



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

Annual monitoring inspection report on

Tŷ Coryton

Date of inspection: January 2016

by

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

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Publication date: 24/03/2016

Context

Tŷ 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 18 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. Eleven 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 for learners with autistic spectrum disorder.

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

Main findings

Strengths

Teachers track pupils' progress rigorously.

Teachers plan carefully to enable pupils to meet targets in IEPs.

The school has recently opened a second hand shop and café with a commercial kitchen and office. This enables pupils to gain valuable work experience.

Staff have useful opportunities to observe practice in other schools.

Classrooms are welcoming and resources are well matched to pupils' needs.

Leaders monitor carefully the deployment of support staff.

Policies are comprehensive, regularly reviewed and, where appropriate, include pupil friendly versions.

The school has made good progress in addressing the recommendations from the previous annual monitoring visit.

Areas for development

On occasions, support staff do not wait long enough to allow pupils to respond fully. They do not do enough to encourage pupils to work independently.

Although managers record, track and analyse incidents carefully, overall the focus is on the pupil. Managers do not monitor or analyse staff involvement in order to identify patterns.

Teachers' planning includes useful opportunities for peer assessment. However, the activity is not always well matched to pupils' abilities and understanding.

Staff provide templates for pupils to develop their writing skills. However, the quality of these varies too much. For example, the use of upper and lower case letters is inconsistent and the templates are not always neat enough.

Recommendations

The school should:

- R1 Improve the monitoring of incidents to include an analysis of staff involvement
- R2 Make sure that all staff encourage pupils to work independently where appropriate
- R3 Review the peer assessment process to make it more meaningful to all pupils
- R4 Make sure that staff have a consistent approach to the development of pupils' writing

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

Recommendation 1: Further develop the use of data to track the very small steps of progress made by pupils and to inform planning

This recommendation has been fully addressed.

Since Estyn's last visit, the school has improved its use of a published assessment programme that identifies and evaluates pupils' small steps of progress. Teachers collect and use a wide range of data to evaluate pupils' progress against very clear and specific targets. Parents and carers are fully involved and receive regular updates by email. The school has carefully linked the literacy and numeracy framework into their comprehensive assessment framework.

Recommendation 2: Increase opportunities for work experience

This recommendation has been fully addressed.

The school works in partnership with Careers Wales and pupils have attended local careers fairs. The Groundwork Trust now works with pupils to improve the grounds and the school environment. This gives pupils experience of construction, painting and decorating, ground maintenance and horticulture.

All pupils undertake work experience within the school. They manage and run a tuck trolley and a smoothie shack. They gain experience in marketing, accountancy and stocktaking.

The second hand shop initiative provides pupils with meaningful work experience in an external environment. The school has employed an activities co-ordinator to oversee and support the pupils' management and day to day running of the café and shop. Pupils complete tasks such as stocktaking, financial management and serving the general public.

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 this visit, Estyn did not inspect Standard 7.

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	Tŷ Coryton
School number	6816094
Purpose of visit	Annual monitoring inspection
Date of visit	20/01/2016
Proprietor	Orbis Education and Care
Staff	5 teachers, 8 learning support assistants and 90 care staff
Number of pupils	18
Provision	Day & residential
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorders
Last Section 163 inspection	February 2013
Last annual monitoring inspection	February 2014
Last CSSIW inspection	01/08/2015

Team information

Mrs Claire Yardley	Reporting Inspector
Mrs Rosemary Lloyd Lait	Team Inspector