Self-evaluation report template: from September 2017

Introduction

Estyn requires schools to present a self-evaluation report to us prior to an inspection. However, self-evaluation reports are primarily for schools/providers to use to gain a valid, reliable and accurate picture of their own strengths and areas for development in order to drive forward improvement or to maintain high standards where required. We provide further guidance on self-evaluation and its role on inspection on the Estyn website.

Estyn does not require schools/providers to set out their self-evaluation report in a predetermined way. Schools may structure their self-evaluation reports in the way that best suits their own circumstances. When Estyn inspectors evaluate the quality of a school's self-evaluation report, the emphasis is on the validity and robustness of the processes that have led to it, the honesty and accuracy of its findings and how well it drives forward improvement rather than on its structure or format.

There is no requirement on schools to change their current self-evaluation report to make it reflect the new framework from September 2017. Inspection teams will consider self-evaluation reports in their current format.

However, schools have contacted Estyn recently to request a self-evaluation template based on the common inspection framework from September 2017. We are happy to provide a template based on the new framework, but the decision to use it is for the school/provider, and there is no compulsion or direction from Estyn to do so.

Self-evaluation report

School: Ysgol Ty Coch

About the school:

Ysgol Tŷ Coch is a day special school maintained by Rhondda Cynon Taf local authority. The school provides education for pupils aged 3-19 with profound and multiple learning difficulties, autistic spectrum disorder and severe learning difficulties.

Currently, there are 152 pupils on roll. All pupils have a statement of special educational needs (SEN). Thirty-six per cent of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. English is the main language of nearly all pupils.

The school is based on two sites. The main school site is situated in Tonteg and provides education for primary and secondary aged pupils. In September 2014, the school opened a satellite site at Buarth y Capel in Ynysybwl. This site provides specialist support for pupils aged 14-19 with autistic spectrum disorder.

The headteacher has been in post since September 2015 and many of the senior leadership team are also new to post. The school was inspected by ESTYN in June 2017. The school achieved a double excellent outcome with the following recommendations:

R1 Improve the provision for developing pupils' Welsh language development

R2 Ensure that teachers provide specific feedback to pupils to help them improve their work

R3 Strengthen a very few areas of self-evaluation processes to ensure sufficient focus on the progress that pupils make

Inspection area 1: Standards

Evaluation	Evidence
1.1 Standards and progress overall	
PRIMARY By the time pupils leave the Primary Department in speaking and listening nearly all pupils can clap a steady beat, most can communicate a number of descriptive words in speech, e.g. colour, size, and shape and a few can Communicates full name, home address, age and birthday. In reading nearly all can give visual attention in response to any familiar object on request, most can recall a pattern of two shapes from memory and a few can repeats individual letter names. In writing nearly all can spontaneously scribble, in generally straight lines, using preferred hand, most can overwrite words / sentences from own vocabulary (using writing and / or input device) and a few can sequence two pictures of an imaginary event in chronological order. In maths by the time pupils leave the Primary Department in Using and Applying nearly all can sort cubes of two different colours, most can respond to questions and a few can make predictions based on experience. In Number nearly all can show anticipation of sequences in number games, most can count objects up to 5 accurately and a few can say 'This is 5p', or 'I have 5p' in a real life situation. In Shape Space and Measure nearly all can match an identical everyday object from a choice of 2 by copying an adult, most will touch round, (or square etc.), shaped object when asked and a few can recognise the properties of a rectangle. In Handling data assessment starts when pupils have reached Level 1 most can pair objects from an assortment and a few can read a simple 4 block graph. **PRIMARY P SCALES** In the P Scales pupils continue to maintain their skills and build upon them. Few pupils decrease their skills in ICT, PSE, RE, Welsh and Science and most pupils either maintain their skills or increase. Where skills have decreased this is due to either moderation as a result of pupils changing class or a decrease in medical condition. In the Primary Department there is a particular strength in PSE where 98.3% either increase or maintain their skills. This is as a result of pupils independence, emotional literacy and well being set as a priority throughout all aspects of learning. All scores remain excellent. Science shows similar excellence as 98.3% of pupils either increased or maintained their skills. In RE 91.6% either increase or maintain their skills. In Welsh 96.6% either increase or decrease their skills and in ICT 91.6% either increase or maintain their skills. As this is the area with the lowest percentage this will be	Assessment data on the P Drive: ● Instep English e-scores ● Instep maths e-scores ● BKSB data ● P scales data Annual Data reports: 15-16 16-17 17-18 Work Scrutiny Records IEP data analysis Behaviour Records LNF Trackers LNF Moderation outcomes Routes for Learning Data Accreditation Data Reading Assessments

addressed in the SIP.

PRIMARY ASPIRATIONAL TARGETS
In In Step aspirational targets most pupils have achieved their aspirational targets as 90.3% have achieved their targets in English. In maths many pupils have achieved their targets as 75.8% have achieved. Closing the gap between attainment in English and Maths will continue to be an area for improvement in the SIP.

PRIMARY IEPS
IEP achievement continues to be high. Achievement in English IEP targets is excellent is as nearly all 97.2% achieve their targets. This is an improvement on the figures from November 2017 where English IEP achievement was slightly lower at 93.6%. In maths many pupils achieve their targets as 85.9%. This is slightly lower than the November figure of 88.9% and will be monitored. Achievement in the well being targets improved in March as 81.7% achieved their targets which is a good improvement on the November figure of 76.2%. Overall many pupils achieve their IEP targets which is excellent.

ROUTES FOR LEARNING
In Routes for Learning all pupils 100% achieve their targets which is excellent.

PRIMARY READING DATA
Pupils who are able to read continue to make good progress. 12 pupils were baselined this year. 2 pupils increased their score and 1 pupil went down. This is as a result of this pupil focussing on comprehension skills this year as request from the pupil's Annual Review. This year all pupils were baselined in their vocabulary and receptive language using BPVS. As this is a baseline test for all pupils it is not possible to draw any conclusions but is a useful indicator of pupils level of vocabulary and therefore comprehension in relation to accessing the curriculum and possible behaviour indicators. Trends will be indicated from further testing next year.

SECONDARY
By the time pupils leave KS3 at the end of year 9, in speaking and listening nearly all pupils can respond correctly to two related commands, most pupils can recall two events in order of sequence, some pupils can briefly, but in a coherent way, present and past experiences and a very few can listen with increased concentration to other children and adults asking and responding to questioning and commenting on what has been said.
In reading, nearly all can recognise that symbols carry meaning. Most pupils can repeat individual letter sounds and some can express an opinion on what has been read. A very few can sustain silent reading.

In writing, by the time pupils leave year 9 nearly all can select their own name for labelling and most can overwrite words/sentences from their own vocabulary. Some pupils can free write simple sentences of three to five words and a very few can shape chronological writing beginning to use a wide range of sentence connectives.

Assessment data on the P Drive:
- Instep English e-scores
- Instep maths e-scores
- BKSB data
- P scales data

Annual Data reports:
15-16
16-17
17-18

Work Scrutiny Records

IEP data analysis

Behaviour Records

LNF Trackers

LNF Moderation outcomes

Routes for Learning Data

Accreditation Data

Reading Assessments

In number, nearly all pupils can count up to five objects accurately and most know that the size of a set is given by the last number in the count. Some pupils can order any selection of numbers between 0 - 50 and a very few can record amounts over a pound using decimal notation.

In shape, space and measures, nearly all pupils at the end of year 9 can group objects according to their shape and most can show understanding of mathematical language including long, short, full, empty, heavy and light. Some pupils can order volume, weight and length while a very few can recognise the properties of 3D shapes.

In data handling, most pupils can use a picture or object to represent a situation, some pupils can read a simple 4 block graph and a very few can construct a simple block graph using tally chart information.

==By the time pupils leave KS4 … tbc==

By the time pupils leave YTC/BYC nearly all pupils are able to use functional literacy and numeracy skills they have acquired in a variety of situations. For example, accessing local facilities like Leisure Centres, shops and cafes, participating in community groups, using local transport as well as increased independence in life skills.

SECONDARY P SCALES

In Secondary, pupils continue also to maintain and improve their skills in ICT, Welsh, PSE, Science and RE. In Key Stage 3 RE was a particular strength with 100% of pupils either maintaining or increasing their P levels. In RE and PSE 100% of pupils maintained or increased their scores with RE being identified as a strength as this was the area of the greatest growth.
In Welsh and science 96% maintained or improved their levels. In ICT 92% of pupils maintained or increased their levels. The decreases are due to medical concerns.

