

Standards of achievement

- 15 Learners' standards of achievement based on observations of 43 lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	63%	5%	0%	0%

- 16 Learners achieve standards, which have good features, and no important shortcomings in most of the lessons observed. There were outstanding features in about a third of these lessons.
- 17 As there were less than five children under the age of five enrolled at the school at the time of the inspection, the inspection team did not report on their standards of achievement. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.

Grades for standards in subjects inspected

Inspection area	KS1	KS2	KS3	KS4	16+
English	2	2	2	2	2
Welsh second language	2	2	2	2	2
Mathematics	1	1	1	1	1
Science	2	1	1	1	1
Information and communications technology	2	2	2	2	1
Design technology	2	2	2	2	2
Modern foreign languages	not taught	not taught	2	not taught	not taught
History	2	2	2	2	2
Geography	2	1	1	1	1
Art	1	1	1	1	1
Music	2	2	2	2	2
Physical education	1	1	1	1	1
Religious education (including religious studies)	2	2	2	2	2

- 18 It is not appropriate to compare the levels of learners' attainment in end of key stage tests and examinations with local or national averages, since the school caters for learners whose ability and particular special educational needs are not easily comparable.
- 19 Throughout this inspection learners' achievements and progress were judged in relation to their previous levels of attainment and the targets set for them in their individual education plans (IEP).
- 20 Nearly all learners make very good progress in accordance with their ability, including those learners with profound and multiple learning difficulties (PMLD). Standards of achievement are high in terms of attaining agreed learning targets, and in their overall progress in learning.
- 21 Nearly all learners show very positive attitudes towards their tasks and activities, and show outstanding standards in the progress they make in lessons. They show very positive attitudes and enthusiasm towards learning and this helps them to make very good progress in all aspects of learning, including their personal and social development. For many learners, these achievements may be small, but they indicate success in attaining measurable and recognisable progress towards meeting the targets identified in their IEP.
- 22 Learners in key stage (KS) 4 show good attainment in appropriate accreditation courses through a range of qualifications in the Award Scheme Development and Accreditation Network (ASDAN), and the Open College Network (OCN) Life Skills course. A few learners have also been successful in gaining qualifications in the Welsh Joint Education Committee (WJEC) Key Skills programme.
- 23 Boys and girls achieve equally well, and looked-after children also make very good progress throughout the school.
- 24 Nearly all learners show good development in their basic and key skills across most areas of learning. Many learners make effective use of a wide range of communication aids, including information communication technology (ICT), to enable them to interact confidently with others.

- 25 The progress achieved by nearly all learners in their personal and social skills as well as their behaviour is outstanding. They relate very well to each other, as well as to visitors and other adults who come to the school.
- 26 Nearly all learners make outstanding progress in their spiritual, moral, social and cultural development. They take an active part in collective worship and show respect towards the different backgrounds of other learners.
- 27 Many learners make very good use of their thinking skills to respond appropriately to simple problem-solving and decision-making skills. The more able learners contribute well to the school council where they show they are developing good and co-operative aspects of teamwork, and show confidence in addressing others when giving an ICT presentation.
- 28 Many learners take part actively in a range of sporting activities and adopt a very positive attitude towards a healthy lifestyle, keeping fit and understanding the importance of personal hygiene. The school average attendance figures are higher than those recorded during the previous inspection with over a half being higher than 95%.
- 29 Learners are very well prepared for life after school; they participate fully in their work experience placements, and their involvement in community-based activities is an outstanding feature.

The quality of education and training

- 30 The quality of teaching in the 43 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	60%	5%	0%	0%

- 31 There are outstanding features in over a third of these lessons. These are apparent when teachers establish a highly positive and supportive teaching and learning environment, and lessons are adapted in a highly imaginative and effective manner to meet the varying needs of the learners. Further outstanding features are noted when teachers reinforce the main points in a lesson, monitor learners progress against their targets throughout the lessons, and make very effective use of a wide range of appropriate resources and activities.
- 32 Teaching assistants provide outstanding support and are fully aware of learners' needs and the best ways of supporting them.
- 33 The school's assessment processes are well managed, and provide valuable information, which is used effectively to inform planning.
- 34 The way in which the school's curriculum has been adapted to meet the needs and range of learners is an outstanding feature. This is very well supported by the inclusion of basic and key skills, including thinking skills, across all subject areas and activities. A wide range of outstanding off-site and out-of-hours activities, as well as residential experiences, contribute greatly towards enhancing and enriching the curriculum.
- 35 The promotion of work-related education and aspects of sustainable development, entrepreneurship and global citizenship are all outstanding features.

- 36 The school provides outstanding support and care for its learners, and has a very well planned programme to help new learners settle into the school. All learners receive very good experiences and support towards developing their social, moral, spiritual and cultural progress. Each member of staff has a very good awareness and understanding of the importance of the personal and social education (PSE) framework. All learners know that they can approach any member of staff to discuss any personal issue and that they will receive outstanding support and guidance in this respect.
- 37 Learners receive very good guidance by the staff in personal health and hygiene, as well as in the promotion of their overall well being and fitness. The guidance and support learners receive regarding their personal and social education, and career plans, meet the requirements of the 14-19 Learning Pathways, and contributes greatly towards increasing their confidence and self-esteem.
- 38 Provision for learners with additional learning needs is good. However the limited access to specialist services such as speech and language therapy provision, physiotherapy, and nursing support is a shortcoming.

Leadership and management

- 39 The headteacher offers the school outstanding and highly effective leadership through a clear vision and shared aims and values focused on how best to address the wide and varied needs of the learners.
- 40 The governing body help to set a clear sense of purpose and a well-planned strategic direction for the development and improvement of the school. Their active involvement enables them to act effectively as critical friends of the school.
- 41 The school makes a very strong commitment to staff development, and provides outstanding training opportunities that are having a positive impact on standards.
- 42 The school's development of its outside areas are outstanding features, and contribute greatly towards enhancing the range of teaching and learning opportunities. However, the limited space within certain areas of the school building restricts the scope of activities that can be provided.
- 43 The resources used at the school are generally of a high quality, and these are adapted very effectively to meet learners' needs. However, the facility for hydrotherapy is situated some miles away and this necessitates learners in further travelling time in a minibus, often after being brought to school in a similar manner. This is a shortcoming.
- 44 The school's self-evaluation process is thorough, and clearly identifies the various good features within the school. The way in which learners' performance data is moderated, analysed and used to improve learning outcomes is outstanding.
- 45 All staff have a very good understanding of the self-evaluation process and the school promotes a healthy ethos of continuous improvements. It takes very good notice of the views of those who are involved with the school.
- 46 Overall the school provides outstanding value for money.

