



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Inspection under Section 163 of the Education Act 2002

A report on the quality of education in

**Scope Craig y Parc School
Heol y Parc, Pentyrch
Cardiff
CF15 9NB**

School number: 6816087

Date of inspection: 27 to 29 January 2009

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

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**BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE**



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

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- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

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Introduction

Craig y Parc School was inspected as part of a national programme for the inspection of independent schools under section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

In addition, inspection reports identify good features and shortcomings, so that a school may improve the quality of education it offers and raise the standards its pupils achieve. The inspection of all independent schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection was not carried out in conjunction with the Care and Social Services Inspectorate Wales (CSSIW) and the report does not contain specific judgements on the National Minimum Boarding Standards. The school last had an inspection by the Care Standards Inspectorate Wales (CSSIW) in January 2008. For a copy of the most recent report, you should contact CSSIW at cssiw@wales.gsi.gov.uk.

The inspection of Craig y Parc School took place between 27 January 2009 and 29 January 2009. A team of inspectors from Estyn, Her Majesty's Inspectorate for Training and Education in Wales, undertook the inspection. Estyn is a statutory body independent of, but funded by, the National Assembly for Wales.

The team made its judgements having considered 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. The report is written in accordance with Estyn's Common Inspection Framework (which is available at www.estyn.gov.uk).

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

Year groups and key stages

Independent schools use a variety of systems for numbering year groups. This report, however, uses 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 and parents.

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

Although independent schools are not required to follow the National Curriculum, we use these terms for convenience.

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Context

The nature of the provider

- 1 Craig y Parc is an independent residential and day special school educating pupils aged from three to 19 years of age. The school is approved by the National Assembly for Wales for the admission of pupils with statements of special educational need (SEN) who have complex physical difficulties and associated learning difficulties. All pupils have cerebral palsy.
- 2 The school opened in 1955 and is owned and maintained by the charity Scope, which is a charity that provides services for young people and adults with cerebral palsy. There is a local governing body and the day-to-day management of the school rests with the headteacher. A new head of education was appointed in January 2008.
- 3 The purpose built school is situated on the outskirts of Cardiff in the village of Pentyrch. In 2008, a new extended pool facility was opened, to include a dedicated rebound therapy room. The school is attached to a listed house in listed grounds.
- 4 All pupils attending Craig y Parc have complex physical difficulties and associated learning difficulties. Pupils' learning difficulties are due to a combination of sensory loss, sensory processing dysfunction, challenging medical conditions, communication impairment and cognitive developmental delay. Many pupils have profound and multiple learning difficulties due to the severity of their condition. All pupils have a statement of SEN.
- 5 The school serves the whole of South Wales and neighbouring English authorities.
- 6 At present, 15 local authorities sponsor 53 pupils with nine pupils either weekly or termly boarders. There are 31 boys and 22 girls on the role of the school. Seven pupils are dual registered with their local mainstream school.
- 7 The majority of pupils have English as their first language. Three families use Welsh as their first language and Welsh-speaking staff are assigned to support these pupils. No pupils at present are from a minority ethnic background.
- 8 The school is organised into eight tutor groups, although teaching and learning often takes place in a variety of ability sub-groups. Five classes follow a conductive education approach and one class is dedicated to a sensory motor curriculum (SMC). There is a well-staffed therapy department providing comprehensive integrated support in physiotherapy, speech and language therapy, and occupational therapy.
- 9 The school's mission is to prepare pupils for the post-school experience by developing their confidence, independence, knowledge, skills and general wellbeing. Parents are seen as being an integral part of the learning process and are involved in helping to set learning targets.
- 10 A highly developed integrated clinical therapy support system permeates the school to provide medical and therapeutic programs. The school is committed to supporting children and young people in their local mainstream schools. An outreach teacher supports mainstream schools in a variety of inclusive programs.

- 11 Estyn conducted a full inspection of Craig y Parc School in February 2003. Since the full inspection Estyn has conducted annual monitoring inspections of the school.

The school's priorities and targets
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- 12 The targets in the current school improvement plan (SIP) are mainly focused on school improvement and consolidation on where the school has previously been successful. These targets include:
- developing after school clubs (extended day);
 - upgrading external accreditation;
 - upgrading to an electronic form of B squared assessment software; and
 - developing use of secondary schools to support foundation GCSEs.

Summary

- 13 Craig y Parc School meets all of the regulatory requirements necessary to comply with the Independent School Standards Regulations 2003.

Tables of grades awarded

- 14 The inspection team judged the school's work 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 learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards of achievement

- 15 Overall pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	59%	7%	0%	0%

- 16 The percentage of lessons in which the standards are grade 2 or better exceeds the proportion of lessons graded 2 or better in independent schools inspected by Estyn in 2007-2008.

