

Self-evaluation report template: from September 2018

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 166 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	
<p>PRIMARY</p> <p>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 communicate full name, home address, age and birthday.</p> <p>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 repeat individual letter names.</p> <p>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.</p> <p>In English In Step all pupils have increased their scores. Levels of increase in In Step scores are excellent this year with 6 pupils achieving an increase of 10 percent or over. 2 pupils have been identified as EMAT in English and will continue to be differentiated for and extended to increase their skills.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In Mathematics all pupils have improved. Results are excellent with 6 pupils showing an increase in scores above 10 percent.</p>	<p>Assessment data on the P Drive:</p> <ul style="list-style-type: none"> ● Instep English e-scores ● Instep maths e-scores ● BKSB data ● P scales data <p>Annual Data reports: 15-16 16-17 17-18 18-19</p> <p>Work Scrutiny Records</p> <p>IEP data analysis</p> <p>Behaviour Records</p> <p>LNF Trackers</p> <p>LNF Moderation outcomes</p> <p>Routes for Learning Data</p> <p>Accreditation Data</p> <p>Reading Assessments</p>

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 RE and ICT where 100% of pupils have either increased or maintained their skills. This is as a result of pupils independence, emotional literacy and well being set as a priority throughout all aspects of learning as well as an increase in resources for the provision of ICT. All scores remain excellent. Science shows similar excellence as 94% of pupils either increased or maintained their skills. In PSE 96% either increase or maintain their skills. In Welsh 96% either increase or maintain their skills. **Next year Primary ELSA groups will run to increase pupil well being and PSE. Also ICT skills will be fully embedded and used creatively.**

PRIMARY ASPIRATIONAL TARGETS

In In Step aspirational targets nearly all pupils have achieved their aspirational targets as 87% have achieved their targets in English. In maths nearly all pupils have achieved their targets as 95% have achieved. In the Primary Department 100 percent of pupils achieve their aspirational targets in both English and Mathematics which is outstanding. **Work will continue to maintain skills in both English and mathematics through investment in communication, ELSA, Forest Schools and sensory processing promoting pupil engagement.**

PRIMARY IEPS

IEP achievement continues to be high. Achievement in English IEP targets is excellent as nearly all 86.11% Foundation Phase and 82.61% in Key Stage 2 achieve their targets. In maths most pupils achieve their targets as 86.11% in Foundation Phase and 89.13% in Key Stage 2 achieve their targets. Achievement in the well being targets remains high with 88.89% in Foundation Phase and 91.30% in Key Stage 2. Overall many pupils achieve their IEP targets which is excellent. **These figures are slightly lower than last year and will continue to be monitored to ensure that targets set are SMART and robust. The purpose of IEPs should be considered in line with curriculum and ALN reform**

ROUTES FOR LEARNING

In Routes for Learning most pupils 75% achieve their targets which is excellent. Decreased and maintained scores are attributed to just two pupils; one of which has shown poor health recently.

PRIMARY READING DATA

Pupils who are able to read continue to make good progress. 9 pupils in the Primary Department have a reading age. 5 of which have a comprehension age that is lower than their reading age with a range of between 2 and 14 months. **Comprehension will continue to remain a focus next year to bridge the gap between reading and comprehension.**

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
18-19

Work Scrutiny Records

IEP data analysis

Behaviour Records

LNf Trackers

LNf Moderation outcomes

Routes for Learning Data

Accreditation Data

Reading Assessments

This year all pupils were tested for the second time using BPVS. Of those pupils who were tested before 70% increased their scores from last year. 30% of pupils tested showed a decrease in their scores. **Data will be monitored over a 3 year period to determine whether it will be used diagnostically or to monitor improvement.**

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.

In Instep English pupils in KS3 have averaged an increase of 3.5% which is lower than the whole school average of 4.5%. This is lower than average results achieved in 2017 - 2018 but higher than results from 2016 - 2017 suggesting that these results are cohort dependent. **However, this will continue to be focussed upon over the coming year and will be supported through Communication, ELKLAN, Creative approaches to delivery of LNF through the curriculum and in IEP targets.**

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.