In Key Stage 4 all pupils maintained or improved their P levels in ICT, Welsh, Science and RE with Science being a particular strength. in PSE 92% maintained or improved their scores with the decrease being due to medical needs.

SECONDARY ASPIRATIONAL TARGETS
In KS3 English 72% of pupils met their aspirational targets with 76% meeting their targets in maths. In Year 10 in English the 6 pupils did not achieve their aspirational targets. In maths 66% of year 10 pupils achieved their aspirational targets. This has been identified as a shortcoming and is apportioned to a very ambitious timetable with insufficient time being allocated for discrete class based literacy and numeracy. Appropriate amendments to the timetable and options menu is an action for the coming year to address this.

SECONDARY IEP DATA
Achievement of IEP targets in Secondary is good but will be an area of development next year to move from good to excellent. In KS3 pupils achieved 86.21% of their targets in November 2017 and this improved to 96.3% in March

Assessment data on the P Drive:
- Instep English e-scores
- Instep maths e-scores
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Reading Assessments

2018. In Numeracy KS3 pupils achieved 93.1% of their targets. This fell to 85.1% in March and can be attributed to medical needs. In Well Being 75.86% of pupils achieved their targets which increased to 88.8% in March.

In KS4 83.33% of pupils achieved their literacy targets which fell to 76.9% in March. In Numeracy, KS4 pupils achieved 58.3% of their targets and this rose to 84.6% in March 2018. In Well-being, KS4 pupils achieved 66.6% of their targets which rose to 92.3% in March. The KS4 results reflect the overloaded timetable which is being slimlined to promote further discrete literacy and numeracy sessions as an action next year.

KS5

ACCREDITATION DATA

All pupils leave KS4 with a qualification in Literacy and Numeracy (WJEC Personal Progress).

All pupils options courses are accredited with a recognised qualification either through OCR Life and Living Skills or Agored in Hospitality, Horticulture or Salon Skills. All pupils leave school with a recognised qualification ranging from an Award to an Extended Certificate.

READING DATA

37 pupils were tested across Key stage 3,4,and 5. In reading 6 were baselined, 4 had reached the ceiling of the test, 8 maintained their level, 13 increased their score and 6 decreased (although these decreases were all negligible). In comprehension, 6 were baselined, 1 had reached the ceiling of the test, 10 maintained their level, 14 increased and 6 decreased their score.

BPVS DATA
See above

1.2 Standards and progress of specific groups	
Primary Pupils in the Primary Department continue to make excellent progress. In English Foundation Phase pupils have increased by an average of 4.5% and 3.5% in KS2 which is excellent as the whole school average increase is 3.8%. All pupils increased or maintained their scores from last year which is excellent with the exception of 2 pupils in English and 4 pupils in maths. This is explained through the regression in the medical conditions of pupils in the sensory provision. In Mathematics, Foundation Phase pupils have increased their scores by 2.8% and KS2 have increased by an average of 2.9% which is good and in line with a whole school average increase of 3.4% which is representative of the large percentage of Foundation Phase pupils where mathematical skills are gained after early communication and are a less concrete concept to acquire. Pupils in the Primary Department make progress in line with the minority groups. There is no discernible difference in the progress of pupils with a hearing or visual impairment or those that are British minority ethnic and figures can be misleading	In Step Results P Drive BKSB results P Drive Annual data pack

as the population numbers in these groups is very small. Pupils who receive free school meals also perform well in line with whole school and Primary averages.

In English their average increase is 4.7% and in maths 3.3% which shows parity to Primary department figures.

Pupils with ASD have made an average increase of 4.7% in English which is marginally higher than whole school outcomes. Pupils with ASD have made an increase of 2.5% in Maths which is marginally lower than whole school outcomes. Pupils who are CLA scored marginally better than whole school averages. In both English and maths boys score higher than girls which is contrary to the national average

Secondary
Pupils in the Secondary Department continue to make excellent progress. Pupils in KS3 made an average improvement of 5.1% in Instep English and an average 3.4% improvement in Mathematics.

All pupils in KS3 increased their scores in English. 13 increased their scores in Mathematics and 1 maintained their level. This pupil has been identified as needing a sensory curriculum which he will be accessing next year.

Pupils in Y10 made an average improvement of 2.2% in Instep English and an average improvement of 4.2% in Instep Maths.

4 pupils increased their scores in in English and 2 maintained their scores. 5 increased their scores in Mathematics and 1 maintained their score. KS4 pupils maintaining their scores are in sensory provision.

Most Pupils in the 14 - 19 provision make excellent progress. Secondary pupils in receipt of Free school meals achieved in line with whole school averages. Pupils who are CLA scored marginally better than whole school averages. Pupils in BME groups achieve levels marginally lower than whole school outcomes. Pupils with ASD have made an average of 4.7% increase in English which is marginally higher than whole school outcomes. Pupils with ASD made an average increase of 2.5% in maths which is marginally lower than whole school outcomes.

14 - 19 pupils are assessed using BKSB. All pupils increased their scores in Literacy BKSB. Nearly all pupils made progress in Numeracy BKSB, with 1 pupil maintaining skills. This pupil is attaining the top elements of E3 and has currently reached a plateau. 22.6% of pupils moved up a level in Literacy and 16.2% moved up a level in Numeracy. Progress between boys and girls is almost equal. Pupils with ASD achieve at least as well as the whole cohort. Pupils in receipt of FSM do as well as the whole cohort, as do CLA pupils. There are no pupils representing BME groups in the 14 - 19. cohort. 54.8% of   pupils achieved their aspirational target in Literacy and 45% of pupils achieved their aspirational target in Numeracy.

Further work is needed to make BKSB aspirational targets more accurate.

Work Scrutiny Records

IEP data analysis

Behaviour Records

LNF Trackers

LNF Moderation outcomes

Routes for Learning Data

Accreditation Data

Reading Assessments

1.3 Standards and progress in skills

Data pack

Further comments:

Strengths	Areas for Improvement
Reading Performance is a considerable strength across the school particularly the performance of non-verbal pupils	Are standards in ICT good enough? Is there sufficient infrastructure to help pupils acquire good ICT/DCF skills?
Pupils performance in communication is generally very good. However, is AT used well enough for more complex learners	Are pupils' communication skills well enough developed? Should there be more focus on total communication approaches
Pupils' performance in accredited learning options is emerging well. ICT and horticulture modules are particularly effective	Are pupils' skills in writing well developed enough? Is there enough focus on fine and gross motor skills to develop writing? Are the most able pupils in post 16 stretched sufficiently in terms of their writing?
Progress in Welsh in Primary continues to be good and progress is improving in Secondary	Are outside areas and forest schools philosophy used well enough to stretch learners?
Progress made in ICT is very good in all key stages particularly in KS3	Is the school doing all it can to close the gap between comprehension and reading - particularly in the foundation phase?

Pupils with PMLD make exceptional progress towards very small indicators of success	For pupils for whom it is appropriate, is there enough emphasis on assistive technology and do pupils make good enough use of this provision?
Standards of pupil wellbeing are exceptional across the school	Are pupils number skills developing in line with literacy? Are there enough opportunities for pupils to develop key functional numeracy skills?
Nearly all pupils make notable progress as they move through the school	To achieve greater accuracy with BKSB aspirational targets the BKSB coordinator will spend time with each teacher to work on each classes targets.
There are no differences between the minority cohorts. The gap between English and Maths as reduced	Slim line 14 - 19 Options menu to allow for greater time allocation for discrete literacy and numeracy in KS4