The grades awarded in the subjects inspected are as follows:

Inspection Area	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Post-16
English	2	2	2	2	2
Welsh second language	2	2	2	2	2
Mathematics	2	1	2	1	1
Science	1	1	1	1	1
Information and communications technology	2	2	2	2	2
Design technology	2	2	2	2	2
History	1	1	1	1	1
Geography	1	1	1	1	1
Art	1	1	1	1	1
Music	1	1	1	1	1
Physical education	2	2	2	2	2
Religious education	2	2	2	2	2

17 Standards of achievement are almost always good and often outstanding. Almost all pupils are achieving well beyond what might be predicted from their level of attainment when they start the school. They make good progress against their objectives. Where standards are outstanding, pupils:

- make very sound progress with their numeracy and literacy;
- take significant steps towards working independently;
- have excellent motivation and enthusiasm for learning;
- use augmentative technology and alternative forms of communication very well to express themselves and make choices; and
- can reflect on and evaluate their own performance well.

18 Students at post-16 work towards the externally accredited course Moving On. Last year, three students achieved the qualification and moved on to colleges.

19 Pupils are very well motivated and enjoy coming to school, and when they are well they attend school regularly. All pupils make significant gains in confidence and self-esteem.

The quality of education and training

20 In the lessons observed, the inspection team judged the quality of teaching as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

- 21 The percentage of lessons in which the quality of teaching is grade 2 or better exceeds the proportion of lessons graded 2 or better in independent schools inspected by Estyn in 2007-2008.
- 22 Teaching has outstanding features in just over 40% of lessons observed. In these lessons, the most common outstanding features are:
- very well planned lessons with clear learning objectives;
 - a wide range of teaching strategies and activities to motivate pupils in their learning;
 - very effective teamwork in all classes which help pupils' interaction, communication and progress; and
 - the strong emphasis on all pupils being given the opportunity and time to make decisions and communicate using the most appropriate method for individual need.
- 23 The school's systems for assessing, recording and reporting pupils' progress and using this information to plan and improve learning are outstanding. These recently reviewed and further developed systems make a significant contribution to the work of the school. They provide accurate information for staff to set realistic targets for improvement.
- 24 The curriculum is broad and balanced and covers all areas of learning that are required by the Independent School Standards (Wales) Regulations. The wider provision is enriched by activities within the residences as well as a good range of visits that pupils make to the local and wider community. Provision for accreditation for pupils is generally underdeveloped.
- 25 There are many good and also outstanding features in the school's work to support and care for pupils. As a result, pupils make very good educational progress and develop the skills that they need to move towards greater independence. Pupils are fully consulted about their aspirations for the future and involved in all decisions about their lives.
- 26 The partnership between the school and parents and carers is exemplary. Parents and carers are fully involved in decisions about their child's curriculum and programmes. Staff listen carefully to what parents tell them about what their children can do well, their likes and dislikes and their behaviour. This valuable information is used carefully by all staff to help them meet pupils' needs.

Leadership and management

- 27 All staff share a common sense of purpose and are dedicated to ensuring high quality education and care for the pupils in the school. There is a caring ethos in which each person is valued and the needs of all are always considered. Equality of opportunity for all is given the highest priority.
- 28 The headteacher leads the school very effectively. He is well supported by a hard-working team of senior managers for education, therapies, business and care. The senior management team have been successful in establishing a clear sense of purpose and direction for the school to promote high standards.

- 29 Leaders and managers know their school well. Effective systems are in place to ensure that areas for development are identified and strategies for school improvement are carefully monitored.
- 30 Management of the curriculum has been significantly strengthened through the development of middle managers. The developing role of subject leader is having an increasing impact on whole-school planning.
- 31 The school is well resourced. The accommodation provides a good setting for teaching and learning. Accommodation is of a good standard and all buildings are well maintained. Displays around the school, both in classrooms and central areas, are good and reflect the activities and work of the pupils.
- 32 Budget planning is directly linked to priorities identified in the school improvement plan. The budget is very well managed and controlled by the headteacher and the school business manager. Good attention is given to measuring the impact the purchasing of resources has on the performance of pupils. Expenditure on resources is monitored closely and effectively. However, the current funding arrangements for the school from Scope considerably restrict effective medium-term to long-term expenditure planning.
- 33 Overall, the school makes very good use of all of its available resources to achieve the best possible outcomes for all its pupils. The school provides value for money.

Compliance with the regulations for registration

The quality of education provided by the school

34 The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

35 The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

36 The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

37 The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

38 The school meets the regulatory requirements for this standard.

The provision of information

39 The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

40 The school meets the regulatory requirements for this standard.

Recommendations

- 41 In order to further improve the school, the staff and proprietor need to:
- R1 increase opportunities for pupils to gain a range of appropriate accreditation;
 - R2 extend the range of stakeholders consulted in the self-evaluation process;
 - R3 ensure planning for all aspects of sex and relationship education are coherent and progressive;
 - R4 in partnership with the proprietor, establish a way of funding the school that will increase the security of medium-term and long-term planning; and
 - R5 consider developing the induction pack to include appropriate information for pupils.
- 42 Estyn advises the proprietor to amend its current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

43 In its self-evaluation report, the school awarded this key question a grade 2. The inspection team awarded a higher grade because the school had not fully recognised the outstanding features in pupils' achievement.

44 Overall, pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	59%	7%	0%	0%

45 The percentage of lessons in which the standards are grade 2 or better exceeds the proportion of lessons graded 2 or better in independent schools inspected by Estyn in 2007-2008.