In Instep Maths pupils in KS3 have averaged an increase of 3.9% which is consistent with the whole school average of 3.9%. This is higher than the average results achieved in both 2017 - 2018 and 2016 - 2017. This reflects on how numeracy has been prioritised over the past year and how positively this action has impacted on learner outcomes. **This will continue to be focussed upon over the coming year and will be supported through further investment into**

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Reading Assessments

creative approaches to delivery of LNF through the curriculum and in IEP targets.

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 ROUTES

In Routes for Learning 100% of pupils achieve their targets which is a strength. No pupils have decreased and or maintained their scores.

SECONDARY P SCALES

In Secondary, pupils continue also to maintain and improve their skills in ICT, Welsh, PSE, Science and RE. In Key Stage 3 100% of pupils either maintained or increased their P levels across ICT, Welsh, PSE, Science and RE. RE emerged as a particular strength with 90% of pupils increasing. There were no decreases in any of the assessed subjects.

Similarly, in Key Stage 4 all pupils maintained or improved their P levels in ICT, Welsh, PSE, Science and RE. PSE emerged as having the greatest growth with 50% of learners increasing.

SECONDARY BKSB

Pupils accessing BKSB Literacy are achieving scores between M3b and Level 1. This is the first time in the past 3 years that pupils have achieved scores in Level 1 and is currently 8.1% of learners. Pupils accessing BKSB Numeracy are achieving scores between M3a and E3. Currently 8.4% of learners are scoring within E3. BKSB is being utilised successfully and this will continue next year. However, the difference between attainment in Literacy and Numeracy will continue to be addressed through vocational courses and by engaging in authentic learning experiences.

SECONDARY ASPIRATIONAL TARGETS

In KS3 English InStep 89% of pupils met or exceeded their aspirational targets which is slightly higher than the whole school figure of 87%. In Maths InStep in KS3 96.4% achieved or exceeded their aspirational targets which is slightly higher than the whole school figure of 95%. These results demonstrate the growth in maths which has shown an increase of 16% when compared to the previous two years which is a strength and reflects the priority in maths and numeracy. This is also the first time in the past three years that results in Maths have outweighed results in English.

Work will continue to maintain and further enhance skills in both English and Maths through investment in Communication, ELKLAN training, STEM activities, Forest Schools, enrichment days and innovative approaches to delivery of the LNF and DCF.

In 14 - 19 , 88% of learners achieved or exceeded their BKSB aspirational targets in English, showing an improvement of 33.2% improvement compared to 2017 - 2018.. In Maths, 69.2% of learners achieved or exceeded their BKSB

aspirational targets, showing an improvement of 24% compared to 2017 - 2018. This significant improvement can be directly attributed to improved arrangements in collaborative target setting. **However, this will continue to be embedded and further refined by revisiting the targets set to ensure any changing circumstance for individual learners are addressed as appropriate.**

SECONDARY IEP DATA

Achievement of IEP targets in Secondary is good and will continue to be an area of development next year to move from good to excellent. In KS3 7.4% of pupils achieved one of their three targets, 40.7 % achieved two of three targets, with 51.9% achieving all three targets in November 2018. In March 2019 these figures improved to 3.3% of pupils achieving 1 of three targets, 26.7% achieving two of three targets and an improvement of over 18% in pupils achieving all three targets evidenced by 70% of pupils achieving all three targets. This improvement can be attributed to better set targets during the year as pupil needs become more accurately understood. **This will be an area to continue to focus on to ensure targets are appropriately set to meet individual needs allowing achievement, challenge and progress. This will be achieved by staff training on filtering to achieve most accurate target setting.**

In KS4 5.6% of pupils achieved one of their three targets, 44.4 % achieved two of three targets, with 44.4% achieving all three targets in November 2018. In March 2019 these figures improved to all pupils achieving at least two of their three targets. 33.3% of learners achieved two of their three targets. There was a 22% improvement in pupils achieving all three targets evidenced by 66.7% of pupils achieving all three targets. This improvement can be attributed to better set targets during the year as pupil needs become more accurately understood. The KS4 results also reflect the amended timetable which has had a particularly positive impact on learning outcomes and **will be continued and further embedded next year.**