Inspection area 2: Wellbeing and attitudes to learning

Evaluation	Evidence
2.1 Wellbeing	
Context Statement – The school has a wellbeing policy. Pupils accessing nurture are assessed using the Boxall Profile and developmental and diagnostic assessments are made. The PSE curriculum has been reviewed very recently to ensure it covers the very latest PSE related issues. SRE is the responsibility of all teachers although the school nurse adds further bespoke support. Counselling services are available and used well. In addition, the school has invested significantly in the THRIVE approach, ELSA and Restorative training. These initiatives combine well to provide improved understanding of emotional wellbeing. **PSE standards** ● The school undertook a curriculum review in 2015-16, due to feedback from staff, parent and pupil. This curriculum is currently into third year of a four year cycle. As a result of the continuing embedding of the curriculum, pupil performance in PSE P-Scales has been improved for most pupils. In primary, 7% more pupils have maintain their P-Level score compared with 16/17 ● In Key Stage 3, there has been 14% more pupils maintaining their PSE P-Scales ● In Key Stage 4, there has been 6% more pupils increasing their PSE P-Scales ● The use of THRIVE has added significantly to staff member's understanding of pupil wellbeing. As a result, high quality training and qualifications has been undertaken in THRIVE, ELSA and Restorative Approach. These interventions have also been a driving force to the improvement in PSE P-levels **Thrive** ● Thrive was implemented across the school Spring 2017 and has a positive impact on pupils' wellbeing. This compliments the Restorative Approach well. As a result, standards of behaviour are exceptional. Standards in pupil wellbeing judged to be outstanding by ESTYN 2017. ● Thrive individual assessments during 2017-18 have been carried out in the Autumn and Spring term. FSM pupils have shown a 5% increase, LAC pupils have shown a 9% increase, LAC boys have shown a 11% increase, LAC girls have shown a 7% increase ● Thrive group assessments during 2017-18 have been carried out in the Autumn and Spring term. Overall all group assessments have increased by 5%. Thrive online assessment is unable to give direct comparison due to pupils changing classes. However, 17/18 has shown an decrease of improvement of 2%. Possible causes for decrease: - increase in pupil numbers - change of pupils between classes - less support from trained Thrive provider to complete assessments **Nurture Provision** ● 5 pupils have accessed the Nurture provision this academic year. 1 pupil transitioned back into the main body of the school and 1 pupil transitioned into Nurture from ASD Department ● Nurture pupils have shown excellent progress in their Boxall assessment. 40% have made 4-6 marks and 60% made 7-9 marks	● `Challenge Advisor reports` ● `Accreditation data base` ● PSE, health and wellbeing curriculum map ● Context booklets ● Parental and pupil questionnaires ● Newsletters ● Assessment files and media evidence ● CPD file ● `Attendance analysis 2012/3-16. Includes analysis of groups of pupils` ● `Scrutinise pupil SIMS/ ABC charts for individual pupils e.g. KD KS3; Scrutinise Data booklet` ● `Interview Deputy head / Asst head /`

Behaviour
- Pupils with Positive Handling Plans have increased by 5% from 2016-17. This is a result of an increase in pupils in the school and more effective identification of behavioural management
- The continuing development of the curriculum has significantly improved outcomes and standards in behaviour for all learners. As a result, RPI level 3 have reduced by 42%, level 2 significantly reduced by 60% and level 1 increased by 3%
- A significant minority present extremely challenging behaviour. This is particularly the case in Nurture provision in YTC. For this cohort, staff are very effective in managing behaviour and use Thrive/Boxalls to monitor behaviour.
- There have been no exclusion in BYC or YTC over a 3 year period.
- The school has 4 TEAM TEACH instructors. All members of staff are trained in TEAM TEACH. These instructors monitor PHPs for each department and have developed an very effective monitoring procedure. All teachers and Instructors have taken part in a PHP workshop to produce effective behaviour management and PHP document.
- Person centred practices are becoming embedded across the school. More pupils have engaged with their annual review and have input into targets and provision. As a result, nearly all pupils make exemplary progress in developing their social and life skills.

ELSA
- Two members of staff are trained in ELSA emotional literacy support. As result, there are 7 pupils currently accessing ELSA provision

Bullying
- The school deals with bullying very effectively and complies with all LA guidance
  Information relating to bullying is quickly analysed and sent to the LA. Over the last 2 years, the school has recorded and acted upon 2 known bullying incidents

E-Safety & SRE Julia/Sarah
- SRE and E-Safety programmes are successful in teaching pupils the skills they need to keep safe in the modern world. Evidence of these programmes being implemented is evident in teachers planning and work scrutiny

	discuss case studies
	● Student portfolios
	● View Behaviour policy, individual behaviour plans
	Examine evidence of regular review, identification of patterns to inform

2.2 Attitudes to learning

Context Statement: The school has a very well established commitment to the wellbeing of its pupils and staff. Health and wellbeing is now a core subject area as the school seeks to implement the new Curriculum for Wales…a curriculum for life recommendations. Health and Wellbeing is also a 'key skill' on Ty Coch's well-established and highly effective skills wheel. Parents, pupils, staff and Multi-agency partnerships are consulted regularly on many issues. The school has a strong anti-bullying ethos and supports social issues such as anti-drink, drug and solvent misuse. Ysgol Ty Coch also engages well with CAMHS, social services and counselling organisations to ensure pupils have access to the best mental health support. Ysgol Ty Coch is working towards gaining accreditation as a Rights Respecting Child School. Nearly all pupils improve their confidence and self-esteem during their time in YTC.

- Examine evidence of regular review, identification of patterns to inform teaching & management plans.

Healthy Lifestyles
- The school has a well-established track record of participation in a range of inter-school sporting competitions including Disability Sport Wales, athletics, swimming, football. Governors are kept apprised of these events in the HTs report at termly meetings.
- Pupils with complex needs are supported well by a range of multi-disciplinary teams.. As a result, there are well designed physio programmes which staff deliver with great skill. This enables more pupils to take part in rebound, warm water activities and numerous sensory programmes with significant e areas of development being supported
- Development of International Schools Initiative. The school has developed very strong links with schools in Germany and Portugal. 6 pupils have visited Germany and Portugal with our partner schools in those countries have visited Ysgol Ty Coch
- All pupils are involved in ESDGC. Pupils in Key Stage 3 are particularly active and in 2016 and 2017 won several competitions including Welsh Heritage Award and the John Hopla Award. Currently Key Stage 3 are being judged in the same awards

Listening to Learners
- The school has a vibrant student council. Voting takes place annually and all classes are represented. Pupils from all groups in the school take on responsibility in school and local community. This includes representation in eco-committee, P16 class council and e-safety committee. A Youth Engagement and Participation Service (YEPS) representative is now on the school council
- 36% of pupils attended their annual review meeting. 95% of parents attended annual reviews

Working with Families
- The school places work with families as a significant strength. As a result, the school gained re-accreditation for Investors in families in 2016. The school has established a Family centre to support in-house clinics, meetings with parents, training and additional facilities for therapists involved with the school.
- £5852 has been raised by the 'Friends of TY Coch'. £12994 was spent on supporting the school which is significant expenditure. This has further galvanized the school community. Events held this year include, Christmas Fayre and Summer Fayre

Attendance
- There are no differences between the attendance figures of any minority group. Boys attend at the same rate as girls. Pupils from BME or FSM attend in line with their peers
- The target for 2017/2018 was 92%. The school is not projecting to meet this target. The school has a very well developed understanding of the reasons contributing to lower attendance, which is attributable to approx. 6 pupils. Current average attendance to 8.06.18 is 90.6% which is above special school average 89%

- Reports from Education Psychologist.
- View lesson observations files
- Visit classrooms to see evidence of reward systems; Foundation phase /KS2 plan ,do, review; KS3 mind maps
- See Options Day schedules.
- Speak to staff and students.

Further comments:

Strengths	Areas for Improvement
Excellent Nurture provision providing a nurturing approach to pupils who require support	Is the timetable conducive to enough attention to pupils' emotional wellbeing needs
Development of Thrive Approach across the school and the improvement in each class scores	Low level behaviours - Raise awareness and improve practice relating to the criteria for recording and reporting
Development of Thrive Approach for Looked After Children and improvement in each pupils scores	Are primary pupils' emotional wellbeing needs catered for sufficiently well?
Development of International Schools Project with 6 peoples visiting Germany and Portugal and each visiting YTC	Is pupils' awareness of online safety well enough developed?
Achieving the Welsh Heritage Award and the John Hopla Award	Are staff ratio's suitably high to facilitate high engagement in teaching and learning
Significant reduction in Level 2 (42%) and 3 (60%) Behaviour Incidents	Does the school embed physio advice well enough? Are there enough opportunities in the curriculum to develop pupils mobility skills?
Effect PHP monitoring procedures and training	Are ASD pupils sensory integration skills catered for well enough? Is there sufficient OT input into curriculum design and everyday teaching?
Having 4 Team Teach Trained Instructors in the school	Do pupils and staff know the UN rights of the child well enough?