46 The grades awarded for standards in the subjects inspected appear in the earlier summary section of the report. The overall judgement for standards of achievement takes account of the work of all pupils.

47 The nature of the school makes it inappropriate to compare results with those of other schools locally and nationally.

48 Standards of achievement are almost always good and often outstanding. Almost all pupils are achieving well beyond what might be predicted from their level of attainment when they start at the school. They make good progress against their objectives. Where standards are outstanding, pupils:

- make very sound progress with their numeracy and literacy;
- take significant steps towards working independently;
- have excellent motivation and enthusiasm for learning;
- use augmentative technology and alternative forms of communication very well to express themselves and make choices; and
- can reflect on and evaluate their own performance.

49 Across the school, standards in science, history, geography, art and music are outstanding. Achievement is consistently good in all other subjects.

50 Pupils are very well motivated and enjoy coming to school, and when they are well they attend school regularly. They listen carefully to staff, learn to follow instructions and respond well to questioning. All pupils make significant gains in confidence and self-esteem. All pupils are beginning to reflect on their performance in lessons accurately using a traffic light system or a voice switch.

- 51 Lower attaining pupils begin to make choices, follow objects of interest to them with their eyes and anticipate actions such as pressing switches and Big Macs. They work well alongside each other. For a few, this is an outstanding achievement as previously they have had a low tolerance of being part of a group.
- 52 In the post-16 group, students learn to anticipate actions and make requests to staff with regard to their personal needs. This prepares them very well for more increased independence when they move on to college or other settings.
- 53 Students at post-16 work towards the externally accredited course Moving On. Last year, three pupils achieved the qualification and moved on to colleges. The school has recently introduced entry level and OCR qualifications for pupils at key stage 4.
- 54 Higher attaining pupils discuss issues around disability and access to buildings such as the library. They take part in the school council, vote using a voice switch and learn about and take part in the democratic process.
- 55 In power ranger activities, pupils learn to use their wheelchairs independently and are rewarded by receiving a swipe card giving them independent access to the building. They gain new skills in IT that they use successfully to research topics.

The quality of education and training

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

Grade 1: Good with outstanding features

56 In its self-evaluation report, the school awarded this key question a grade 2. The inspection team awarded a higher grade because the school had not fully recognised the outstanding features in teaching and assessment.

57 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

58 The percentage of lessons in which the quality of teaching is grade 2 or better exceeds the proportion of lessons graded 2 or better in independent schools inspected by Estyn in 2007-2008.

59 Teaching has outstanding features in just over 40% of lessons observed. In these lessons, the most common outstanding features are:

- very well planned lessons with clear learning objectives;
- a wide range of teaching strategies and activities to motivate pupils in their learning;
- very effective teamwork in all classes which help pupils' interaction, communication and progress; and
- the strong emphasis on all pupils being given the opportunity and time to make decisions and communicate using the most appropriate method for individual need.

60 The consistently good features in teaching in the lessons observed are:

- skilful questioning by staff to elicit pupils' understanding and encourage extended responses;
- the warm and friendly atmosphere created by staff which resulted in pupils participating in lessons with obvious enjoyment and enthusiasm;
- work which is carefully matched to the pupils' level of ability; and
- reinforcement of earlier learning through different activities.

61 The school's systems for assessing, recording and reporting pupils' progress and using this information to plan and improve learning are outstanding. These recently reviewed and further developed systems make a significant contribution to the work of the school. They provide accurate information for staff to set realistic targets for improvement.

- 62 Individual education plans are useful working documents that contain clear and focused targets with criteria for measuring success. Pupils' work is reviewed by all staff during each session and good records are kept that enable teachers to closely monitor the success of each lesson.
- 63 Reports to parents are very informative and encouraging. Individual education plan targets are shared with parents on a regular basis. As a result most parents feel that they are well informed about their child's progress.
- 64 Annual reviews and transitional reviews of pupils' statements of special educational needs comply fully with statutory requirements and the school makes considerable efforts to ensure that all parents and professionals involved with the pupils attend the meetings.

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

Grade 2: Good features and no important shortcomings

- 65 In its self-evaluation report the school awarded this key question a grade 2. The findings of the inspection team match the judgement made by the school.
- 66 There are many good features in the school's provision; these include:
- the wide range of approaches to the curriculum that ensure that each pupil receives learning that is appropriate to their needs;
 - the provision for conductive education and physical therapies, and the successful ways in which these are assimilated into the wider academic curriculum;
 - the manner in which learning and personal development are considered within the current planning and implemented effectively;
 - the emphasis on a thematic approach to learning which has resulted in learners' experiences, knowledge and understanding being more individualised and accessible; and
 - the good links that the school has with the local community that are used to benefit pupils' understanding and knowledge.
- 67 The curriculum is broad and balanced and covers all areas of learning that are required by the Independent School Standards (Wales) Regulations. Higher attaining learners are now offered opportunities for accreditation in subjects at entry level and in the post-16 Moving On. The wider provision is enriched by activities within the residences as well as a good range of visits that learners make to the local and wider community. However, provision for accreditation for other pupils is generally underdeveloped.
- 68 Consistency in planning the curriculum results in effective lesson plans that contribute to good opportunities for all pupils. However, the full planning of the curriculum is not yet complete for all years and, at this stage in its development,

progression in learning is not assured for all pupils in all aspects. Despite this, the manner in which the curriculum is managed is having a positive effect on standards throughout the school.

