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

Annual monitoring inspection report on

Ty Coryton
27 Pendwyallt Road
Coryton
CF14 7EF

Date of inspection: September 2017

by

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

Context

Tŷ Coryton provides a specialist integrated day and residential service for children and young people between the ages of eight and nineteen years who have a diagnosis of autistic spectrum disorder (ASD).

There are currently 24 pupils on roll. All pupils have a statement of special educational needs (SEN) or an education, health and care plan (EHC). Nearly all current pupils are placed by authorities in Wales.

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

The school was recently bought by a private equity company that has schools and children's homes across Wales. There are currently three schools in Wales.

The current head of education has been in post since September 2016.

Main findings

Strengths

> **The school's strengths are that:**
>
> The director of education and headteacher provide very strong leadership.
>
> The headteacher, who has been in post for a year, brings useful knowledge and experience from her previous roles in mainstream settings.
>
> The school pays close attention to national developments, for example the curriculum for Wales and the digital competency framework.
>
> The school has useful links with a range of special schools and a pupil referral unit. Staff have regular opportunities to observe and share good practice.
>
> The three schools within the organisation work well together to learn from each other and develop consistent approaches.
>
> The school has highly effective arrangements to support pupils' wellbeing.
>
> The school has made good progress in addressing most of the recommendations from the previous visit.

Areas for development

> **The school's areas for development are that:**
>
> The school offers a wide range of activities, including regular off-site visits. However, on a few occasions, the classroom activities do not have a clear purpose and do not engage pupils well enough.
>
> The school is developing a new curriculum in key stage 2 and 3, based on a thematic approach. This is at an early stage of development.
>
> The school carries out regular lesson observations and learning walks. These provide useful information about what is happening in the classroom. However, the reports are often descriptive and do not evaluate strengths and areas for development well enough.

Recommendations

> **The school should:**
>
> R1 Make sure that all activities have a clear purpose and that they engage all pupils
>
> R2 Ensure that activities promote pupils' independence in line with their needs and abilities
>
> R3 Monitor the new curriculum as it develops and support staff in its implementation

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

Recommendation 1: Improve the monitoring of incidents to include an analysis of staff involvement

This recommendation has been largely addressed.

The school has developed a new software package for the recording of incidents. This records detailed information on the incident, including the type of incident, the place in which the incident took place and the pupils and staff involved. It also includes useful information for managers on triggers or warning signs, the intensity and duration of the incident and the management strategies used.

Staff use this information well to analyse incidents and put appropriate strategies in place. Where a particular pattern is identified, they discuss this in multi-disciplinary team meetings and work with the behaviour assistant to develop suitable strategies. This includes making sure that all staff are following a pupil's positive behaviour strategy carefully.

Where the analysis of data indicates that additional training is needed for staff, this is organised. In a few cases, where pupils are not responding well to a particular member of staff, managers review the grouping of staff and pupils. This has a positive impact on the pupils' behaviour.

Recommendation 2: Make sure that all staff encourage pupils to work independently where appropriate

This recommendation has been partly addressed.

The school has introduced a range of useful strategies to promote pupils' independence. These include the use of a visual schedule, task cards with step by step instructions and visual prompts, and a system for getting and putting away work. Each pupil has a suitable communication system that enables them to make themselves understood.

Managers monitor the use of 1:1 support through lesson observations and learning walks. Staff are fully aware of the need to promote pupils' independence and regularly give praise when they complete work independently. Written feedback in pupils' work clearly identifies whether or not they have carried out tasks independently.

However, on a few occasions, the learning activities prepared do not provide enough opportunities for pupils to develop their independence.

Recommendation 3: Review the peer assessment process to make it more meaningful to all pupils

This recommendation has been largely addressed.

Managers and teachers have reviewed the use of peer assessment in lessons to ensure that it is used in ways that are relevant to pupils' needs and abilities. Teachers have developed suitable strategies to involve pupils in assessing each other's work in ways that are meaningful and beneficial to them. The impact of these strategies is a focus of regular lesson observations.

Recommendation 4: Make sure that staff have a consistent approach to the development of pupils' writing

This recommendation has been largely addressed.

The handwriting policy sets out a clear framework, which helps promote a consistent approach towards developing pupils' handwriting. The school has developed useful guidelines to support teachers and learning support assistants in aspects of classroom practice, for example when assisting pupils with overwriting or with the presentation of pupils' work. Meetings provide regular opportunities for staff to discuss and review this practice.

Lesson observations and work scrutiny focus suitably on the development of pupils' writing. Managers provide helpful feedback and guidance for staff to help develop a consistent approach. However, a few comments are too descriptive and do not provide clear enough guidance for staff on how to improve their practice.

The school is developing its provision to improve pupils' reading skills, in order to extend the range of expression in pupils' writing. However, these initiatives are at an early stage of development and it is too early to evaluate their impact.

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 this visit, Estyn did not inspect Standard 6.

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	6816094
Purpose of visit	Annual monitoring inspection
Date of visit	13/09/2017
Proprietor	August Equity
Staff	1 director of education, 1 headteacher, 1 deputy headteacher, 5 teachers, 6 senior learning support assistants (LSAs), 6 LSAs, 1 part-time LSA
Number of pupils	24
Provision	Day and residential
Type of special educational need (SEN) catered for by the school	ASD
Last Section 163 inspection	04/02/2013
Last annual monitoring inspection	04/01/2016
Last CSSIW inspection	06/06/2016