No exclusions in school over a 3 year period	Are pupils healthy enough? Do they have enough exercise? Do pupils have enough opportunities to compete?
Pupil participation in a range of inter-school sporting competitions	
Support of 'The Friends of Ty Coch' to the school	
Attendance above National Special Needs School Average	

Inspection area 3: Teaching and learning experiences

Evaluation	Evidence
3.1 Quality of teaching	
Teachers and support staff have a very good understanding of pupils' needs and abilities. They have high expectations of pupils' behaviour and engagement in their learning and all staff work well together to provide enjoyable and challenging learning experiences that enable nearly all pupils to make valuable progress over time. Communications between teachers and support staff are clear, purposeful and respectful; this results in a greater understanding of pupils learning needs so that pupils are appropriately supported in learning activities. Support staff have a clear understanding of their role and are confident and effective in supporting and facilitating learning. Teachers involve support staff in planning, target setting and assessment where time allows; this facilitates a cohesive and dynamic learning environment where pupils individual learning needs are well supported. Allowing more time for teachers and support staff to collaborate with regards to teaching, learning and assessment has been identified as an area for further development. All staff have strong working relationships with the pupils that they teach. Overall they help pupils to manage their behaviour skilfully and create calm learning environments across the school, which promote pupils' wellbeing and progress very effectively. Learning environments are purposeful, and class displays are effectively used to reinforce the relevance of learning concepts across the curriculum, this results in pupils increased ability to transfer skills across subjects. Teachers make use of the Assessment for Learning Policy and Toolkit when planning. Teachers are beginning to make use of	Teaching continua: Whole School Self Evaluation Teaching and Learning Calendar: P/Teachers Support Teaching Continua Instructional Rounds Lesson Observations Pupil Book Scrutiny Learning Walks Monitoring of Teachers Planning (Public\Teachers Planning)

'Teaching Continua' to evaluate their own planning, delivery and assessment of learning. Further developing the use of 'Teaching Continua' as a self -evaluative tool has been identified as a way forward to support teaching, learning, assessment for learning and performance management targets for teachers. Opportunities for support staff to be included in these processes also need to be further explored.	Peer Enquiry Report - 18th March 2016

Most teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage pupils interests. This was born out in 'theory of action statements' created as part of Instructional Rounds which took place in May 2018. Most teachers analyse the outcomes of assessment of pupils to inform their future planning of lessons and identify 'next steps for development' when annotating pupils work. However, links between the results from assessment and planning and lesson delivery need to be further strengthened.

Staff absenteeism is remarkably low across the school. As a result, learning experiences for most children is consistent which helps most feel safe, secure and able to take risks in their learning.

Lesson observations reveal standards of teaching to currently be at 43% excellent and 57% good, with no teachers judged to be adequate or unsatisfactory.

3.2 The breadth, balance and appropriateness of the curriculum

School takes a strategic approach to curriculum planning. The new curriculum continues to be embedded and is evaluated on a termly basis with ongoing adjustments made in line with suggestions from any or all stakeholders to ensure a suitable range of subjects and areas of learning are delivered. Curriculum Policy, Teaching and Learning Policy and subject policies provide the aims and structure to the delivery of all learning.	Teaching continua: Whole School Self Evaluation

In the main, pupils are grouped according to chronological age. There are 5 classes for pupils with a primary diagnosis of ASD and 1 observation class for pupils who may have a diagnosis of ASD or a communication or sensory disorder. There are 2 classes for pupils accessing the sensory curriculum. There is an effective satellite provision in Buarth Y Capel for pupils aged 14-19 with a primary diagnosis of ASD. As a result, most pupils are well placed to improve their social skills an develop relationships.

Teachers' planning is detailed and focuses suitably on developing the skills and independence of pupils. In most lessons, teachers ensure that learning objectives build on pupils' prior learning experiences and link closely to individual targets. These lessons provide an appropriate variety of activities and resources that are well differentiated in line with pupils different abilities.

Teachers deliver lessons which are well structured and mostly well-paced with opportunities for pupil self-assessment provided. Teachers' oral feedback to pupils is well differentiated in line with pupil's individual needs. Where appropriate, all staff use overt praise, smiles and encouragement and are effective role models, inspiring and motivating pupils to learn well Feedback to learners is appropriately varied to cater for individual needs and levels of understanding (use of visual support, tickle pink green for growth, props for e.g.), this enhances the connection pupils make between learning objectives and

Teaching and Learning Calendar: P/Teachers Support Teaching Continua

Instructional Rounds

Lesson Observations

Pupil Book Scrutiny

Learning Walks

Monitoring of Teachers Planning (Public\Teachers

success criteria which better engages pupils in their learning and ability to identify 'next steps for success'. In many lessons success criteria is challenging but achievable, this results in most pupils engaging well in their learning and demonstrating an understanding of what is expected of them. Teachers deliver lessons within the context of the 'skills wheel' which improves pupil's involvement in planning for their own learning. In most lessons, teachers deliver activities which provide a range of 'hands on' experiences without an over-reliance on 'worksheets, so that pupils are engaged and motivated and the quality of learning experience is significantly enriched. Teacher's encourage risk taking, and there is a culture of 'getting things wrong' can be a way to 'getting it right'. This approach makes pupils more willing to experiment with their ideas and more willing to engage in self-evaluation. However, this is not always reflected in work scrutiny, as support staff may help pupils to correct work and the 'workings out' or process of discovery is not always evident. Teachers planning and delivery strikes a balance between reinforcing acquired skills and introducing new skills which enhances pupils engagement and provides pupils with opportunities to build on prior learning. Ensuring skill progression for all pupils within the parameters of their individual potential, including ensuring that more able pupils are suitably stretched continues to be a future area for development. A further area for curriculum development, is to ensure that the curriculum is integrative of all aspects of health development such as physical movement, occupational health and activities Many pupils benefit from a 'communication for all' approach which ensures full access and engagement with all areas of the curriculum. However, there needs to be more focus on ensuring that pupils of all verbal abilities; with particular emphasis on minimally verbal pupils, are fully included in group learning sessions. For example, making use of technology or visual support symbols when using questioning techniques to support learning. Many teachers are well informed of education research and are motivated and inspired to use this knowledge to enrich learning, taking experimental risks with lesson delivery where appropriate. However, evidence-informed practice is a recent area of growth and there needs to be a continued focus on providing support to teachers to encourage active engagement in action research and evidence informed practices. Opportunities for incidental learning are fully exploited and most pupils engage well such approaches. This was particularly evident from recent learning walks and instructional rounds which noted many instances where teachers and support staff used these opportunities to encourage pupils to recall prior knowledge and make use of those previous experiences to guide their actions. Ways of recording and assessing incidental and practical learning need to be further explored and implemented. Most teachers provide opportunities for home learning such as home-school tasks, the provision of formal homework (where appropriate) and suggestions made on Individual Education Plans and in Home-School Books. However, 'teaching continua' whole school self evaluation carried out by teachers shows this area to be one which needs to be further supported.	Planning) Peer Enquiry Report - 18th March 2016

3.3 Provision for skills	
The current curriculum has been developed and continues to be evaluated in line with national frameworks for literacy and numeracy and successful futures documentation. All pupils are tracked in relation to their progress within the literacy numeracy framework and progress is good.	\Public\Teachers Planning\1 Planning Information\Whole School SOW
Teachers plan regular opportunities for pupils to practice their skills across the curriculum including essential skills to support the development of skills in literacy, numeracy, science and digital competence; as well as emotional literacy skills and PSE. The LNF is the key driver in curriculum delivery and the school has identified a specific focus for each half term. This is mapped over 3-4 year rolling programme to ensure coverage. As a result, most pupils develop a broad range of literacy and numeracy skills over time. These skills are tracked using our LNF class profiles. However, this process needs refining in order to ensure that the data is accessible to teachers when they plan and to ensure effective ways of transferring data when pupils move classes.	\Public\Assessment\LNF\Class Profiles \Public\Assessment\LNF\Digital Competence Framework Tracking
Additional and precursor skills are taught to support the development of literacy and numeracy skills and these are tracked in Individual Educational Plans. Teachers plan using the school curriculum thematic context booklets in order to ensure that pupils are provided with purposeful and progressive opportunities to practice these skills across the curriculum. PSE coverage overviews exist and are enhanced by detailed plans for SRE and E-Safety. Context booklets ensure PSE coverage throughout key stages and detailed content exists for 2 years.	\Public\IEP Tracking \Pupil\Teachers Planning\1 Planning Information\Whole School SOW\ Focus Overview
For primary pupils, teachers use are 'curriculum planning map' to ensure that all areas of learning and skills are given suitable and appropriate coverage, with cross-curricular links reinforced and as a result pupils demonstrate the acquisition of transferable skills. This curriculum map will be extended over the next academic year to include curriculum arrangements for secondary pupils.	ROAs/Progress Files
The 3 – 14 curriculum builds systematically year on year and provides a highly effective balance of reinforcing skills with developing new ones. This curriculum is therefore very progressive. However now that the new curriculum is more embedded, an exercise mapping skill progression would be beneficial.	
The key stage 4 and post-16 curriculum link well with the 14-19 Learning Pathways and the Learning and Skills (Wales) Measure (2009). However, it has been noted that more opportunities for teaching literacy and numeracy skills discreetly need to be provided.	
The school provides a wide range of entry level qualifications which are suitable to pupils' needs. The level of accreditation is directly informed from the BKSB assessments. An evaluation of how well we prepare post 16 pupils for life beyond school would be of benefit.	
Many pupils develop their skills in fine and gross motor skills, mobility and independent living skills. Many pupils develop the	