- 69 The school has recently implemented a thematic approach to curriculum planning. Currently the theme for the term is 'journeys'. This, and similar topics, enable teachers to plan learning that is appropriately focused to the needs of the learners.
- 70 The provision for pupils to develop key skills in literacy, numeracy and communication is a strong feature. Daily sessions in English and mathematics ensure that opportunities are provided for pupils to develop their knowledge and understanding in these subjects.
- 71 The school is a communication rich environment, which enables pupils to take a full part in all their learning and which contributes to their broader personal development. Individual learners use augmentative communication aids, such as VOCAs (electronic aids which use symbol overlays to produce a synthesised vocal response) in order to take a full part in lessons.
- 72 Conductive education is a significant strength of the school. This well-structured provision contributes effectively to pupils' personal and academic development. Conductive education is provided by staff trained to a high level and their work with the pupils effectively extends the horizons of pupils' learning and physical achievement. The provision is further enhanced through skilled teamwork of other staff who provide clinical therapies. The manner in which these are planned and integrated alongside other learning is a significant strength.
- 73 The curriculum provides good opportunities for pupils to understand and develop their knowledge of the local and wider community. Subjects such as history, geography and science, underpinned by skills in communication, provide good opportunities for pupils. Examples, such as the school's eco committee, ensure that pupils understand the impact of man on the planet and this gives them a good awareness of current ecological issues.
- 74 Planning for work-related learning is at an early stage of development. However, the school has provided individual opportunities for pupils to become engaged in small enterprises that provide openings to develop simple, entrepreneurial skills. Links with Careers Wales are developing.
- 75 Pupils' awareness and understanding of the local community are further enhanced through good links with institutions such as the local leisure centre, where the school is assisting in the development of facilities for disabled people. Within the school pupils are encouraged to contribute to the community by raising funds for charities, such as The Dogs Trust and a Ugandan school. The post-16 unit raised a considerable sum of money for Macmillan Cancer Care by organising a coffee morning and linked this to its work-related programme.
- 76 On a wider scale, the school has hosted musical concerts provided by artists, some of whom work under the banner of 'Live Music Now'. The school has also recently hosted a visit by Welsh medal winners from the Beijing Olympic games.

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

Grade 1: Good with outstanding features
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- 77 In its self-evaluation report the school awarded this key question a grade 1. The findings of the inspection team match the judgement made by the school.
- 78 There are many good and also outstanding features in the school's work to support and care for pupils. As a result, pupils make very good educational progress and develop the skills that they need to move towards greater independence. Pupils are fully consulted about their aspirations for the future and involved in all decisions about their lives.
- 79 The partnership between the school and parents and carers is exemplary. Parents and carers are fully involved in decisions about their child's curriculum and programmes. Staff listen carefully to what parents tell them about what their children can do well, their likes and dislikes and their behaviour. This valuable information is used carefully by all staff to help them meet pupils' needs.
- 80 The school provides many valuable resources, including the school for parents, run by conductors for parents with children under four. These parents have often found it very difficult to find the support that they need prior to attending the centre. Conductors teach parents how to support and develop their child's academic, social and physical development. This excellent support prepares children very well to take full advantage of their lessons and programmes when they arrive at the school.
- 81 Pupils have outstanding access to a wide and appropriate range of in-house therapy. This includes speech and language, occupational therapy and physiotherapy. Pupils also benefit from music, touch and aromatherapy. Therapists work in very close partnership with the teaching staff to plan individual programmes to meet pupils' individual complex needs.
- 82 Teachers make very good use of pupils' thorough initial assessments and their statements of special educational needs to write comprehensive individual education plans. Pupils are fully involved in this process and know what help they will get from staff. These plans are used very carefully by all staff to plan lessons and programmes and set challenging and appropriate targets for pupils. The recently-introduced person-centred plans are of excellent quality and there are very well developed plans for all staff, teachers, care and therapy to use them across the school. The group which is guiding their implementation involves all staff disciplines and parents.
- 83 Pupils have excellent consultation opportunities through the school council. Staff have placed switchboards with recorded messages from pupils outlining the issues about how the school is run that are being considered by the council. This gives pupils good opportunities to consider the issues and vote independently. As a result, pupils gain a good understanding of the democratic process.
- 84 The school promotes pupils' understanding and respect for equality and diversity very well in its day-to-day work and in many aspects of the curriculum. For example, through its journeys curriculum, staff help pupils gain a good knowledge and

understanding about other cultures. This includes, for example, cooking Ugandan and French food, celebrating Chinese New Year and learning national anthems. Pupils whose first language is Welsh receive good support from Welsh-speaking staff and regularly visit St. Fagans to hear Welsh spoken in the community.