Recommendations

47 In order to improve the school further, the governors and the headteacher need to enter into discussions with the relevant authorities in order to:

- R1 ensure maximum access to specialist services for speech and language therapy, physiotherapy and nursing support provision, and
- R2 address the identified shortcomings in accommodation, and in the arrangements for the provision of hydrotherapy.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

48 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.

49 All learners make outstanding progress in line with their identified needs over a period of time.

50 Learners' standards of achievement based on observations of 43 lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	63%	5%	0%	0%

51 Learners achieve standards, which have good features, and no important shortcomings in most of the lessons observed. There are outstanding features in 32% of these lessons.

52 It is not appropriate to compare the levels of learners' attainment in end of key stage tests with local or national averages, since the school caters for learners whose ability and particular special educational needs are not easily comparable. Throughout this inspection learners' achievements and progress were judged in relation to their previous levels of attainment and the targets set for them in their IEPs.

53 As there were less than five children under the age of five enrolled at the school at the time of the inspection, the inspection team did not report on their standards of achievement. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.

Grades for standards in subjects inspected

Inspection area	KS1	KS2	KS3	KS4	Post 16
English	2	2	2	2	2
Welsh second language	2	2	2	2	2
Mathematics	1	1	1	1	1
Science	2	1	1	1	1
Information communications technology	2	2	2	2	1
Design technology	2	2	2	2	2
Modern foreign languages	not taught	not taught	2	not taught	not taught
History	2	2	2	2	2
Geography	2	1	1	1	1
Art	1	1	1	1	1
Music	2	2	2	2	2
Physical education	1	1	1	1	1
Religious education (including religious studies)	2	2	2	2	2

- 54 Standards of achievement are good or better in all subjects, with well over a third (42%) of these judged as having outstanding features.
- 55 Nearly all learners make very good progress in accordance with their ability, towards meeting targets set in their IEPs. All learners with PMLD make outstanding progress, they respond very well to lessons and in some instances they become fully engaged in specific aspects of them. Boys and girls achieve equally well and those who are looked after by a LA also make good progress. There are no identifiable groups of learners whose achievements differ significantly from that of their peers.
- 56 Learners in KS4 show good attainment in appropriate accreditation courses through the ASDAN Youth Award Scheme, and the OCN Life Skills course. A few learners achieve Key Skills qualifications.
- 57 Nearly all learners make good progress in basic and key skills. Many learners make effective use of a wide range of communication aids, including ICT, to enable them to interact with others. Many others respond positively to strategies such as signing and use of symbols. As learners proceed through the school they further develop and improve their communication skills.
- 58 Most learners acquire appropriate strategies to work independently in school and in the wider community. They listen very well to staff and follow instructions carefully. A few of the more able learners read simple texts independently and find information on specific topics, or when reading a menu or a shopping list. Other learners make good progress, and show continuous progress in their basic and pre-reading skills.
- 59 Nearly all learners are very attentive and respond appropriately in a variety of ways, through speech, gestures or body movements to conversations, discussions and requests. They are very eager to participate and show much enthusiasm when taking part in their activities.

- 60 Most of the more able learners write short paragraphs and receive good support to do this. They also use their numeracy skills confidently in similar real-life situations such as shopping.
- 61 Many learners, of varying abilities, use a range of ICT to support their learning. The school was awarded the Basic Skills Agency Quality Mark for the third time in 2008.
- 62 The majority of learners respond appropriately to basic Welsh greetings, mainly through action or gestures. Those who speak Welsh as a first language respond appropriately and correctly to everyday basic phrases stating if they are at school.
- 63 The progress achieved by nearly all learners in their personal and social skills as well as their behaviour is outstanding. Many of them relate very well to visitors and other adults who come to the school. They show outstanding standards in personal development in terms of attitudes and social skills such as when eating meals, and taking part in activities within the community.
- 64 Nearly all learners, irrespective of their abilities, make outstanding progress in their spiritual, moral, social and cultural development. They take an active part in collective worship and show respect towards the different backgrounds of other learners.
- 65 Many learners understand how well they are doing, and discuss their progress against specific targets with their teachers at the end of each school day. They take part enthusiastically, work well when supported by staff and interact courteously with other learners.
- 66 Many learners make very good use of their thinking skills to respond appropriately to simple problem-solving and decision making skills, such as choosing items for a meal, or choosing a colour in their art lessons. The more able learners contribute well to the school council where they show they are developing aspects of teamwork, or gaining confidence in giving an ICT presentation.
- 67 The school average attendance figures are higher than those recorded during the previous inspection and the large proportion of learners has attendance in excess of 92%, with over a half being higher than 95%. It is only a few learners with low levels of attendance that reduces the whole-school average attendance figure.
- 68 Many learners take part actively in a range of sporting activities. This is an outstanding feature, and successfully promotes a very positive attitude towards adopting a healthy life-style, keeping fit and of the importance of personal hygiene. They make good progress towards their personal and social targets and establish very good social skills, show respect to others, and develop good personal habits.
- 69 Many learners' take an active participation in the community, such as shopping in local shops or visiting a local beach. They show a strong sense of how to improve their own school community and its environment.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

70 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.

71 The quality of teaching in the 43 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	60%	5%	0%	0%

72 Teachers provide a very good quality of teaching across nearly all subjects. There are outstanding features in over a third of these lessons. These are apparent when teachers:

- establish a highly positive and supportive teaching and learning environment, both within the school and in outdoor activities that enhance learners understanding of many issues taught in lessons;
- explained the aims of lessons clearly to the learners, and adapt them in a highly imaginative and effective manner to meet the varying needs of the learners;
- reinforce the main points in a lesson to ensure that learners remember and retain the most important aspects, monitoring and evaluating learners progress throughout the lessons;
- show a very good knowledge of subject areas, as well as of the various ways the learners' needs may be addressed through making very effective use of a wide range of appropriate resources and activities; and
- check learners progress against their individual targets, as identified in their IEPs and use this information to help plan further activities that are appropriate.

73 A team of dedicated teaching assistants (TA) who know the learners well, provide high quality support for both learners and teaching staff. Teachers and TA work highly effectively as a team, and TA ensure that each learner has the opportunity to focus and concentrate on the lessons and activities.

74 Good features can be seen in teaching when teachers plan their lessons clearly showing well-structured sequencing of achievable steps, which help learners understand how well they are doing.