In KS5 7.7% of pupils achieved one of their three targets, 30.8 % achieved two of three targets, with 61.6% achieving all three targets in November 2018. In March 2019 these figures improved to 3.3% of pupils achieving 1 of three targets, 56% achieving two of three targets which equates to a 25% rise in achievement of two of three targets. **However, this has been offset by a drop of 21.6% in learners achieving all three targets. This can be attributed to external factors, absence through illness and ambitious targets. This will be an area to continue to focus on to ensure targets are appropriately set to meet individual needs allowing achievement, challenge and progress. This will be achieved by staff training on filtering to achieve most accurate target setting.**

ACCREDITATION DATA

All pupils leave KS4 with a qualification in literacy and numeracy and ICT through WJEC Entry Pathways at Entry 1 either through Personal Progress units or Additional English at Entry 2. 33% of KS4 pupils also have WJEC Science accreditation at Entry 2.

33% of KS4 pupils also are entering WJEC Essential Skills Wales Qualifications in Communication and Application of Number at Entry 2.

For KS4 pupils accessing options 14% will achieve a Duke of Edinburgh Award and 28% will achieve an OCR Life and Living Skills Qualification.

All pupils from the Sixth Form leave with a recognised Qualification through Agored ,OCR, D of E and WJEC

The Hospitality Pathway is accredited with an Agored Qualification with 17% of learners achieving an Entry 1 Award, 50% achieving an Entry 2 Extended Award, 17% achieving an Entry 2 Certificate and 17% achieving an Entry 3 Certificate.

Horticulture and ICT Pathways are accredited with OCR Life and Living Skills Qualifications.

Functional Literacy and Numeracy is accredited through WJEC Essential Skills Wales for 28% of P16 pupils following more formal literacy and numeracy lessons this year targeting the more able pupils working at Entry 3 .

For Post 16 pupils accessing options they achieve accreditation through D of E and /or OCR Life and Living Skills Qualifications.

All pupils moving on from Post 16 provision leave with a recognised qualification at their level of ability, having built up credits through Agored and / or OCR Life and Living Skills ranging from an Introductory Award at Entry 1 to a Certificate at Entry 3.

This academic year, only 24% are entering Agored Qualifications (Hospitality Pathway) whereas the rest are entering units for Qualifications through OCR Life and Living Skills. This reflects a more skills based approach in Post 16 and enables them to have a qualification with a broader and more transferable range of units better preparing them for their next provision.

READING DATA

43 pupils were tested across Key stage 3,4,and 5 in reading. 11 were baselined, 4 had reached the ceiling of the test (9.5%), 5 maintained their level (11.6%), 17 increased their score (40.4%) and 6 decreased (13%).

In comprehension, XX were baselined, XX had reached the ceiling of the test, XX maintained their level, XX increased and XX decreased their score. Pupils who are able to read continue to make good progress. XX pupils in the Secondary Department have a reading age. XX of which have a comprehension age that is lower than their reading age with a range of between XX and XX months. **Comprehension will continue to remain a focus next year to bridge the gap between reading and comprehension.**

BPVS DATA

This year all pupils were tested for the second time using BPVS. Of those pupils who were tested before 70% increased their scores from last year. 30% of pupils tested showed a decrease in their scores. Data will be monitored over a 3 year period to determine whether it will be used diagnostically or to monitor improvement.

Destinations of pupils leaving Post 16 Provision

This year most of the pupils will be going to college (77.8%), one (11.1%) will be going to a specialist college and one (11.1%) will be going to specialist provision. This reflects the needs and abilities of this year's cohort.