- 85 Staff make sure that pupils benefit from a very wide range of well-designed activities that develop their personal and social skills and prepare them for living in their communities. These include working with local mainstream primary and secondary schools, attending a leisure centre and raising money for charity. Staff also pay very good attention to health and bullying issues and give pupils valuable information about how to keep healthy and safe.
- 86 Staff give many pupils intensive one-to-one support to help them with personal and relationship matters where and when the need arises. This includes the use of advocates. Many groups of pupils also benefit from very well planned sex education classes. However, staff do not regularly remind or update all pupils about what they have learned.
- 87 The school provides a comprehensive induction pack to parents in friendly accessible language. However, pupils do not receive a similar pack.
- 88 The school has a wide range of comprehensive policies that relate to the welfare of all pupils. These include appropriate policies and procedures for preventing bullying and for addressing pupils' concerns and complaints, and a comprehensive policy for safeguarding children and guidelines for its implementation by staff. Pupils benefit from clear guidance on how to keep themselves safe when using the internet. All staff have an up-to-date criminal records bureau check.

Leadership and management

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

Grade 1: Good with outstanding features

- 89 In its self-evaluation report, the school awarded this key question a grade 2. The inspection team awarded a higher grade because the school had not fully recognised the outstanding features in leadership and management.
- 90 The outstanding features of leadership and management are:
- the strong ethos and clear vision shared by pupils, parents, staff and governors that incorporates all aspects of the school's work;
 - consistently high expectations that lead to outstanding outcomes for pupils; and
 - the quality and impact of team work within the school.
- 91 The headteacher leads the school very effectively. He is well supported by a hard-working team of senior managers for education, therapies, business and care. The senior leadership team have been successful in establishing a clear sense of purpose and direction for the school to promote high standards.
- 92 The headteacher and other senior staff are totally committed to the education and welfare of all pupils. They form a highly effective leadership group focusing on improving the quality of provision and the raising of standards.
- 93 Subject leaders effectively monitor the planning and delivery of the curriculum. A thorough understanding of what each pupil knows, understands and can do ensures that individual targets and learning objectives are realistic and challenging.
- 94 All staff share a common sense of purpose and are dedicated to ensuring high quality education and care for the pupils in the school. There is a caring ethos in which each person is valued and the needs of all are always considered. Equality of opportunity for all is given the highest priority.
- 95 The school has been successful in establishing positive links with a range of external agencies and other education providers. Strong links with local primary and comprehensive schools benefit all pupils.
- 96 Realistic and challenging targets have been set in school development planning. These have been achieved through very good use of available finance, resources and staff expertise. Good progress has been made in upgrading resources available to support learning, for example information technology and communication aids. Overall day-to-day financial management of the school is very secure.
- 97 Performance management systems support the work of all staff and are closely linked to the very effective staff training programme. All staff value the extensive range of continuing professional development opportunities that are supported by the school and are closely linked to the priority of raising the standards of the pupils.

- 98 The governing body is very active and supports the work of the school enthusiastically. Governors are well informed about the activities and achievements of the pupils.

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

Grade 2: Good features and no important shortcomings

- 99 In its self-evaluation report the school awarded this key question a grade 2. The findings of the inspection team match the judgement made by the school.
- 100 Good arrangements are made for self-evaluation. The school's self-evaluation report thoroughly addresses the seven key questions of the Common Inspection Framework. The judgements of the inspection team differed from those of the school in four of the seven key questions because the school's self-evaluation did not fully recognise outstanding features in the school's provision for the pupils.
- 101 Leaders and managers know their school well. Effective systems are in place to ensure that areas for development are identified and strategies for school improvement are carefully monitored.
- 102 Management of the curriculum has been significantly strengthened through the development of middle managers. The developing role of subject leaders is having an increasing impact on whole school planning.
- 103 Across the school a wide range of data and evidence at all levels is scrutinised, evaluated and used effectively. Members of the senior management team monitor standards and provision and develop their roles and the roles of other staff in the school. All staff are aware of their responsibilities.
- 104 There are well-established procedures for monitoring the effectiveness and quality of teaching and therapies that have resulted in improvements in the way in which these are provided to the pupils as an integrated service.
- 105 Staff work closely together in planning, monitoring and assessing pupil progress. The close working relationships between staff from all disciplines has resulted in a strong sense of teamwork amongst all staff and a positive, self-evaluative ethos.
- 106 There are good and well-established procedures for finding out the views of all staff, parents and governors. However the school has not, as yet, developed a consistent process to ensure that the views of the local community and wider stakeholders are considered.
- 107 The school has developed good strategies to allow the views of the pupils to be heard and acted upon. Wherever possible the pupils are encouraged to exercise choice in lessons, at break times and in assemblies.
- 108 The school has made good progress in addressing the key issues identified in the last inspection report and from annual monitoring visits by HMI. There have been evident improvements in the school's accommodation, resources and educational provision.