skills they need for future life. For example, distance travelled evidenced in ROAs and progress files show pupils engaging in a wide range of activities in and outside of school such as swimming, cycling and shopping. ...

Where appropriate, most pupils develop their Welsh language skills through formal teaching activities and informal situations. Pupils enjoy Welsh greeting songs and action songs. Some pupils can say basic phrases such as 'pwy yw ti' and 'sit yw ti' as well as identifying everyday objects, colours and weather conditions etc.

Teachers use the digital competence framework to track pupils skill progression in ICT. For many pupils, learning builds systematically on existing knowledge. Further ways of tracking progress within the DCF need to be explored to ensure teachers have ease access to this information when planning and delivering learning sessions across the curriculum.

Further comments:

Strengths	Areas for Improvement
Feedback from pupils, parents, staff, governors and health agencies relating to the implementation and embedding of the new thematic curriculum introduced in December 2015 has been nearly all positive. Most pupils to progress well in all subjects	Continue to develop the school's response and implementation of the New Curriculum in Wales by forming internal AOLEs
Teachers plan a variety of experiences which provide breadth and balance of skills which results in most pupils engaging well with their learning.	Evaluate the current curriculum in line with the 4 key purposes to ensure that these purposes are suitably reinforced at every opportunity.
The majority of lessons demonstrate that teachers have clear learning objectives and use a range of resources to engage pupils interests.	Strengthen links between results of assessment and lesson planning and delivery.
In most lessons teachers deliver a range of 'hands on' experience without an over reliance on worksheets.	Explore ways in which we can further measure pupils development of independence and skills for future life.
Most teachers analyse the outcomes of assessment of pupils to inform their future planning of lessons and identify 'next steps for development' when annotating pupils work.	Investigate the suitability of future assessment procedures for more able and talented pupils and systems for ensuring these pupils are being suitably stretched.
Many pupils develop their skills in fine and gross motor skills, mobility and independent living skills. Many pupils develop the skills they need for future life	Evaluate the Post 16 curriculum to ensure it supports pupils with preparation for leaving school. For example, the use of enterprise and learning pathways; with a particular emphasis on more able learners.
For many pupils, learning builds systematically on existing and prior knowledge.	Evaluate 14-19 learning options and associated accreditation with regards to ensuring sufficient value added. Consider pairing down options if the agreed perception is that this variety is responsible for diluted content. Consider

	arrangements for off-site learning, for example college, in terms of value added. Ensure there are sufficient opportunities for numeracy and literacy skills to be taught discreetly.
Many teachers are well informed of education research and are motivated and inspired to use this knowledge to enrich learning, taking experimental risks with lesson delivery where appropriate.	Further develop a culture of evidence informed practice. Further embed the work of OECD to promote high quality teaching and learning.
Most teachers provide opportunities for home learning such as home-school tasks, the provision of formal homework (where appropriate) and suggestions made on Individual Education Plans and in Home-School Books.	Increase opportunities for pupils and parents to access home learning.
Teachers use the digital competence framework to track pupils skill progression in ICT and class profiles to track pupils in line with national literacy numeracy framework.	Investigate more efficient systems for LNF and DCF tracking.
Pupil book scrutiny highlighted many areas of strength in terms of lesson delivery, classroom culture and marking.	Facilitate more efficient ways of collecting work evidence for 'hands on' learners.
Teachers have begun to use Teaching Continua for the purposes of self evaluation.	Continue to embed the use of Teaching Continua for the purposes of Teachers self evaluation - this includes the provision of time for teachers to regularly update their teacher profiles in line with whole school focus and update the next whole school self evaluation
Teachers and support staff have begun to take a more collaborative approach to planning and assessment.	Ensure there is sufficient time in the teaching and learning calendar which is allocated to enable class teams to work together on lesson planning and pupils assessment
Through the use of context booklets and a 'curriculum planning map' the current curriculum delivers a wide range of experiences and support the development of skills in literacy, numeracy and PSE as well as skills for lifelong learning.	Carry out a 'mapping exercise' to ensure suitable skill progression for all learners including 'communication for all' approaches and ensuring that more able learners are being suitably stretched.
School continues to focus on communication skills and many pupils benefit from a 'communication for all' approach., which ensures full access and engagement with all areas of the curriculum.	Focus on ensuring that pupils of all verbal abilities; with particular emphasis on minimally verbal pupils, are fully included in group learning sessions. For example, making use of technology or visual support symbols when using questioning techniques to support learning.

Inspection area 4: Care, support and guidance

Evaluation	Evidence
4.1 Tracking, monitoring and the provision of learning support	
The quality of Care, Support and Guidance is exceptional. The school has robust systems for identifying pupils' learning needs from their starting points. Data is used appropriately to evaluate individual pupils' progress, plan the next steps in their learning and provide further support. As a result, teachers and support staff provide useful specific support programmes in order to ensure that pupils make appropriate progress in their learning and wellbeing. Pupils have detailed individual plans that identify specific targets and strategies that help staff to meet their learning needs. The school ensures that external specialists enrich provision, particularly when pupils do not meet the targets that have been set for them. This has a positive effect on pupils' achievement and wellbeing. The school's provision for onsite Physio and OT needs to be improved to increase IEP target achievement The school shares comprehensive information with parents about the learning experiences that pupils receive and, overall, provide beneficial information about progress. The school has a successful relationship with parents and has established a range of effective communication methods with them. This helps parents to support their children and raise any issues that could affect their child's progress. For example, diaries between the home and school include important information about what pupils have achieved during the day and at home. However, a very few parents suggest that they are not well enough informed of their child's progress The school has successful strategies in order to ensure that pupils' attendance is consistently good. Attendance at 90.5% is higher than the All Wales Special School Average. However, this figure is currently below the target of 92% set arbitrarily. Close co-operation between the school, the health service and a team of specialist therapists ensures that specialist appointments for pupils with profound and complex medical difficulties are held on the school's site. The School's family centre provision will add further value in the future There is a variety of effective specialist interventions for pupils with behavioural needs. Over time, they have helped these pupils successfully to develop their social and personal skills. There are highly effective strategies in place to manage behaviour. Staff are consistent in reinforcing the importance of respect and responsibility. They apply positive behaviour strategies consistently throughout the school and deal with challenging situations very well. The school has completed a range of Health and Safety audits/risk assessments which successfully identify key H&S related tasks. There is a vibrant and effective staff H&S committee which meets termly. High quality Information from this committee effectively informs the Governing Body H&S committee. As a result, the school prioritises its resources well to ensure the physical environment is conducive to high quality teaching and learning.	INSTEP Tracking Spreadsheet LNF Tracker DCF Tracker BKSB Tracker Parent Questionnaire Parent Support Programme - suite of training Parental Questionnaires SLT Minutes - attendance focus GB meetings Attendance analysis - SIMS Attendance Audit Clinics diary