75 Nearly all teachers keep abreast of recent developments in teaching through attending training courses that contribute significantly well towards the high quality of teaching.

76 Most lessons show good pace and appropriate variation of tasks in activities that maintain the interest and motivation of learners of all abilities.

77 The majority of teachers use ICT resources appropriately to support teaching and learning, and many promote thinking skills effectively through providing opportunities for learners to make choices and make decisions.

- 78 All staff set a high standard for behaviour in lessons and ensure that all learners, irrespective of needs, gender or background, are offered full access to all school activities.
- 79 Teachers use a variety of communication aids to support learners' ability to interact with others. They effectively help them gain confidence in expressing themselves, and contribute very well towards establishing developing learners' communication skills. Although the majority of teachers promote bilingualism through incidental use of appropriate Welsh greetings and phrases, this is not consistent across all activities and age groups. However, Welsh speaking members of staff provide good opportunities for those learners who come from predominantly Welsh speaking homes.
- 80 In the few lessons where shortcomings were identified, there are:
- insufficient planning for specific aspects of lessons;
 - limited opportunities to use ICT;
 - inconsistencies in the use of signing as a means of communication,
 - insufficient opportunities to develop learners' bilingual skills; and
 - over lengthy introductions to lessons, and a lack of clarity in a few instructions to learners.
- 81 Staff assess learners' needs and achievements fairly, regularly and accurately. Progress is tracked over time and assessment information informs planning at individual learner level.
- 82 Assessment data is also moderated, standardised and analysed at a whole school level and informs medium and longer term planning where teaching and support strategies have been improved as a result. The way in which pupil performance data is moderated, analysed and used to improve learning outcomes is an outstanding feature.
- 83 Procedures in place for reporting achievements meet all statutory requirements and the school complies with all necessary processes for the regulatory bodies used for accreditation. The school uses a good range of accreditation routes and learners' achievements can be recognised with awards in line with their ability levels.
- 84 Learners are fully involved in the process of evaluating progress taking account of communication skills and underlying ability levels. The school has good procedures in place for informing those who have a legitimate interest about learners' progress and achievements.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 85 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.
- 86 Learners are provided with a very good curriculum which offers a wide range of learning opportunities well adapted to individual needs. The school's child

centred and flexible approach ensures that more able learners have opportunities to achieve accreditation through ASDAN and Agored Cymru Life Skills, and Work Related Education courses, as well as WJEC Key Skills qualifications. Other beneficial educational programmes are provided for the more profoundly disabled learners. The school is active in the local 14 -19 Learning Pathways network; this has further extended opportunities for learners, resulting, for example, in a learner undertaking a General Certificate of Secondary Education (GCSE) course at a cluster school. The school's comprehensive and well planned programme of activities to enhance pupils' awareness of career opportunities is an outstanding feature of guidance towards possible future pathways.

- 87 The planning and delivery of basic and key skills forms a core to the school's work and is done very well. Detailed assessments of learners' skills form the basis for planning learning activities, and learners' progress across areas of the curriculum is regularly monitored and evaluated by staff. The school has been successful in achieving the Basic Skills Award for the third time in 2008.
- 88 There is good collaboration with other professions in the development of learners' key skills, with input from the sensory impairment service, speech and language therapists, physiotherapists, mobility officers and social services.
- 89 The school's provision of out of hours and off site activities is of the highest quality and is an outstanding feature of its work. School staff run a very successful weekly after school club as well as a summer play scheme; these provide learners with enriching experiences, developing their play and social skills and providing parents with much valued respite time. There are frequent educational visits to museums, concerts and musical shows, and places of local interest. There are regular visits to the school by artists and performers as well as inputs from the police and other community support services.
- 90 Learners benefit greatly from a very good number of residential experiences, such as the Urdd camp in Llangrannog, where learners enjoy a variety of outdoor activities. Overnight stays in the Urdd Centre in Cardiff also help promote bilingual skills. Visits to the Museum of Welsh Life at St. Fagan's, and to shows in the Wales Millennium Centre also contribute well towards an understanding of Welsh culture and heritage. A number of learners have undertaken skiing trips abroad to Europe, and have also taken part successfully in the Special Winter Olympics in Alaska, Japan and America. These are outstanding features that enhance learners' experiences and awareness of global citizenship.
- 91 The school promotes learners' social, moral, spiritual and cultural development very well. There are daily opportunities to take part in collective worship and, during whole-school assemblies, learners join in singing and praying together and they have opportunities to reflect on the wider world within an appropriate spiritual atmosphere. Collective worship meets statutory requirements.
- 92 The school's PSE programme permeates the daily life of the school, as well as delivering discreet lessons all staff address personal and social issues as a focus for their interactions with learners, and in ensuring their individual well being.

- 93 The school maintains good partnerships with parents. Parents are welcomed into school at any time and are kept informed through reviews and newsletters, and through activities such as the Communications Road Show held recently at the school. A very strong feature of the school's commitment to supporting parents is the two-year project funded by an Unlocking the Potential of Special Schools grant. Two staff, from the school, visit and support parents in their homes. They help them to become more confident and effective in their parenting roles, and also provide parents with a variety of beneficial activities within school.
- 94 The school has good links within the community; local businesses provide very good opportunities for work related education, together with a well planned work experience programme, these are outstanding features. Learners also benefit greatly from the 14-19 partnerships with local colleges and schools. At present there is no involvement with local teacher training institutions, but local colleges and schools regularly place their students at the school as part of their training. The promotion of work-related education, together with aspects of sustainable development, as seen in the development of the sensory garden, and the various initiatives undertaken as part of entrepreneurship are all outstanding features.
- 95 The school meets its legal and course requirements.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 96 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team did not match the judgements made by the school. While the inspection team noted the outstanding features in the quality of care, support and guidance offered by the school, there were insufficient outstanding features in its provision for additional learning needs and in the quality of provision for equal opportunities.
- 97 The school provides very good support and care for its learners and has a very well-planned programme of support to help new learners settle into school. Observation of learners during lessons and playtimes confirm that very positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
- 98 The quality of the school's partnership with parents and carers is good. The school takes account of their views that are reflected in the very positive comments made by nearly all parents and carers in the pre-inspection meeting and parental questionnaire for the inspection. The effective home/school diaries and informal occasions such as the Christmas Fair and Prize Day also help to forge good partnerships.
- 99 The work carried out by the school council effectively promotes positive decision-making and together with the eco project effectively develops the skills of citizenship.
- 100 The school has a highly effective and well-planned induction programme for learners of all ages, which meets their needs. For young learners there are good links with the 'SPOT' group for babies and toddlers with complex needs. For

older pupils, there are very good arrangements for parents to visit the school with their children, when detailed assessments are made, in conjunction with various support agencies. This helps the school to identify learners' needs at an early age and ensures that all relevant information is received and used to help provide effective support.