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

Grade 1: Good with outstanding features

- 109 In its self-evaluation report the school awarded this key question a grade 2. The inspection team awarded a higher grade because the school had not fully acknowledged the outstanding features in terms of efficiency in managing resources.
- 110 The school has many outstanding features in the extent to which leaders and managers use resources efficiently; these include:
- the very good use made of the expertise and experience of the teaching staff, support staff and therapy staff to provide enrichment and variety in pupils' learning;
 - the very good quality and wide range of resources that are available and meet the individual learning needs of pupils; and
 - the continuous professional development programme that is directly related to achieving the best possible outcomes for pupils.
- 111 There are sufficient teachers to ensure the curriculum is delivered effectively; they are well qualified and highly committed. Curriculum leaders make an important contribution to the development of their subject areas.
- 112 There is a very good range of capable and experienced support staff, therapy staff and administrative staff. The team of skilled, committed and enthusiastic support staff is very effectively deployed within the school. They generally make an outstanding contribution to teaching and learning and pupils' wellbeing.
- 113 The school is well resourced. There is a sufficient number of computers in all teaching areas, a well-equipped ICT suite and a well-stocked resource centre. In 2008 a new extended pool facility was opened that includes a dedicated rebound therapy room. Overall, the accommodation provides a good setting for teaching and learning, it is of a good standard and all buildings are well maintained. Displays around the school, both in classrooms and central areas, are good and reflect the activities and work of the pupils.
- 114 Budget planning is directly linked to priorities identified in the school improvement plan. The budget is very well managed and controlled by the headteacher and the school business manager. Good attention is given to measuring the impact the purchasing of resources has on the performance of pupils. Expenditure on resources is monitored closely and effectively. However, the current short-term funding arrangements for the school from Scope considerably restrict effective medium-term to long-term expenditure planning.
- 115 The professional development and training of all staff is an outstanding feature of the work of the school. It is well planned and based on the identification of individual subject and whole school needs. Courses are evaluated by staff, and staff are required to identify whether the training has met anticipated outcomes and the impact it is likely to have on individual and whole school performance.

116 Overall, the school makes very good use of all of its available resources to achieve the best possible outcomes for all its pupils. The school provides 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

- 117 Higher attaining pupils apply a range of strategies to aid their reading progress. They recall many of the details about the characters and the content. These pupils understand the importance of putting headings in the right order and how using a range of vocabulary makes writing more interesting. They recognise initial letter sounds and sing along to raps which help them remember the sounds.
- 118 Lower attaining pupils understand the difference between print and image. They use symbols well to answer questions about the stories that staff read to them.
- 119 Lower attaining pupils use switches to create sound effects to support and add to the stories. They show a growing understanding of the sequencing of events. Pupils with little or no speech make good use of a range of strategies to augment their communication.

Shortcomings

- 120 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

Good features

- 121 In all key stages, pupils of all levels of abilities:
- use their switches to find the sound that matches the picture;
 - recognise familiar words and phrases and show some understanding of spoken words;

- respond to the count of three in Welsh; and
- respond well to Welsh stories and occasions such as St David's day.

Shortcomings

There are no important shortcomings.

Mathematics

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 1 – Good with outstanding features

Key stage 3: Grade 2 – Good features with no important shortcomings

Key stage 4: Grade 1 – Good with outstanding features

Post-16: Grade 1 – Good with outstanding features

Outstanding features

- 122 In key stage 2, more able pupils use a number line to find a sequence.
- 123 In key stage 4, pupils use comparative language very well, for example, high/low, near/far.
- 124 At post-16, many students can use mathematical knowledge to make estimates and confirm results.

Good features

- 125 In key stage 1, younger pupils:
- enjoy number rhymes;
 - respond appropriately when staff count objects with them; and
 - start to develop an emerging awareness of number and shape.
- 126 In key stage, 2 more able pupils:
- read and write numbers to 20; and
 - explore shapes with a mirror and discuss their findings.
- 127 In key stage 3, pupils with more complex needs:
- begin to place objects in groups;
 - show anticipation in line with an event; and
 - show awareness of events related to the time of day.

128 In key stage 4, learners:

- can correctly add numbers up to 20; and
- use a balance to compare weights.

129 At post-16, many students can:

- use a calculator correctly and accurately to solve problems;
- use mathematical knowledge to make estimates and confirm results; and
- follow number sequences accurately and can predict how the sequence will continue.

Shortcomings

130 There are no important shortcomings.

Science

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

131 In relation to their age and ability all pupils make outstanding progress and use ICT effectively to support their learning.

Good features

132 Pupils in key stage 1 and key stage 2 react well to the teaching of science that is well matched to their ability. Pupils with the most profound learning difficulties 'track' to find the source of a sound hidden from sight. Higher attaining pupils make good choices and anticipate sequences.

133 Older and more able pupils distinguish between 'living' and 'non-living' things. Pupils demonstrate knowledge of the natural world at levels appropriate to their development. They use a range of forms of communication to indicate their choices to the teacher.

134 All pupils enjoy their work and show very good motivation; they maintain interest over extended periods of time. Pupils develop good awareness of their bodies and follow familiar instructions.

Shortcomings

135 There are no important shortcomings.

Information and communications technology

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Key stage 3: Grade 2 – Good features with no important shortcomings

Key stage 4: Grade 2 – Good features with no important shortcomings

Post-16: Grade 2 – Good features with no important shortcomings

Good features

136 Across the key stages, pupils:

- have a good awareness of internet safety;
- effectively use an extensive range of assistive technology to enable them to access the curriculum and enhance their learning experience; and
- make good progress in relation to individual targets.