A robust safeguarding policy, Supporting Learners Health Needs policy, e-safety policy, SRE policy and PREVENT policy combine well to ensure pupils are safe and secure in school. Robust systems which link well with the Health Board are well understood and administered by school staff. Staff work very effectively with professionals from a wide range of specialist agencies to support the complex medical and health needs of pupils. They give good attention to the advice from health colleagues and this impacts positively on pupils' development and attendance at school. The school has worked well with therapy staff to embed strategies for movement into the curriculum. Further rigour should be added to this approach by enhancing physio support in school and undertaking MOVE training across the whole school. There are strong links with parents and carers. The school values their input and consults widely on important issues such as the development of the e-safety policy. The school provides very useful advice and guidance to parents and carers on a range of issues such as managing pupils' eating, sleeping and behavioural needs. The school provides high quality advice and guidance to pupils and their parents and carers in relation to option choices at Year 9, appropriate vocational options at the local college and suitable post-19 destinations. The school should seek to provide further formal and informal support for parents by further developing the use of the family centre. Annual Reviews and annual reports to parents meet statutory requirements.	Staff H&S meeting minutes GB H&S committee meetings Policies Safeguarding Audit H&S RAG Rated audit Finger Trapping Audit RAMIS Records Administering of medication policy Traffic management Audit Risk assessments Strategic Accessibility Plan Family Centre conversion video School curriculum and links with health Annual Review attendance information Report template and parental feedback

4.2 Personal development	
The school promotes pupils' social, moral, spiritual and cultural development effectively through the curriculum, assemblies and the creative arts. There are useful opportunities for pupils to identify the difference between right and wrong, and reflect on their feelings and beliefs. While studying and learning about other traditions, such as the Chinese New Year, pupils learn about different cultures effectively. ● 100% of parents repeatedly state that their child enjoys school ● 100% of staff repeatedly state that pupils enjoy school life ● 100% of pupils repeatedly state that they enjoy school life The school places an appropriate emphasis on personal and social education (PSE) lessons and encourages making healthy food choices and the importance of taking regular exercise. Healthy Schools Award should be renewed in 18-19 Lively activities to promote artistic and expressive skills have been established at the school. The school has held a Shakespeare Schools festival, Sports Days and BBC Proms, Media presentation at Tramshed. The school places importance on developing its pupils' entrepreneurship. The school's Sixth Form has a clear vision to run as a social enterprise and this should be encouraged In order to develop pupils' understanding of appropriate behaviours towards each other and relationships, the school has developed a highly creative "relationship rainbow". This is developing pupils' understanding of appropriate talk, trust and touch very effectively.The school has robust procedures to promote eating and drinking healthily. The school provides a wide range of therapeutic interventions to promote pupils' health and wellbeing. This includes the use of the hydrotherapy pool and sensory room. The school nurses attend to the day-to-day medical needs of pupils well. They provide staff with useful advice on a number of pupils' health related issues, including planning and co-delivering the sex and relationship education curriculum. Most pupils are involved in whole school decision making. Nearly all pupils take part in evaluating each context for learning. They share important information about their learning to inform teachers planning. Most pupils in 14-19 have been extensively involved in shaping the curriculum. They select learning options well following taster sessions. About half of pupils in Post 16 engage in work related education. A minority undertake work experience outside of the school. The school's enterprise programmes are developing well with pupils being recognised for a National Young Enterprise Award for 'Best Team'. Over time should develop into a full time social enterprise through which, high quality teaching and learning is delivered. All pupils for whom it is appropriate actively participate in their annual review. Most are able to make valued	Healthy Schools Award and Report Chinese New Year celebrations PSE SOW & Data analysis Inter schools Sports records BBC PROMS video Sixth Form development plan 14-19 meeting minutes SRE minutes and training for Relationship Rainbow

comments and suggestions. The student council, eco-committee and YPP groups are effective forums for establishing pupil voice. All committees have a proven track record of bringing about change. Most recently, this includes improving the quality of school dinners and changing the school uniform.	Curriculum design notes and pupil feedback on themes
The school is developing high quality international links and a minority of pupils have been on school exchanges to Portugal and Germany. The school also enjoys highly effective links with schools in Uganda. As a result, the school's provision for ESDGC is exceptional. ERASMUS funding should continue to be accessed for pupil and staff benefit	14-19 minutes and options tasters Young Enterprise Presentation and Award
The exceptionally caring and inclusive ethos of Ysgol Tŷ Coch promotes its values of respect, high expectations, challenge, integrity, passion and enjoyment (RECIPE) very successfully. The exemplary strategic equality plan captures the ethos and work of the school very well. As a result, the school recognises, respects and celebrates each individual pupil and the diversity of their complex needs exceptionally. Pupils of all backgrounds and needs are included fully in all aspects of the life and work of the school.	Student Council minutes YPP meetings with HT Eco-committee minutes
The physical environment however is significantly limited. The school has increased its roll by 52% over 3 years. The accommodation therefore limits the quality of provision. The Buarth y Capel site provides pupils with a high quality, well-maintained learning environment that meets the needs of pupils with autistic spectrum disorder very well. The school should work with the LA to ensure more pupils are able to benefit from the BYC provision	ERASMUS Application ERASMUS Video ERASMUS documentation ColourWorks sessions Investors in People Strategic Equality Plan Strategic Accessibility Plan

4.3 Safeguarding	
The school has a comprehensive safeguarding policy, clearly designated safeguarding officers and coordinates very effective training for staff. As a result, all staff know how to keep children safe.	Safeguarding Policy Training Record
The ESTYN safeguarding audit has been completed with all staff. Appropriate reference is made to the PREVENT Agenda and the school has a clear action plan to further improve its provision	PREVENT Policy and Training Critical incident training
The school follows the All Wales Child Protection procedures to ensure pupils receive the correct support to enable them to be kept safe	
Safeguarding arrangements are comprehensive and in line with recommended practice issued from the Cwm Taff Safeguarding Board. Safeguarding arrangements are well understood by most staff with 100% agreeing that a suitable policy is in place. 100% agree they are given regular advice relating to Safeguarding. 100% agree that there is a named designated senior person for safeguarding and a deputy	ESTYN Safeguarding Audit Staff Questionnaires Staff training record
The child protection policy is ratified by the Governing Body and there are 2 designated Governors for safeguarding. These people are the chair and vice chair. **The vice chair is a retired detective inspector and child protection expert**	Training Powerpoints and staff register
There are ratified policies which are annually reviewed for behaviour management, RPI, withdrawal. All staff and most Governors have received Level 1 safeguarding training. The SLT have received Level 3 along with an increasing number of teachers. The school is working towards all teaching staff being trained to level 3. Level 1 refresher training, H&S training and managing medication training is due for renewal in September	Behaviour analysis SIMS training
There are systematic and robust procedures for reporting and recording issues relating to safeguarding. All behaviours causing concern are logged on an internal electronic system	EVOLVE Training EVOLVE records Audit Managing allegations training 2018
All educational visits are rigorously risk assessed using EVOLVE. ' There is a very effective policy and training has been given to all staff in 2015/2016	
The school has adopted the LA's whistleblowing policy and complies fully with the 'Managing allegations of professional abuse' policy. Staff interview and recruitment procedures comply with the very rigours policy enforced by the LA.	Single Central Record Safer Recruitment Policy EWC register
The school keeps a statutory, single, central database of all DBS checks relating to staff and volunteers. Although Governors are not mandated to hold DBS checks, many do and these are recorded on file	
All visitors on both sites sign in and are issued with visitors badges and associated coloured lanyards. The reverse of these badges contain vital safeguarding and health and safety information	Badge Design and safeguarding message
All safeguarding information is prominently located on the school's website. There is a bound book where staff record any	

significant physical interventions and these are also reported to parents/carers, to Social Services for Looked After Children and to the LA Health & Safety Officer. The Deputy Headteacher manages this very effectively

Poster
Child Friendly
Poster

Further comments:

Strengths	Areas for Improvement
Attendance is remains well above the All Wales average for special schools despite increased numbers and increased complexity of need. Process for monitoring attendance are excellent	Attendance has dropped during the Summer term 2018. Processes should be reviewed
Relationships and communication with parents has significantly improved. There has been an increase in clinics, accommodation and 3rd party advice for parents	The school's work with families could be further developed. This should focus around developing the role of the family centre
Annual reviews and person centered planning practices are excellent. These are highly effective in planning future provision and nearly parents value the process	Is the school well enough prepared to respond to the recommendations of the ALN act?
There is a range of quality assurance procedures in place which are now embedded in school life. The school has improved its performance at external moderation	Are arrangements for internal moderation robust enough? Are quality assurance procedures used well to improve teaching and learning?
The family centre has been completed 1 year ahead of schedule at at no cost to the school. this has improved relationships and is beginning to improve consistency between home and school	Are there well enough developed systems and approaches for engaging and supporting parents? Are there enough workshops, parents evenings etc?
Reports are clear and personalised. There is good opportunity to discuss reports at parents evenings.	Do reports to parents meet statutory guidance

