



Annual monitoring inspection report on:

Ty Coryton

Date of inspection: February 2014

by

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

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
 - paragraphs 1-8: granting/removing approval;
 - paragraph 42: changes in character, management or control of the school; and
 - 37/94 paragraph 43: significant differences from approved number.

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Context

Ty Coryton provides a specialist integrated day and residential service for children and young people between the ages of eight and 19 years who have a diagnosis of autistic spectrum disorder.

There are currently 15 pupils on roll. All pupils have a statement of special educational needs. Nearly all current pupils are placed by authorities in Wales.

The school is accommodated in a large mansion house on the outskirts of Cardiff. Nine pupils are resident in the Ty Coryton children's home that has separate purpose-built accommodation on-site.

The proprietor is a limited company whose services include two schools and a specialist college for learners with autistic spectrum disorder.

The school was registered by the National Assembly for Wales as an independent school in April 2008.

Estyn carried out a full inspection of Ty Coryton in February 2013. Since then, there has been a decrease in the number of pupils. As a result, the number of classes has reduced from five to four.

The current head of education has been in post since December 2013.

Main findings

Strengths

The school's strengths are that:

- leaders and managers provide a very clear direction for the school;
- the school has a wide range of comprehensive policies, which it applies well;
- all staff work very well together to support the complex needs of the pupils;
- planning is very detailed and takes into account the needs of individual pupils;
- highly effective assessment for learning processes enable all pupils to take responsibility for their own learning;
- staff and pupils use a range of communication methods very successfully across the school; and
- the school has made very good progress in addressing recommendations from the previous inspection.

Areas for development

The school's areas for development are that:

- the school has recently introduced a new assessment tool, which takes into account the very small steps made by the pupils. However, use of this data to track progress and inform planning is at an early stage; and
- a few pupils take part in useful work experience, for example at a dogs' home and a local farm. However, opportunities for work experience are generally limited.

Recommendations

R1 Further develop the use of data to track the very small steps of progress made by pupils and to inform planning

R2 Increase opportunities for work experience

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Ensure that pupils have opportunities to gain qualifications in accredited courses

This recommendation has been fully addressed.

The school now offers a range of accredited qualifications including AQA, Agored Cymru and Asdan. In 2012-2013, pupils achieved a total of 93 accreditations. All key stage 3, key stage 4 and post-16 pupils achieved at least one qualification. The school has introduced regular accreditation planning meetings, to ensure that pupils are offered appropriate qualifications in line with their needs and abilities.

Recommendation 2: Further refine assessment procedures to take more account of the small steps in all pupils' progress and provide more information about more able pupils' progress, so as to help teachers plan

This recommendation has been largely addressed.

The school has recently introduced a new assessment tool, which captures the very small steps made by pupils. Every pupil has been assessed, and class teachers record progress on a weekly basis. The school has started to use this information to track the progress made by pupils, and to inform planning.

Recommendation 3: Extend opportunities for all staff to observe and share good practice

This recommendation has been fully addressed.

Teachers and learning support assistants (LSAs) have regular opportunities to observe each other within the school. In addition, the school has developed good links with another school and college within the company. This enables staff to observe and share good practice. Teachers and LSAs have carried out visits to maintained and independent special schools across a number of authorities. The school has joined a professional learning community to develop the Cwricwlwm Cymreig.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 2: The spiritual, moral, social and cultural development of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 3: Welfare, health and safety of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 4: The suitability of proprietors and staff

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 7: The manner in which complaints are to be handled

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Recommendation regarding registration

When considering this school's registration the National Assembly for Wales may wish to have regard to the following recommendation:

- on the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

School information

School	Ty Coryton
School number	681/6094
Purpose of visit	Post-S163 monitoring inspection
Date of visit	10 and 11 February 2014
Proprietor	Orbis Education and Care Ltd.
Staff	1 director of education services 1 head of education 4 teachers 9 learning support assistants 14 residential education workers
Number of pupils	15 pupils
Provision	Day provision linked to 52 week children's home
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorder
Last Section 163 inspection	February 2013
Last annual monitoring inspection	January 2012
Last CSSIW inspection	May 2013

Team information

Reporting Inspector	Caroline Rees
Team Inspector	Ann Dackevych