<h2>1.2 Standards and progress of specific groups</h2>	
<p>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%.</p> <p>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.</p> <p>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.</p> <p>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 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.</p> <p>In English their average increase is 4.7% and in maths 3.3% which shows parity to Primary department figures.</p> <p>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</p> <p>Secondary Pupils in the Secondary Department continue to make excellent progress. Pupils in KS3 made an average improvement of 3.5% in Instep English and an average 3.9% improvement in Mathematics.</p> <p>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 in line with whole school outcomes in English and marginally higher in maths.</p> <p>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</p>	<p>In Step Results P Drive BKSB results P Drive Annual data pack</p> <p>Work Scrutiny Records IEP data analysis Behaviour Records LNF Trackers LNF Moderation outcomes Routes for Learning Data</p>

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.

Accreditation Data
Reading Assessments

1.3 Standards and progress in skills

Instep skills breakdown

Pupils continue to make good progress across the skills in In Step. In English pupils perform best in speaking and listening and least in writing. This is to be expected as most pupils have a degree of difficulty in fine motor control and dexterity while all pupils are able to communicate to a degree.

In Mathematics, Number and Shape, Space and Measures continue to be the strongest areas while Using and Applying and Handling Data are the weakest areas. However the differences between these skill areas has reduced due to interventions in writing, comprehension and handling data.

BKSB skills breakdown.

Pupils continue to make good progress across the skills in BKSB. In Functional Literacy pupils perform best in speaking and listening, with reading and writing being equal but lower. All ASD pupils however show better scores for writing than speaking and listening or reading. This is because they express themselves through the written word using technology rather than pencil and paper and they can use this technology to complete the BKSB assessment.

In Functional Numeracy, all pupils score best in number skills with data handling being the weakest area. The differences between the areas is small. There is no difference with ASD pupils and the rest of the group.

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	
<p>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.</p> <p>PSE standards</p> <ul style="list-style-type: none"> The school undertook a curriculum review in 2015-16, due to feedback from staff, parent and pupils; this curriculum is currently into the final year of a four year cycle, with 2019 seeing the completion of the cycle. The curriculum has been further embedded and PSE is taught as part of the curriculum themes. In addition, PSE which naturally evolves throughout a school day such as managing friendships, growing up and being resilient is given a high priority. As a result of the continuing embedding of the curriculum, pupil performance in PSE P-Scales has improved for about half the pupils throughout the school and half of the pupils have maintained their levels. P scale improvement scores are good. In the primary department, 45% of pupils have increased in their P level score since the previous year and 51% have maintained their P-Level score. In Key Stage 3, 44% of pupils have increased in their P level score since the previous year and 56% have maintained their P-Level score. In Key Stage 4, 50% of pupils have increased in their P level score since the previous year and 50% have maintained their P-Level score. The use of THRIVE has added significantly to staff member’s understanding of pupil wellbeing. As a result, high quality training and qualifications have been undertaken in THRIVE, ELSA and the Restorative Approach. In addition, all staff have had training in ACES and becoming a CLA Friendly School. These interventions have enabled the staff to have a deep understanding of children with emotional needs and have given them various strategies in their “tool box” which has further enhanced the P levels. <p>Thrive</p> <ul style="list-style-type: none"> Thrive was implemented across the school Spring 2017 and we have two licensed practitioners who work with classes to develop Thrive programmes. The embedding of Thrive has a positive impact on pupils’ wellbeing. This intervention complements the Restorative Approach, making emotional intelligence and wellbeing at the heart of the curriculum. The 	<ul style="list-style-type: none"> 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 / discuss case studies Student portfolios View Behaviour policy, individual

Thrive Approach is firmly embedded in the school. As a result, general standards of behaviour in classes are exceptional. Standards in pupil wellbeing were judged to be outstanding by ESTYN in June 2017.

- Since 2017-18, Thrive Assessments have been carried out in the Autumn and Spring term and have showed an upward trend in the average group scores from 52.6% in Autumn 2017 to 60% in Spring 2019. Since September 2018, there has been a 1% increase in the whole class data scores.

This upward trend is mirrored in pupils with FSM increasing their scores by 18% from Autumn 2018 to Spring 2019 and CLA pupils have shown a 7% increase. In the individual assessments, boys have shown a 12% increase in Thrive scores and, girls have shown a 7% increase. Data from Thrive assessments show that programmes are working and continue to be important in helping staff plan learning for the pupils, both as a class and as individuals.