137 At key stage 1, pupils:

- use switches to activate an object; and
- press and release a control device independently following a verbal prompt.

138 At key stage 2, pupils:

- can select a picture from a series of pictures on the computer screen; and
- understand that a switch needs to be pressed at a particular point to achieve a desired result.

139 At key stage 3, pupils:

- use a control device in order to achieve a desired effect; and
- use ICT resources effectively to support their learning across all curricular areas.

140 At key stage 4 and post-16, pupils:

- select and use correct tools;
- format and edit text and use word processing applications to produce very good quality work; and
- use a variety of switches to communicate, to activate electronic toys and to activate sound equipment.

Shortcomings

141 There are no important shortcomings.

Design technology

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Key stage 3: Grade 2 – Good features with no important shortcomings

Key stage 4: Grade 2 – Good features with no important shortcomings

Post-16: Grade 2 – Good features with no important shortcomings

Good features

- 142 In all key stages, pupils develop and improve their skills in designing and making. They use a wide range of tools, materials and processes to positive effect.
- 143 Pupils at key stage 1 explore textures and use a variety of tools to make marks in materials.
- 144 Key stage 2 pupils can express choices when designing and making. They become fully involved in investigating and are increasingly more capable of working independently.
- 145 Pupils at key stage 3, when assisting making sandwiches, demonstrate preferences for ingredients and good making skills.
- 146 Key stage 4 pupils know which foods are healthy and understand the need for a balanced diet.
- 147 At post-16, students have to plan and prepare a meal. They purchase the necessary ingredients and plan how they are to be cooked. They prepare the vegetables using a variety of kitchen equipment, follow appropriate safety and hygiene procedures and are attentive and keen to participate.

Shortcomings

- 148 There are no important shortcomings.

History

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

- 149 All learners make outstanding progress in relation to their ability and context.

150 The sensory provision for low attaining pupils is outstanding, enabling them to gain a sense of passing time.

Good features

151 Low attaining pupils develop an awareness of time through an appropriate emphasis on the stages of their school day.

152 Younger pupils understand the difference between night and day and that the earth spins on its axis.

153 Higher attaining pupils understand the differences between present day life and times past; this is enhanced by visits to relevant places of local historical interest.

154 Pupils of all ages play roles in various scenarios that include, for example, the stone age, the Norman Conquest – where they engage in a ‘sword fight’ and a Roman banquet.

155 All pupils learn about the dimension of time as well as significant developments both before and since they were born.

Shortcomings

156 There are no important shortcomings.

Geography

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

157 At all key stages, pupils;

- develop a very good understanding of their world;
- enthusiastically take part in an international day which incorporates MOVE (Mobile Opportunities via Education); and
- increase their understanding of the world through activities, such as cooking a Ugandan meal.

158 Older and higher attaining pupils increase their understanding of the world geography through role-play, such as running a travel agency.

Good features

159 Across the school, in line with their age and ability, pupils:

- take part enthusiastically in fieldwork, such as recording weather and making visits to the locality which include the Newport transporter bridge, Cardiff Bay and a travel agency;
- increase their understanding of the geography of Wales;
- increase their understanding of the customs and geography of countries such as China;
- increase their awareness of a different language and culture; and
- contribute to attractive displays that increase pupils' awareness of countries such as Spain and Italy.

Shortcomings

160 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

161 At all key stages, pupils:

- explore the use of colour and texture and identify differences in colour and texture, study art in a range of forms and accept a range of sensory experiences;
- are aware of the work and different styles of famous artists and appreciate stimulating displays of their work;
- develop a range of skills and appreciation of art by taking part in whole school projects in three-dimensional work;
- discuss their work confidently in an appropriate manner, using an increasing range of art vocabulary;
- use ICT for research and to help produce their art work; and
- show increasing control, precision and accuracy and are confident when attempting new skills and techniques.

Shortcomings

162 There are no important shortcomings.

Music

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

163 In all key stages, pupils:

- hold instruments for extended periods and a few exercise control over their instruments;
- anticipate pressing switches and using a microphone; and
- appreciate the mood of music, listening to a selection and signifying which music they prefer.

164 Older pupils make excellent use of the internet to research Spanish music.

Good features

165 All pupils:

- listen very carefully and show clear enjoyment; and
- recognise instruments and their sounds.

Shortcomings

166 There are no important shortcomings.

Physical 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

- 167 Across the school, pupils take part in vigorous activity such as wheelchair basketball, trike riding, horse riding and wheelchair dancing in line with their abilities. They take a vigorous part in conductive education and have carefully planned physical therapy programmes, which are sensitively and professionally implemented.
- 168 All pupils gain an understanding of the conventions of play and taking part in sport. Hydrotherapy enables them to extend their range of movement and gain in confidence.
- 169 Lower attaining pupils take part in boccia competitions using assistive devices with great accuracy. They also respond to stimuli within the sensory room and take part, along with others, in parachute games.

Shortcomings

- 170 A few pupils are occasionally inhibited from developing their full range of movement through the eagerness of staff to help them.