- 101 Each member of staff has a good awareness and understanding of the importance of the PSE framework and of developing learners' confidence and self esteem.
- 102 The guidance and support learners receive regarding their PSE and careers plans effectively meets the requirements of the 14–19 Learning Pathways.
- 103 The school has effective procedures and works well alongside parents to monitor learners' attendance. There are clear guidelines to staff and learners on how the school records and reports on attendance.
- 104 The school has a comprehensive and well-planned programme of activities in place to enhance learners' self-awareness, skills, options and career opportunities. Good notice is taken of the 14-19 Learning Pathways to support learners in making choices for the future. These aspects are outstanding features within the school.
- 105 Learners receive good guidance by the staff in personal health and hygiene as well as in the promotion of their overall well being and fitness. The school is part of the Healthy Schools initiative and has achieved the Green Flag status. All staff have received appropriate first aid training and designated staff members are fully trained for the provision of individual medical procedures.
- 106 The school has appropriate procedures to ensure the protection of children. All staff has received training through the LA. A member of the SMT has designated responsibilities for child protection issues in conjunction with the headteacher.
- 107 An effective anti-bullying policy is in place and an appropriate complaints procedure is clearly explained in the school prospectus.
- 108 The school make very good arrangement to identify the individual additional needs of all its learners. Prior to admission a multi disciplinary assessment is undertaken very effectively to ensure the correct and most appropriate provision for each pupil. Good IEP's are maintained for each learner and these set appropriate targets which are reviewed regularly. Annual reviews, as required by statements of SEN, are carried out and the process fully meets the requirements of the Code of Practice for SEN.
- 109 Many learners are identified as having severe learning difficulties (SLD) but many have additional needs. Staff employ a range of appropriate strategies for learners with additional needs that include adapting tasks and activities, individual support through withdrawal sessions and the effective use of communication aids which aid independence and learning. New initiatives, since the last inspection have significantly improved communication provision for learners with profound and multiple difficulties.
- 110 Good and appropriate provision is made for learners with multi-sensory impairments (MSI) with support provided by visiting specialist teachers and a fully qualified member of staff who ensures learners have the best access to learning. However, the school does not have full and sufficiently regular access

to other important specialist services such as speech and language support, and physiotherapy, nor has sufficient regular access to the services of a school nurse.

- 111 There are clear policies to provide high standards of behaviour. There are policies dealing with sex and relationships, physical restraint and anti-bullying. Staff respond appropriately to diffuse potentially disruptive situations that makes for a very safe and secure environment for learners.
- 112 The school has an effective equal opportunities policy that helps learners' understanding of racial equality. All learners, of all gender and backgrounds are included in all activities, regardless of their social, educational, ethnic or linguistic background. The school's provision to ensure equal opportunity for boys and girls is a strength.
- 113 School policies and practice ensure that incidents of oppressive behaviour are taken seriously and eliminated. Circle time, PSE lessons and school assemblies effectively focus on promoting positive aspects. Staff reinforce appropriate behaviour very well, with appropriate use of praise.
- 114 The school is effective in developing learners understanding of racial equality. Cultural diversity is celebrated in school assemblies, modern foreign language development and through visits abroad.
- 115 Heol Goffa has produced an effective Disability Equality Policy and accessibility plan that ensure that learners do not receive any unfair treatment. New hoists appropriately placed, raised flowerbeds and wheelchair paths are just a few of the reasonable adjustments made. In addition, annual reviews of manual handling techniques, effectively ensures that all staff receive appropriate training.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 116 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.
- 117 The headteacher provides very good leadership and a clear sense of purpose and direction for the school. He is very well supported in this by the deputy headteacher and SMT. Teaching and support staff work very effectively as a team. They display a very good understanding of the school's aims and values that can be seen in the well ordered routines and daily activities, the very good relationships amongst learners and staff, and the caring and supportive ethos of the school. The high standards in leadership and management have been recognised in the school achieving the Investors in People Award in July 2009.
- 118 The school leadership team has developed a culture and commitment to continuous improvement within the school. All staff are encouraged to contribute towards identifying areas for development in the school. Good systems are in place to evaluate standards in teaching and learning; the SMT and subject leaders regularly observe lessons and monitor and evaluate standards and progress. This evidence is carefully analysed and compared with standards of achievement in similar schools, the leadership team then sets challenging targets

for improvement, this has been very effective in raising standards of provision across the school.

- 119 The school has made good use of Unlocking Potential of Special Schools funding to develop partnerships with local schools, parents and colleges. This has improved opportunities for inclusion and for supporting parents in their role.
- 120 The school is currently working with partners in the 14-19 Learning Pathways to train staff and develop “moodle” (an online network for home based learning). The school also has beneficial partnerships with Careers Wales and Mencap, and the County Transition Service that supports and arranges activities and placements for post-16 learners.
- 121 Very effective arrangements are in place to monitor the performance of all staff members through the performance management and staff appraisal systems. Teaching and support staff undertake a very wide range of good quality in service training, senior staff provide good guidance and support for colleagues, and staff collaborate well, sharing good practice within the school team.
- 122 The school's governing body is well informed and supportive. Governors visit the school regularly and report back to the governing body on their designated areas of responsibility. Governors have undertaken training and are aware of their roles and responsibilities, and are fully involved in setting the strategic direction of the school along with the headteacher. Their role as critical friends of the school is further enhanced through classroom visits, their involvement in staff appointments, the monitoring of financial decisions and school policies. The governing body complies fully with statutory and regulatory requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards

Grade 1: Good with outstanding features
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- 123 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.
- 124 In its self-evaluation report the school awarded itself a grade 1 for each key question. The inspection team agreed with these judgements apart for key question 4 that was a grade lower. Overall however, there was a good match between the judgements made by the school and the inspection team.
- 125 The school's self-evaluation report is well structured and comprehensive. It provides a detailed account of the school's strengths and areas for development.
- 126 The school's self-evaluation process is thorough, and clearly identifies the various good features within the school. The outcomes of the process are effectively used to inform the school's development plan, and to identify priorities for improvement across all aspects of school life.
- 127 There is a very comprehensive cycle of monitoring, review and evaluation and learners' assessment data is used very effectively within this process. The way in which pupil performance data is moderated, analysed and used to improve learning outcomes is outstanding.
- 128 The views of learners, parents and staff are systematically collated and analysed and senior managers take active account of these when planning for improvement.