Inspection area 5: Leadership and management

Evaluation	Evidence
5.1 Quality and effectiveness of leaders and managers	
The Governing Body, Headteacher and SLT have a very clear vision for the school, which has been developed collaboratively with all school stakeholders. This is well captured by the schools mission statement 'Learning Together'. The vision for the school is well articulated and is detailed in the SIP. The School's 'RECIPE' for success is unique to Ty Coch and has been developed with all staff. As a result, all stakeholders buy into this ethos which underpins the work of the school **The school have revisited these values and strategic direction in September 2018 where all school staff attended high quality training from the ColourWorks. This training focussed well on equipping staff with the skills needed to have difficult conversations whilst maintaining relationships.** **Individual learning/professional styles have once again been revisited and refreshed. This helps the school create a culture of high performing teams across the school. This was acknowledged by 'Investors in People' whereby the school achieved a Silver Award of the new framework. The school should pursue the platinum award** **High quality leadership work which promotes high performing staff teams has created a vastly improved unified culture. As a result, most staff are clear on the school's strategic aims and the role they play in securing achievement. As a result, staff sickness rates are exceptionally low across the school which ensures pupils have a consistent education. This element of work is considered to be a significant strength of the school. In total, 2.3% of days are lost to sickness absence. When one member of staff is disaggregated, this falls to 1.7%** **Senior leaders have established an effective leadership team that communicate high expectations and a clear vision for the school, focusing on providing meaningful and enjoyable learning experiences tailored to the needs of individual pupils. Staff and parents are highly supportive of this vision and the strategic direction of the school. 99% of parents believe the school is well run. 98% of staff agree the school has a well published range of improvement plans, objectives and policies.** **The school has developed several ambitious and detailed improvement plans which demonstrates the school's collaborative drive for continuous improvement. The school has made good progress in addressing these targets along with recommendations from ESTYN 2017.** **There is a detailed calendar of meetings that have a clear focus on priorities for school improvement and on improving learning experiences. Meetings are purposeful, have clear agendas and result in clear actions that**	INSET Day September 2018 Documents for collaborative learning School Vision Statement SIP Leadership Principles Staff perception questionnaires Staff sickness rates spreadsheet and Governing Body minutes Parental Questionnaire Feedback Curriculum feedback and Working documents

leaders review and address. Recent coaching sessions have led to a more collaborative and systematic approach to senior leadership meetings. However, the school should refine the calendar and timetable to ensure processes are de-cluttered and that staff are given ample time to manage the significantly high workload/ambition. **Pupil outcome data is analysed very well by the entire leadership team. As a result, leaders have a very clear picture of progress and areas for improvement. The school should continue to ensure that this information is shared well with the broader staff team** **Leaders therefore use a range of key performance indicators to prevent problems occuring and bring about remedial actions. Leaders skilfully use a range of data sources to ensure the curriculum and learning experiences are rooted in pupil need. The curriculum therefore meets the needs of learners very well. The school's provision for Welsh language development needs further enhancement** **Staff roles and responsibilities are clearly defined. A set of comprehensive and detailed policies, that staff understand well, provide effective support for the work of the school. The governing body review these regularly. However, not all staff fully understand their broader curriculum coordination role and how this supports teaching and learning. 81% of staff agree that their roles are clearly defined and well understood.** The school is a very collaborative organisation. For example, the entire school staff has written the school curriculum in line with new Welsh Government Curriculum recommendations. As a result, the vast majority of staff buy into the curriculum and support its key aims. The school should continue to refine its roles and responsibilities to ensure it keeps pace with emerging Welsh Government Curriculum recommendations and to drive school improvement. The school has robust and effective systems for sharing positive features with the staff team. This ensures morale is kept high. A vibrant and innovative wellbeing committee focusses well on staff wellbeing to ensure they are well placed to meet the needs of pupils. The school has excellent partnerships at school, local authority, regional and national levels within the education community and with other agencies. The school is keen to share and learn from good practice to inform developments and improvements within YTC and this forms a key part of the improvement strategy. YTC enjoys excellent relationships with Health professionals and social services. The school should continue an SLA for OT/Physio In 2017-2018, partnership working has been significantly enhanced and is regularly analysed for its impact on school: projects include: ● A**LN transition strategic group – The Headteacher sits on a Welsh Government ALN strategy group. As a result, the views of YTC are well represented on this key piece of legislation** ● **ASD Innovation Fund – The school is a strategic partner in this work and is developing outreach practice to**	Challenge Advisors Report Catergorisation Report ESTYN Report 2017 SIP 2017-2018 SER/MER Schedule 17-18 Main school timetable 17-18 1:1 Interviews with staff 2018 Data Pack 2016,2017,2018 Curriculum Policy & Teaching and Learning Policy Staff Roles and

ensure children with ALN are well supported in the community. ● **Give and Gain Day – The school has made significant improvements in its partnerships with local businesses. As a result , 160 volunteers attended school to complete the conversion of the family centre and make significant improvements to the environment. This work amounted to £110,000 and accelerated the completion of the Family Centre Building. The provision was officially opened in September 2018. Further work is now needed to maximise the impact of this provision** ● **University ITE – the school is also involved with The University of South Wales and is working to redevelop initial teacher training Programmes with specific emphasis on SEN to address the new Welsh Curriculum requirements. As a result, the school has benefitted from students in school and is supporting a PGCE student through his studies. When assessed, this student has delivered exceptional PE lessons across the school.** ● **University PHD research reading – high quality links with the University of Swansea ensure that reading provision and standards in YTC are very good. This is sector leading practice.** ● **Parents – partnerships with parents are developing very well. There are regular opportunities for parents to visit school and be involved with their child's learning. New IEPs identify things to try and home and communication is improving. The opening of the family centre will further enhance this work.** ● **BBC Orchestra Wales – An exciting partnership has developed with BBC Orchestra of Wales. This ensures that pupils have high quality musical learning experiences and selected pupils will take part in the BBC Proms in July making YTC the only special school ever to be represented** ● **Governor Improvement Group = the school is a strategic partner in the CSC GIG work. As a result, The GIG should be fully evaluated for the impact on YTC**	Responsibilities and 1:1 interview notes/timetable SLT Meeting minutes Minutes of the wellbeing committee
The governing body fulfil their statutory duties well. They receive detailed reports from senior leaders and are frequent visitors to the school. There is a well developed structure of committee meetings which meet regularly to challenge and support the school. As a result, they know the work of the school well and provide strong support and a high level of challenge for the senior leadership team. The Governing Body should consider aligning link curriculum roles with elements of the new curriculum in Wales. This will add further rigour to quality assurance procedures.	
5.2 Self-evaluation processes and improvement planning	
Quality assurance, self evaluation and school improvement planning are key strengths of the school. All members of the school community are effectively involved in the process of self evaluation. Quality assurance procedures are framed well in evidence based practice. High quality systems for quality assurance include: ● Lesson observations ● Peer Observations - Instructional Rounds and Learning Walks ● Work Scrutiny ● CONTINUA ● Pupil, staff, parental, MDT questionnaires ● Pupil involvement in curriculum design and feedback from themes	ESTYN Case Studies 2017 Work Scrutiny Records Instructional Rounds Records CONTINUA