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

- 171 It was not possible to see lessons in religious education during the inspection. However, a scrutiny of work samples and discussion with staff and pupils confirm that across the school pupils achieve good standards.

Good features

- 172 Pupils at all key stages:
- develop spiritual understanding through daily assemblies as well as other enrichment activities, such as responding to and recognising feelings in others as well as themselves;
 - develop an awareness of the world through a range of opportunities, such as preparing gifts for other children around the world;
 - understand cultural and religious differences by studying religions, such as Buddhism and taking part in festivals such as Easter and harvest festival; and
 - enjoy visits by local religious leaders, who take assemblies and enhance the religious dimension of their learning.

Shortcomings

- 173 There are no important shortcomings.

School's response to the inspection

The head teacher, staff, pupils and governors of Craig y Parc welcome the Estyn Report following the inspection undertaken in January 2009. The report indicates that Craig y Parc is a very good school with many outstanding features, meeting the needs of its pupils very effectively. The school has many good features, a substantial number of which being outstanding. The awarding of the highest grade - Grade 1 - in five of the key questions and Grade 2 in two other key questions is testimony to the effectiveness of the strategies implemented following our last inspection in February 2003.

In particular, the school is delighted to note the recognition given by the inspectors to the quality of the integrated therapies, the richness of the communication environment, conductive education and the quality of teaching and assessment, which were highlighted as a major strength of the school with many outstanding features. It is also pleasing to see reference to the effectiveness of our head teacher and leadership team and the work of the governing body. We are pleased to receive recognition for the quality of care and the support and guidance given to pupils, which the inspectors also noted as outstanding. Furthermore, pupil attainment, relationships with parents and carers, the high quality of relationships between teaching, support staff and pupils and the schools provision of equality of opportunity for all its pupils were similarly deemed of high quality.

The school attaches considerable importance to the quality of teaching and learning and therefore it was gratifying that overall 94% of the teaching observed was judged to be good or better. The intended targets set by the Welsh Assembly Government for 2010, is for 80% of teaching to be good or better.

We were particularly pleased that pupil standards achieved in lessons inspected were good or better in 93% of lessons observed. These standards exceed the Welsh Assembly Target for 2010.

It is significant to have Estyn judge that Craig y Parc makes very good use of all its available resources and provides value for money.

In recent years the school has focused on improving therapeutic integration throughout the school, staff professional development and pupil assessment and data analysis. To have these areas highlighted as being outstanding is very gratifying.

In this very positive report, it is good to note that the high standards of pupil attainment has been produced by many outstanding features.

We welcome the findings, which we believe, will help us continue to improve and develop.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.

Appendix 1

Basic information about the school

Name of school	Scope Craig y Parc School
School type	Independent special school
Age-range of pupils	3-19
Address of school	Heol y Parc Pentyrch Cardiff
Postcode	CF15 9NB
Telephone number	02920 890397
Headteacher	Mr Neil Harvey
Date of appointment	1 September 1998
Proprietor / Chair of governors / Appropriate authority	Ms Kay Porretta-White
Lead inspector	Mr Mike Munting HMI
Dates of inspection	27-29 January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		1		4	2	5	2	4	18

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13/14	Total
Number of pupils	6	3	5	8	6	1	5	34

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	5	13.4

Staffing information	
Pupil: teacher (fte) ratio	4.2:1
Pupil: adult (fte) ratio in special classes	1:1.4
Average teaching group size	6
Overall contact ratio (percentage)	5:1

Percentage attendance for three complete terms prior to inspection							
Term	N	R	Y1-Y6	Y7-9	Y10-11	Y12-14	Whole school
Term 1	100%	N/A	79.5%	91%	97%	94%	92%
Term 2	83%	N/A	85.5%	93%	94%	97%	90.5%
Term 3	96%	N/A	88.5%	91%	86%	93%	91%

Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

National Curriculum assessment results

The nature of the school makes it inappropriate to compare results with those of other schools locally and nationally.

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 15 inspector days at the school and met as a team before the inspection.

These inspectors visited 32 lessons or part lessons in school and had discussions with:

- the governing body;
- parents and carers;
- the headteacher and teachers;
- managers of the care staff and therapy teams; and
- pupils.

The team also considered:

- documents provided by the school, including the school's self-evaluation report;
- documents provided by Scope;
- inspection reports provided by the Care and Social Services Inspectorate for Wales;
- a selection of pupils' work in all subjects;
- responses from almost half of the parents' and carers' questionnaire distributed; and
- pupils' behaviour during break periods, at lunchtime and at the beginning and end of the school day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mike Munting HMI	Reporting inspector Key Questions 5 and 6 Science Art
Claire Yardley HMI	Key Questions 1 and 4 English Welsh Music
Brian Brayford AI	Key Question 2 and 7 Mathematics Information and communications technology Design technology
Tom Smith AI	Key Question 3 Physical education History Geography Religious education Conductive education
Paul Scudamore AI	Registration Standard 5
Lisa Marshall	School Nominee

Acknowledgement

The inspectors express their sincere thanks to the headteacher, proprietors, staff, and pupils of Craig y Parc School for their help and courtesy throughout the inspection.