

Quality and Standardisation Group Grŵp Ansawdd a Safoni

Quality Assurance	
Reg Mod.	
Nat. Ver	

School	Ysgol Ty Coch
Region	Special

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: 1

School Context
<ul style="list-style-type: none"> Ty Coch School caters for 130 pupils who have profound and multiple learning difficulties. Many also have a range of other learning difficulties such as those on the autistic spectrum and physical disabilities. 33.8% of the population are e-FSM pupils and 5% are from ethnic minority groups. Nearly all pupils come from within the local authority, although a small number come from other local authorities within the consortium.
Evaluation
<ul style="list-style-type: none"> Progress rates across all key stages and subjects at Ty Coch School are excellent. Pupils make at least 2.7% of a level progress which represents at least good progress from the pupils' very low starting points. In terms of reaching IEP targets pupils are exceeding their challenging targets by, for example, in mathematics by 2.27% of a level. All key stage 4 pupils leave the school with at least 5 appropriate qualifications, 50% also leave with various levels of the D of E award. Key stage 3 at least 87% of pupils make at least good progress in both English and mathematics The most able pupils, who make up approximately 30%, all go on to reach higher qualifications such as GCSEs and other vocational qualifications such as BTech awards later in the school. Routes to further education and or training are very good with all pupils going onto successful places elsewhere and are provided with an excellent foundation for their future lives. The school uses all the resources at its disposal, such as the school café to provide work place learning opportunities and hospitality qualifications at least at Entry Level 2, many achieve L3. FSM pupils consistently outperform their peers in school with average rates of progress being in excess of 3.44% level rises per year across all core subjects.
Areas for further improvement
<ul style="list-style-type: none"> Ensure that 14-19 pathways remain robust

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'A' because;

Evaluation

- The quality of leadership and management is excellent and all leaders and managers fully understand their roles and responsibilities and successfully play a key part in the rapid development of the school.
- The school has also developed close links with a number of schools and the head teacher is currently successfully helping to improve and develop another school within the area. However, he has also ensured that this link has provided positive leadership opportunities for the staff of both schools.
- Everyone involved with the school share the same clear vision and ethos for the school and this is at the heart of all school improvement and development.
- School self-evaluation is highly robust and based on accurate information with all stakeholders being fully involved in the process. The leadership team's, accurate view of the school, has allowed them and the governing body to create an excellent self-evaluation record and school improvement plan. These are very well linked and take into account the key areas of improvement for the school. Both documents provide a solid foundation and are key to the excellent performance of the school.
- The school is collaborating well with other schools and both staff and pupils are gain considerably from a wider range of activities, training opportunities and the ability to work with a wider range of peers and different environments.
- The leadership and management of teaching and learning is excellent and has resulted in teaching being at least good with much that is better. Staff training, support systems, planning scrutiny and other strategies are the basis for the continued improved quality of teaching and learning throughout the school. Teachers use data effectively to plan for the needs and abilities of all their pupils. Resources are utilised very successfully to enhance the learning and development of all pupils.
- Peer enquiry has been used as an effective tool to support both self-evaluation and the leadership development of key members of the senior leadership team. This in turn has improved all aspect of the school.
- The senior leadership team is continually developing the curriculum across the school in line with local and national initiatives. The links with other schools enables the school to open up further possibilities for the pupils.
- Performance management is used to set very challenging targets and to hold staff to account for their performance and has helped the continuous development of staff and thus the school as a whole.
- The governing body has within it a wide range of skills and knowledge and uses them very successfully to be a driving force in school improvement. They carry out their statutory duties very well and challenge the school with skill. They hold the leadership and management team to account effectively and never accept anything without triangulating all evidence.

Areas for further improvement

- Ensure that middle leaders are continually developed.
- Ensure leaders focus on priorities to enhance provision and standards at Ysgol Ty Coch alongside its other work.

Evidence scrutinised to make the judgement

- Estyn report and recommendations
- Available school data and information
- Previous challenge advisor reports
- Discussions with the senior leadership team
- Discussion with the local authority

Governing Body Ratification

After discussion the Governing body were in full agreement with the Support Category shown above

Step 3 - Support Category

The Overall Support category for the school is judged to be: Green

Exceptions

Exceptions have been applied:

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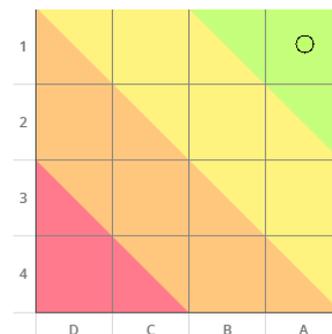
Potential rare exceptions

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Other Circumstances where the matrix has been overridden (please list reasons and evidence below) Explanation base with evidence:

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions Applied
1	A	 Green	-



This categorisation report will be shared with Governing Body after the National Verification meeting on: 10/01/17