- 129 All staff have a very good understanding of the self-evaluation process and the school promotes a healthy ethos of continuous improvement.
- 130 Training and support is clearly linked to improving outcomes for learners and an 'open door' management style encourages a creative, solution-focused approach across staff as a whole.
- 131 Since the last inspection, the school has successfully addressed all key recommendations identified and has produced evidence of measurable performance, where appropriate.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1 - Good with outstanding features

- 132 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team match the judgements made by the school.
- 133 The development of the outside areas is an outstanding feature that promotes good teaching and learning. These include multi sensory areas, curriculum areas, areas for physical development and also sheltered areas outside classrooms. However, there are shortfalls in the size of some classrooms and also in the size of the hall, particularly in relation to the number of learners and the limited space restricts the scope of activities that can be provided.
- 134 The school makes good use of the locality, through use of local facilities and shops to enhance learning opportunities. Learners also experience a range of other cultures through their trips abroad.
- 135 Important specialist rooms provided include a therapy room where learners receive Atmospheric (to develop senses) and Tac Pac (a tactile approach to communication) sessions and the soft-play room which provides learners with physical difficulties valuable opportunities for developing their physical skills, The school makes good use of its ICT suite.
- 136 The provision of in-service training for staff is an outstanding feature that provides good opportunities for staff to enhance their expertise and professional development. This contributes very well towards ensuring and maintaining a high level of expertise throughout the school that matches the wide and varied needs of all learners.
- 137 The resources used at the school are generally of a high quality, and these are adapted very effectively to match and meet learners' needs. Staff ensure that all resources are adapted well to meet the priorities for learners' development. However, the facility for hydrotherapy is situated some miles away and this necessitates learners in further travelling time in a minibus, often after being brought to school in a similar manner. This is a shortcoming. The provision of a hydrotherapy pool has been a long-standing issue and yet to be resolved.
- 138 The organisation of teachers planning, preparation and assessment (PPA) time so as to ensure quality in provision is well organised and meets statutory requirements. Teachers use their PPA time to ensure that good quality teaching is planned and provided to all learners.

- 139 Suitable and appropriate arrangements have been made to address workload and workforce remodelling issues.
- 140 Overall, the school provides a high quality and stimulating learning and teaching environment. The high quality of provision and the regular review of resources ensure that the range of learners' needs is appropriately met. All learners make good progress towards achieving their potential and there are good outcomes for them when they leave school. School and financial management is of a high quality, and the school provides outstanding value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Key stage 3: Grade 2: Good features and no important shortcomings

Key stage 4: Grade 2: Good features and no important shortcomings

Post 16: Grade 2: Good features and no important shortcomings

Good features

- 141 Learners across all key stages respond well to the stimulating activities provided and most learners listen to instructions and stories and respond with confidence in line with their identified communication needs and underlying functional abilities.
- 142 Learners across all key stages show good levels of progress with literacy skills over time. The range of differentiation strategies used and the effective deployment of ancillary staff, especially in meeting the often significant and challenging communication needs of individual learners, ensures that targets set in IEPs, are met for most learners.
- 143 Most learners in KS1 listen effectively and respond to requests and instructions. They demonstrate a range of pre-reading skills and their understanding of reading is developed through story, singing and other play related activities. Most learners can produce some meaningful print or through the use of symbols, linked to their own interests. Some can trace and overwrite.
- 144 Learners at KS2 experience and respond to a wide range of stimuli, including written and audiovisual material. Most learners communicate clearly using a variety of methods, and most learners have a good understanding of social conventions when engaged in conversation and discussion.
- 145 At KS3, some learners demonstrate a very high level of reading skill and can read with fluency, accuracy and understanding. Some can use a range of text for different purposes and demonstrate a good level of skill when producing presentations for different audiences, using ICT.
- 146 Older learners in KS4 and at post-16 continue to develop their skills and understanding in reading and writing and use opportunities for developing their speaking and listening skills well. Learners have access to appropriate opportunities for qualifications through a variety of routes, including ASDAN and

access to GSCE for a few learners, through links with a local comprehensive school.

Shortcomings

147 There are no important shortcomings.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Key stage 3: Grade 2: Good features and no important shortcomings

Key stage 4: Grade 2: Good features and no important shortcomings

Post 16: Grade 2: Good features and no important shortcomings

148 No formal lesson was observed during the time of the inspection. The grades awarded have been based on the observation of incidental Welsh as well as scrutiny of learners' work as presented in their workbooks and folders.

Good features

149 Nearly all learners become familiar with everyday vocabulary in Welsh within daily routines, and respond to them appropriately. They know common greeting words; and use these effectively in a correct context.

150 Many learners respond well to greetings in Welsh during registration and lessons, knowing which phrases to use in response to specific questions. Many count correctly to at least five with increasing accuracy.

151 Many learners in KS1 and KS2 know and correctly identify the names of various items of food, which they eat at school, or buy in a supermarket.

152 They point at, or identify specific words within a story, showing good understanding.

153 The majority of learners in KS3, KS4 and post-16 know simple words used to describe the weather, and use these correctly on a chart to record the weather on a daily basis.

154 Older learners fill in a short questionnaire and answer simple questions about the life of Santes Dwynwen, providing specific information. They take turns in a role-play through asking clearly for specific items in a shop and prepare a menu for a café using correct vocabulary.

Shortcomings

155 There are no important shortcomings.

Mathematics

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Key stage 3: Grade 1: Good with outstanding features

Key stage 4: Grade 1: Good with outstanding features

Post 16: Grade 1: Good with outstanding features

Outstanding features

156 Across all key stages learners achieve well in mathematics in line with their levels of identified need and communication abilities

- 157 Learners across all key stages make very good progress in the use and application of number and in their understanding of money and measurement. For example, across a number of innovative topics and themes, where shopping for and the measurement of, ingredients, is required.
- 158 The way in which learners develop their skills in numeracy and mathematics through effective use of practical resources across the school is outstanding. They also use interactive whiteboards imaginatively as they develop their counting and number concepts.

Good features

- 159 All learners achieve an understanding of time and develop concepts relevant to everyday life. Most learners can make predictions confidently in relation to a range of experiences. For example, in the estimation of journey times.
- 160 Learners across all key stages show good levels of progress in mathematics over time and achieve their targets well.
- 161 Younger learners develop counting skills through practical activities often related to current themes and stories and demonstrate an understanding of mathematical vocabulary in relation to size and shape.
- 162 At KS3, many learners recognise and can name a number of common two-dimensional shapes and are beginning to understand and work with three-dimensional shapes. They recall information with confidence and apply skills in developing their understanding of symmetry.
- 163 Older learners at post 16 continue to develop their skills and understanding in number, and obtain qualifications through a variety of routes including the work with ASDAN.

