



Report summary for parents and carers on Ysgol Cae'r Gwenyn

Date of inspection: June 2023

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

Overview

The headteacher's vision for Ysgol Cae'r Gwenyn is of a school where all children flourish, despite any additional learning needs they may have. Leaders and staff provide a warm family atmosphere at the school. Each pupil is valued as an individual and their needs and interests are fully embraced. The staff know the pupils and their families very well and regularly discuss all aspects of each child's development. They focus on the positive and allow each child to flourish. The school community works together successfully to conquer challenges.

Nearly all pupils start at the school with skills which are less developed than most children of their age but make good progress over time. Most develop independence and grow in confidence through the consistent support and encouragement of the school's skilled staff. Many pupils develop their skills through playing with a rich range of resources. Most are non-verbal when they start at the school but gradually develop confidence in their communication skills, sometimes signing to make themselves understood. They remain engaged for short periods and show a developing level of understanding.

The well-being of pupils is at the centre of everything at the school. The school provides an engaging curriculum based on developing the pupils' communication skills. Learning experiences are designed to support pupils to understand and to be understood. School staff are highly skilled and provide excellent support to develop pupils' verbal and non-verbal skills. Pupils show enjoyment during activities and are developing confidence in making choices about what they would like to play with. However, their opportunities to choose where and how they play are less well developed. They engage well in their learning and demonstrate real enthusiasm. Working alongside adults, they show developing levels of concentration and perseverance. They behave well and are comforted by their box of special things, which are familiar to them and have a relaxing and calming effect. However, opportunities for pupils to engage in visits to enrich their learning are less well developed.

Recommendations

R1 Further develop opportunities for pupils to make choices during their play

R2 Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to developing early communication skills with predominantly non-verbal pupils, for dissemination on Estyn's website.



School context

Name of provider	Ysgol Cae'r Gwenyn
Local authority	Wrexham County Borough Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	59
Pupils of statutory school age	12
Number in nursery classes	27
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	97%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	100%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	5%
Date of headteacher appointment	01/09/2007
Date of previous Estyn inspection (if applicable)	01/03/2015
Start date of inspection	19/06/2023
<p>Ysgol Cae'r Gwenyn is a mainstream school but operates as a specialist ALN resource provision. Nearly all pupils are referred into the provision by Wrexham local authority. There are currently early education, nursery and reception age pupils at the school. From the 2023-2024 academic year there will be a class of Year 1 pupils at the school for the first time. Nearly all pupils are eligible for free school meals, and nearly all pupils have additional learning needs. Nearly all are non-verbal when they start at the school. Nearly all make good progress from their starting points.</p>	

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