● Highly effective student council, eco-council and YPP ● IEP Scrutiny ● Annual assessment fortnight ● Internal and external moderation to ensure robust judgements/outcomes ● Accreditation moderation	Analysis Action Research - workload and CONTINUA
All members of the leadership team undertake robust departmental self evaluation. This is a collaborative process with members of staff within the department. As a result, all members of staff make a valid and purposeful contribution to school improvement planning.	LNF External moderation
The school is a very consultative and collaborative organisation. SER/SIP are made available early for consultation with all school stakeholders before final publication. As a result, all stakeholder have a genuine contribution which makes school improvement planning more effective	Staff training moderation records
Internal and external moderation procedures are very well developed. Performance at external moderation events ensures 100% of submitted work meets the criteria to pass. Teachers are therefore very secure in their judgements. School leaders have formed important strategic partnerships with similar providers to evaluate the school's quality assurance procedures, moderate its self-evaluation judgements and set targets for improvement	SIP - Presentations to staff
Peer observations form part of a very effective MER cycle. This form of action research involves all teachers and results directly in policy formulation. For example, the teaching and learning policy and Assessment for Learning policy have been written with all staff. This is an exceptionally strong feature of the school. The school is robust and secure in judging the quality of teaching. This is reinforced through processes such as peer enquiry to give 3rd party ratification. 43% of teaching is judged as Excellent. 57% is judged as Good The school should continue to address ESTYNs recommendation of focussing on progress pupils make in lessons.	LNF Moderation Records Teaching and Learning Policy
School leaders make highly successful links between the SER and School Improvement Plan. The plan identifies priorities for improvement, intended outcomes, clear success criteria, appropriate deadlines and robust procedures for monitoring progress. Leaders have displayed the school's priorities for improvement prominently around the school. Staff and pupils add useful comments to the displays, commenting how they are contributing to the school reaching its targets. Leaders regularly review the school's progress in addressing the priorities in the school improvement plan. The Governing Body is presented with high quality, termly SIP updates which allows them to both challenge and support progress.	AFL Policy Instructional Rounds Documents ESTYN 2017 Governing Body meeting minutes SLT Meeting Minutes

5.3 Professional learning	

The school has developed a robust staff performance management process that identifies individual and whole school improvement targets well. Staff review progress in meeting these targets regularly. Senior leaders use this information to identify individual staff and whole school training needs. Members of the wider leadership team value highly the training and mentoring they receive to develop their leadership skills. Underperformance of staff is dealt with in a timely and supportive manner.
 	
Performance management processes have been significantly enhanced through evidence based research. As a result, staff have greater 'buy in' and there is greater connection with performance management and the quality of teaching and learning.
 	
The school is committed to the notion of School's as Learning Organisations and is engaged in a significant range of school to school improvement programmes. These include:
 	
    o School Improvement Groups (SIG) – This work has been highly effective in developing systems for work scrutiny and lesson observation and the staff involved have made good professional contacts
 	
    • LNF Cross Consortium Moderation – The school is a strategic partner and driver of the nationwide LNF moderation. This is sector-leading practice. As a result, the school is well placed to implement robust and accurate moderation systems. The LNF is firmly embedded and tracked across the school
    • Joint Pioneer School for Digital Competence – the school was successful as part of a joint bid to be a digital pioneer school for digital competence. Although involvement has been limited, Ty Coch has supported the effective design of the new DCF. As a result, about half of teachers are familiar with its content and a minority have begun using elements of it. The school's new curriculum makes provision for the inclusion of DCF. A staff skills audit and software/hardware review should be undertaken in 16/17
    • Teachers New to SEN Programme – The Headteacher has written a programme to support teachers new to SEN. This is used well throughout the CSC consortium and all feedback is very positive. Ysgol Ty Coch have led a module on the use of data in SEN. This provided essential leadership experience for the Primary TLR holder. 3 teachers in YTC completed the course
    • Future Leaders Programme – The school is a strategic partner for the implementation of the Future Leaders Progamme. The Head and Deputy lead a session on leading teaching and learning. 3 teachers from YTC completed the course. As a result, 2 are now in leadership position
    • Lead Creative School project – The school has secured a 2 year grant to improve pupil outcomes through creative means. The numeracy wonderland is a significant achievement and further evidence of outstanding pupil voice. In May 2018, the Lead Creative School's project was presented at the London Tate Modern Gallery.
 	
In addition, the school supports numerous other schools in school improvement. 'Quite simply, by helping others, you are
	Performance management documentation
	
	Performance management collated and anonymised data
	
	CONTINUA Training and records
	
	SIG Minutes
	
	LNF Minutes
	
	New to SEN Powerpoints
	
	Future Leaders Programme Course Details
	
	Lead Creative Schools Documentation
	
	Lead Creative Schools impact summary

helping yourself'. Mel Ainscow (2000) These include: - Coleg y Cymoedd - staff swap to upskill practice in readiness for P19 transition - Riverbank School - Support by the leadership team to improve Riverbank's strategic planning processes. This has provided essential professional development for members of the leadership team. - Woodlands School - Support offered by SLT to support high quality Self-evaluation - St Michaels School - Support offered for ALN specific guidance on differentiation - Ysgol Hen Felin & Maes Gwyn Schools - Headteacher mentorship - NPQH assessing - CSC School The school has implemented an innovative and highly effective approach to staff development that identifies the leadership skills and behaviours of each member of staff. Senior leaders use this information well to identify staff with the skills necessary to lead on school improvement projects and to build effective teams. This approach has been highly successful in helping the school to address successfully many priorities in the school improvement plan.	Tate Modern documentation

5.4 Use of resources

The school manages its staff and resources very well. It has a wide range of suitably qualified and experienced staff to deliver the curriculum and meet pupils' complex health needs. Senior leaders deploy staff efficiently and effectively to meet the needs of all pupils. In light of significantly increased numbers, the schools staffing has responded well with the appointment of 8 new members of staff. The school's budget remains a challenge with £55,000 being cut from the budget this year. The school should develop a business strategy to fund additional interventions. The school makes creative use of staff experience and skills to enhance pupils' learning experiences and broaden the curriculum. The school is involved in a number of useful professional networks. Staff share expertise and good practice regularly with colleagues from other schools. Nearly all teachers benefit from visiting and observing best practice within Ysgol Tŷ Coch and across the regional consortium. This has led to notable improvements in the school's approach to assessment. The headteacher, office manager and governors monitor the budget carefully and ensure that financial decisions link well with the school's improvement priorities. The school makes effective use of grants to improve the standards and wellbeing of pupils. For example, the school's initiative to develop pupils' speech and language skills is having a positive impact on standards. In view of the standards achieved by pupils, the school provides good value for money. The school provides very good value for money	

The school should continue to allocate resources effectively to ensure the ambitious school improvement	

Further comments:

Strengths	Areas for Improvement
Significant work has been completed to improve the aesthetic of the learning environment. This includes playgrounds, resources and classrooms	Are staff:pupil ratios high enough?
Staff sickness levels and motivation are exemplary. Currently approx 1.9% of days are lost to sickness absence. As a result, pupils receive a consistent approach	Is there sufficient PPA cover to allow teachers to maintain a good work life balance
The school improvement plan for the last 3 years has been completed ensuing a significant impact on learner outcomes and wellbeing. Distributed leadership has been a strength of the school to achieve this	How well are roles and responsibilities understood? How well do they support the wider school aims? How aspirational is the strategic school improvement plan?
The school's staff is a cohesive group of people working towards a common goal. Significant expenditure in high performance coaching and the colour works ensures that the SLT promote the highest standards.	How well established is a culture of collaboration and consultation at all levels over the last 6 months?
The school manages its budget well. There has been significant expenditure invested into the building and resources. The school is currently staffed more generously than the formula allocation	The school's budget is forecast to reduce by 2-3% over the next financial year. How well is the school prepared for this? How well does the school link with business in the community to promote collaboration
Practice within the school is outstanding. The school is beginning to develop links with mainstream schools through the innovation fund. The college links are also developing well although the course content needs review	How well is the school disseminating its expertise to aid children with ALN in the locality? How well are links with mainstream schools used to ensure excellent provision for its learners.
The Governing Body is an exceptionally supportive and challenging group on a range of school business. There are particularly effective H&S, Finance and Standards committees	Do the Governors have a well developed understanding and first hand knowledge of teaching and learning? Are Governance arrangements responding to new curriculum reform?
The school's leadership team are developing very well. The tiered approach ensures an effective model of coaching exists. Middle leaders have taken more autonomy in their departments	How well do middle leaders know their departments? How do middle leaders contribute to SER

The coaching and mentoring philosophy is very well embedded at SLT and teacher level with positive relationships common place.	How well does the school promote coaching and mentoring amongst support staff? Is The Colour Works & Restorative approaches fully embedded
The 14-19 curriculum has facilitated vastly improved links between the 2 sites of the school. However, there are some missed opportunities for split site working	Is the physical environment conducive to high quality teaching and learning? How well are the 2 sites used? How effective is communication between the 2 sites
The school works well with a range of partners although the evaluation of this work is not well enough evaluated for its newest partners. At a very strategic level, evidence based research is developing well	Is the school a learning organisation? Is there enough evidence based research at all levels. How well is the school using its networks to improve provision for learners