Shortcomings

- 164 There are no important shortcomings.

Science

- Key stage 1: Grade 2: Good features with no important shortcomings**
Key stage 2: Grade 1: Good with outstanding features
Key stage 3: Grade 1: Good with outstanding features
Key stage 4: Grade 1: Good with outstanding features
Post 16: Grade 1: Good with outstanding features

Outstanding features

- 165 In KS2, KS3, KS4 and post 16, learners make outstanding progress. They show an enhanced knowledge of science by confidently undertaking a wide range of practical and investigative tasks in class, on school visits and in the school grounds.
- 166 In KS2, nearly all learners are able to investigate objects that need or do not need electricity. They investigate forces well and predict which objects will sink or float.
- 167 In KS3, most learners have a very good understanding of the properties of a wide range of kitchen utensils and successfully carry out an experiment to see

what materials make the best house. Most have a good understanding of forces and motion; they know that pushing, pulling and twisting are all forces at work

168 In KS4, many learners know the difference between predictions and conclusions. Most are aware of the need for 'fair tests' in investigations. Nearly all learners understand very well that some materials are magnetic. Learners are able to grow broad bean plants and know what plants need for growth. They are able to produce an excellent wall display and make a presentation of their findings in school assembly.

169 Older PMLD learners demonstrate outstanding reactions to mini beasts such as worms and snails.

170 At post-16, learners apply and extend their knowledge of science very well in the work they do in the garden and on environmental projects at home and in the local area.

Good features

171 In KS1, learners' attitudes to science are good. A majority of learners can identify some parts of a flower. They successfully grow sunflowers from seeds and know that plants need water to grow in their sensory garden. Young learners develop their understanding of personal hygiene well.

Shortcomings

172 There are no important shortcomings.

Information and communications technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Key stage 3: Grade 2: Good features and no important shortcomings

Key stage 4: Grade 2: Good features and no important shortcomings

Post 16: Grade 1: Good with outstanding features

Outstanding features

173 Many post-16 learners achieve outstanding standards. They know how to use specific art and design packages, producing attractive menus and posters for use in their project work, a number use specialist programs such as a picture exchange communication system to support this work. As part of a young enterprise project learners have used design packages to produce business cards, logos and calendars. A few successfully research web sites for information on how the body works, and create presentations about the environment and their local community.

174 As a result of a project working with a visiting "Media Bus", many learners have made a series of animated films; they have developed this work well, using design programs on a computer to independently create films about school events.

Good features

175 Most learners in KS3 display very good skills using PowerPoint presentations to improve their literacy skills. They use a digital camera independently and can input images into a computer program to create their own digital books that they

present to the rest of the group. More able learners are confident in using a portable media player, experimenting with a variety of downloadable applications to enrich their work across the curriculum.

- 176 Learners with more profound disabilities can use communication aids, linked to a computer program, to indicate choices, and select switches to indicate the direction of travel to the right or to the left. They produce colourful pictures and stories using creative packages. Other learners show their skill in using a dynavox to communicate with others.
- 177 Most younger learners when working together on the interactive whiteboard can independently drag and drop images into a background, a few need adult support.
- 178 As part of a project on Indian religions, many learners in KS4 use the interactive whiteboard confidently to create and present information about Hinduism. They use the internet effectively to find information on Mendhi designs and demonstrate their skills well when using a word processing package to present their ideas.

Shortcomings

- 179 There are no important shortcomings.

Design Technology

- Key stage 1: Grade 2: Good features and no important shortcomings**
Key stage 2: Grade 2: Good features and no important shortcomings
Key stage 3: Grade 2: Good features and no important shortcomings
Key stage 4: Grade 2: Good features and no important shortcomings
Post 16: Grade 2: Good features and no important shortcomings

Good features

- 180 Younger learners experiment successfully with a variety of materials in a variety of play situations.
- 181 Many learners in KS2 and KS3 design moving vehicles; they make imaginative models and go on to evaluate their designs. They design and make attractive picture frames. They experiment with a range of materials selecting and arranging different textures and found objects to make interesting, colourful three-dimensional collages.
- 182 Learners with more profound disabilities enjoy touching and tasting the ingredients for making tartlets. With support they are able to express a preference in selecting the tartlet fillings, a few take part in making the tartlets while others observe the process.
- 183 When making shortbread biscuits most learners are able to identify the utensils to be used, and consider the sequence of the recipe, they design and make the selected shape from the dough, producing attractive biscuit designs.
- 184 Older learners design colourful fabric banners as part of a project on India. When decorating their classroom model of a Hindu shrine, they produce a variety of colourful "mithai" (Hindu sweets) and demonstrate their skills at measuring, and cutting, and take account of health and safety issues. Others

design and make mosaics using glass and perspex; they show an awareness of creating colourful patterns in their designs.

185 Most post-16 learners use their knowledge of science to design a healthy meal. They know and can name the different food groups, and use picture cards to create a balanced meal. They design attractive menu cards on the computer, and enjoy preparing a two-course meal for their lunch.

Shortcomings

186 There are no important shortcomings.

Modern foreign languages

187 This subject is only taught at KS3.

Key stage 3: Grade 2: Good features and no important shortcomings

188 Most learners gain a good awareness and knowledge of a modern foreign language through the mainly cultural experiences they receive during the modern foreign language weeks. They use appropriate expressions and vocabulary showing good understanding of basic numbers between one and 10, and commonly used phrases such as greetings in French or German. They use these phrases well in line with the context of the topic or theme they are following.

189 Most learners in KS3 create menus for an Italian pizza restaurant showing a good understanding of the names of different foods.

190 More able learners learn a few words and phrases such as greetings and use these correctly in an appropriate context.

Shortcomings

191 There are no important shortcomings.

History

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Key stage 3: Grade 2: Good features and no important shortcomings

Key stage 4: Grade 2: Good features and no important shortcomings

Post 16: Grade 2: Good features and no important shortcomings

Good features

192 Many younger learners in KS1 and KS2 wear Victorian clothes and gain an awareness of the type of clothes worn at the time. They use their senses effectively to feel the texture and smell the materials, and also to identify the sights, smells and sounds of long ago when visiting a steam train.

193 Most learners link the passage of time well through using various indicators such as what they did at the weekend, or noticing seasonal changes in the environment.

194 Older learners in KS3 and KS4 write a brief letter, as if they were evacuees, stating where they are living, and whom they live with. They make a list of the main differences between their everyday lives today and life during the Second World War.

- 195 They compare items, such as radio and a CD player, with their equivalent from the past, using appropriate phrases and vocabulary to explain differences and any similarities.
- 196 Most learners know the names of countries that fought in the Second World War. They identify a range of weapons used in a war and can distinguish between aeroplanes used in the 1940s and those used today, and distinguish correctly between old and new weapons of war.
- 197 Many identify and describe the way photographs show life during the First World War. They compare the presentation of a newspaper in December 2009 to that of the same newspaper in December 1917, carefully noting any similarities and differences.
- 198 Most learners in the post-16 group paint pictures of local castles and describe the differences they have noticed between the way people lived in the castles, and the way they live their own lives today.

Shortcomings

- 199 There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 1: Good with outstanding features

Key stage 3: Grade 1: Good with outstanding features

Key stage 4: Grade 1: Good with outstanding features

Post 16: Grade 1: Good with outstanding features

Outstanding features

- 200 All learners develop very good levels of understanding about different people and places in the world appropriate to their needs and levels of communication ability, through a range of well coordinated and carefully planned cross-curricular topics and project work. For example topics on India at KS4 and whole-school European projects.
- 201 At KS2 learners develop a very good understanding of local weather patterns and develop confidence in analysing trends and making predictions through the use of creative role play, interactive whiteboards and television, and a range of other practical, sensory resources. For example, the weather game “let's get dressed for the beach”, or “let's get dressed for the rain”.
- 202 Most learners show very good levels of knowledge and understanding of their immediate locality and can recognise with confidence specific features and places across the region and further afield. In most key stages, outstanding use is made of trips, including those to other countries, and regular visits in the locality, for learners to experience different environments at first hand. They make observations, collect information analyse and present it in a number of different ways when back in the classroom.

Good features

- 203 Most learners across all key stages communicate their observations with interest and confidence using words, signs and symbols as appropriate using subject-specific language.

- 204 Learners across key stages develop their understanding about weather and climate patterns by keeping diaries and plotting changes over time, with charts and graphs. Project work on 'town and country' for example, and on 'the seasons' allow most learners to develop geographical concepts and a range of additional skills particularly in communication, number, personal and social skills, and the Cwricwlwm Cymreig.
- 205 Most learners, across all key stages, gain a good understanding of the local physical environment and a sense of place is developed and made relevant through specific themes. For example, from 'my home' and 'my school' to 'people who help us' and 'where do they work?'
- 206 Most learners develop an understanding of environmental issues through a range of projects. For example scavenger hunts on local beaches and through the work of the school's eco committee.

Shortcomings

- 207 There are no important shortcomings.

Art

- Key stage 1: Grade 1: Good with outstanding features**
Key stage 2: Grade 1: Good with outstanding features
Key stage 3: Grade 1: Good with outstanding features
Key stage 4: Grade 1: Good with outstanding features
Post 16: Grade 1: Good with outstanding features

Outstanding features

- 208 Most learners make outstanding use of art to enhance and reinforce learning and skills across the curriculum. They experiment with a wide range of media to produce work of high quality and interest. Most learners show a wide variety of very well developed methods and chosen materials in the work.
- 209 All learners throughout the key stages experience and explore different media to produce very attractive and well thought out designs, patterns and paintings of high quality. Many learners use ICT resources appropriately to enhance specific features and aspects of their work in a highly imaginative manner and make very good use of digital cameras to record patterns and images in the environment. They use these very well as a basis for further work in their designs and presentations.

Good features

- 210 All learners contributed to 'The Four Seasons' wall hanging that was created together with an artist in residence. They mixed primary and secondary colours, made and used papier-mâché, as well as a range of other media including materials with different textures to enhance their work and display.
- 211 At KS1, many learners make prints using fingers and leaves, and make effective use of a range of media to create attractive collages. Many learners are able to paint and match colours correctly.
- 212 At KS2, many learners print using fingers and various forms of media, and made collages of themselves experimenting with a wide range of media. They use ICT competently to draw pictures of animals, and use paint to colour clay.

213 At KS3, most learners use rollers to make clay tiles, and make choices of paints and colours by smell. Most learners in KS4 create attractive stained glass window designs using plastic mosaics, work effectively with ink washes, and are able to copy and create Mendhi designs using pencils. More able learners are able to use the Internet for research for Mendhi designs.

Shortcomings

214 There are no significant shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Key stage 3: Grade 2: Good features and no important shortcomings

Key stage 4: Grade 2: Good features and no important shortcomings

Post 16: Grade 2: Good features and no important shortcomings

Good features

215 Most younger learners know a good number of familiar songs, they respond with enjoyment when singing and performing action songs. They make choices when selecting their favourite song from picture cards for the rest of the class to sing. They express how they are feeling through singing a response to a question and answer song.

216 Key Stage 3 learners make interesting sound stories in response to a visit to a local harbour. They experiment with a variety of sound sources and select percussion instruments to recreate the sounds of pebbles, the wind and splashing.

217 Many learners develop a good understanding of the elements of music and when learning about duration of sound they can distinguish between long and short sounds. Learners can identify a number of percussion instruments and use them to experiment with sound; they are able to identify instruments that can make both long and short sounds.

218 When developing their composing skills learners use coloured shapes to make interesting graphic scores and they can perform their compositions on hand bells. Other learners use a computer program to compose a short piece and display their work on an interactive whiteboard. A number of learners show they can alter and control sound through experimenting with a sound beam.

219 Learners achieve good standards in their singing during whole school singing sessions. The school is taking part in the "Can sing initiative" and is implementing a more focused approach to the development of singing, this has had a very positive impact on standards in singing across the school. Learners sing well, with good control, they are able to sing a two part song; they know how to respond to a conductor, singing quietly and loudly appropriately.

220 The school choir achieves good standards; learners know a variety of songs from popular shows, they perform them well, confidently and with a sense of style.

221 Learners listen and respond to a wide variety of music well. They are able to express a view about what they like, write about the instruments used and how

the music makes them feel. They experience a good number of live music performances, as well as taking part in school concerts and shows themselves.

Shortcomings

222 There are no important shortcomings.

Physical education

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Key stage 3: Grade 1: Good with outstanding features

Key stage 4: Grade 1: Good with outstanding features

Post 16: Grade 1: Good with outstanding features

Outstanding features

223 A few of the more able learners show an outstanding talent and high standards in skiing. A few have represented Great Britain in the World Special Olympics, most recently in America in 2009, and gained Gold, Silver and Bronze medals in skiing competitions at both the 2001 and 2005 events.

224 Nearly all learners, across all key stages develop very good awareness of their bodies and their own potential as they respond positively to a range of different movements such as throwing or kicking a ball, taking part in horse riding or carting activities, or riding bicycles and tricycles.

225 Many learners in KS3 and KS4 show good control of throwing a cricket ball accurately in a game situation and know the names of players and their positions such as a wicket keeper, or bowler.

226 Many learners with PMLD, from all key stages, turn their heads or eyes towards a light source or a sound, showing developing control and make steady progress in learning to hold and manipulate a variety of items.

Good features

227 Many learners in KS1 show different ways of warming up before an activity, and can demonstrate ways of moving around the hall using various balancing skills. The more able learners balance well on a gymnastics bench, showing good body control. Those learners who receive rebound therapy sessions show good balancing techniques when supported by staff.

228 Most learners, who use the 'Soft play' room jump, roll and climb with increasing agility and confidence. Older learners, in KS3 and KS4 show very good skills in sequencing simple gymnastics moves, doing so with accuracy, and ending with a final sequence that is controlled and well disciplined. They show good running techniques in races and in the shot put at a local athletics meeting.

Shortcomings

229 There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings
Key stage 2: Grade 2: Good features and no important shortcomings
Key stage 3: Grade 2: Good features and no important shortcomings
Key stage 4: Grade 2: Good features and no important shortcomings
Post 16: Grade 2: Good features and no important shortcomings

Good features

230 Nearly all learners in all key stages visit churches and chapels within the local community. They show due reverence and take part in collective worship and respond appropriately throughout through participating in religious songs and prayers. They know that a prayer is a means of communicating with God, and for thinking about important issues.

231 Most learners, at all key stages, have a good awareness of special days and festivals, such as Easter or Christmas. They understand the importance of a harvest festival as well as special days in other religions celebrated in Hindu and Jewish festivals.

232 Many KS3 learners are able to listen to stories from the Bible and re-enact the story. Most learners reinforce their knowledge and understanding of festivals and special occasions through effective use of ICT presentations.

233 Older and more able learners have a good understanding of the meaning of symbols and artefacts used by major faiths.

Shortcomings

234 There are no important shortcomings.

School's response to the inspection

The report recognizes the excellent practice and pupil achievement that is evident on a daily basis within school.

It is a reflection of the high standards we set ourselves and of the commitment and dedication of the staff, governors, pupils, parents and colleagues from within the local and wider communities.

We will use the action points in relation to KQ4 to continue our ongoing discussions with the appropriate authorities with increased vigour in pursuit of the additional provision from the support services and the LEA.

The action plan will form a part of the school development plan and will be shared with parents and appropriate colleagues. Progress will be reported in the Governors Annual Report to Parents and in the school newsletter.

The school would like to thank the inspection team for the professional and friendly way they conducted themselves and for their courtesy towards everyone during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Heol Goffa
School type	Special school
Age-range of pupils	3-19
Address of school	Heol Goffa Llanelli Carmarthenshire
Postcode	SA15 3LS
Telephone number	01554 759465

Headteacher	Mr P Newell
Date of appointment	01.09.03.
Chair of governors	Mrs S Cooke
Registered inspector	Mr Glyn Griffiths
Dates of inspection	17 – 19 May 2010

Appendix 2

School data and indicators

Number of pupils in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6
Number of pupils	2	2	3	3	-	5	4	2

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y 14	Total
Number of pupils	2	4	12	2	12	6	8	9	76

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.6

Staffing information

Pupil: teacher (fte) ratio (excluding nursery)	1:74
Pupil: adult (fte) ratio in nursery classes	2:1
Average class size, excluding nursery classes	4:4
Teacher (fte): class ratio	1:7.6

Percentage attendance for three complete terms prior to the inspection

	N	R	Y1 – Y6
Term 1	-	97.88	93.5
Term 2	-	95.19	88.06
Term 3	98.25	96.55	91.73

Percentage attendance for three complete terms prior to the inspection

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Whole School
Term 1	67.08	96.61	94.35	94.92	95.20	95.50	96.09	90.11	93.64
Term 2	92.22	90.24	89.70	93.57	87.45	96.43	91.74	94.60	90.23
Term 3	75.74	90.14	95.48	94.79	94.70	94.34	95.24	90.38	91.38

Percentage of pupils entitled to free school meals	35%
Number of pupils excluded during 12 months prior to inspection	-

Appendix 3

Public Examination Results 2009

Accreditation Body	No. of pupils successful	Total no. of awards
ASDAN <ul style="list-style-type: none">• Transition Challenge• Towards Independence	12 7	12 12
OCN Life Skills - Entry Level	4	106 credits
Key Skills Qualifications	9	9

Appendix 4

Evidence base of the inspection

Five inspectors, together with the school's nominee and a peer assessor, spent a total of 15 inspector days at the school, and met as a team before the inspection.

These inspectors visited:

- 43 lessons or part lessons in school;
- assemblies and registration periods; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, parents/carers and governors before the inspection;
- senior managers, teachers, support staff, specialist staff, and administrative staff;
- representatives of organisations and agencies associated with the school; and
- the school council.

The team also considered:

- documents provided by the school before and during the inspection, including the school's self-evaluation report;
- a selection of learners' work in all subjects;
- learners' behaviour during break periods, at lunchtime and at the beginning and end of the school day;
- samples of reports to parents and carers; and
- 23 responses from parents' questionnaire.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Griffiths Registered Inspector	Context, Summary, Recommendations, Appendices. Key Question 1, Key Question 2 (teaching) Welsh second language, history, physical education
Mrs Gillian Unwin Team Inspector	Key Question 3, Key Question 5 (assessment); design technology, information and communications technology, music
Mrs Joyce Chatterton Team Inspector	Key Question 4 science
Mr Philip Bowker	Key Question 6 Key Question 2b (assessment) English, mathematics, geography
Ms Jendy Hillier	Key Question 7 religious education, modern foreign languages, art and design
Mr Gwynoro Jones Lay Inspector	Contributions to Key Questions 1, 2, 3 and 4.
Mr Ian Elliott Peer Assessor	Contributions to Key Questions 1, 2, 3 and 4.
Mrs Nikki Symmons School Nominee	Nominee

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and learners at Ysgol Heol Goffa for their co-operation and courtesy throughout the inspection.

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