Nurture Provision

- 7 pupils have accessed the Nurture provision this academic year, with 2 pupils transitioning back into the main body of the school, this shows excellent progress. The five pupils in Nurture, three have part time placements.
- Nurture pupils have shown excellent progress in their Boxall Development Scores, 75% have made 4-6 marks and 25% made 7-9 marks. Pupils have made less progress within their Boxall Diagnostic Scores with 25% maintaining their scores, 50% increasing by 1-3 and 25% increasing by 7-9, this can be attributed to changes in personal circumstances. Pupils in this provision have a high level of highly skilled staff who have responded to the individual pupil needs with bespoke curriculums.
- Thrive programmes are also used in the Nurture Provision with pupils increasing by 6% from 56% in Autumn 2018 to 62% in Spring 2019, showing that pupils in this provision make excellent progress, considering the personal circumstances of the pupils involved.

Behaviour

- Pupils with Positive Handling Plans have increased by an insignificant amount by 0.1% from 2018-19. There has been a reduction in the percentage of pupils both on YTC (1%) and BYC(5.5) sites who have Team Teach graded holds on their PHPs.
- The continuing development of the curriculum has significantly improved outcomes for all pupils and standards in behaviour for the majority of learners has improved with low level behaviour reduced. RPI (Serious Incident Reports) have raised slightly to average of 2 per term, although level 3 SIMS incidents are between 0 and 2 per half term. There have been three Level 3 SIMS incidents during the year. This is extremely low and staff manage incidents so they don't escalate to Level 3.
- A significant minority present extremely challenging behaviour, this has attributed to the majority of the Level 2 behaviours during the past year. Level 2 incidents have risen this last year with an average of 49 incidents per half term. For this small number of pupils, it is acknowledged that their personal circumstances have changed, which has affected their behaviour. Pupils have been identified, there are very high levels of staff skilled in managing behaviour, a bespoke curriculum and regular MDT meetings, as well as close support for families. Staff are very effective in managing behaviour and use Thrive/Boxalls to monitor behaviour.
- There have been no exclusions in the school over a 4 year period. Staff ensure that everything possible is considered, including bespoke curriculum before exclusion is considered as a last resort.

behaviour plans

Examine evidence of regular review, identification of patterns to inform

- 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 a very effective support and monitoring procedure. All staff have regular workshops to produce effective behaviour management and PHP documents
- Person centred practices are 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. One page profiles can be developed further, to prepare for ALN reform.

ELSA

- Two members of staff are trained in ELSA emotional literacy support. As result, there are 6 pupils currently accessing ELSA provision within the secondary department. The needs of the pupils in different areas, would benefit from more staff being trained in ELSA and pupils being able to access ELSA in their departments.

Mindfulness

Mindfulness has been piloted across the sixth form. Twenty pupils access Mindfulness on a weekly timetabled basis, they are confident enough to be able to lead their own sessions and four pupils were part of the SIG 17 project and led Mindfulness sessions in a showcase with other SIG schools, based on Pedagogical Principle 11. Increase use of Mindfulness through the school and further training for Mindfulness tutors.

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. Staff work closely with pupils to improve understanding, tolerance and reduce bullying.

E-Safety & SRE

- 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. Workshops in SRE and E safety have been developed and delivered to parents in the secondary department. Further e safety workshops to be produced and delivered for parents of primary pupils.

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

- Examine evidence of

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.

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. As hydro and warm water activities have had improved timetabling this year and staff in designated areas have had pool training, more pupils have accessed warm water activities. This has helped to improve low level behaviours and pupils are engaged and enjoy this activity.
- The school is a very successful Duke of Edinburgh centre, with pupils aged 14-19 ranging from Bronze, Silver to Gold Award candidates. This year, 8 pupils have achieved their Bronze Award and 4 candidates achieved their Gold Award. The timetables have changed to enable Dof E to be run for a whole day per week in 2019, rather than half a day. This has significantly improved behaviour in the 14-19 department. Behaviour incidents are rare.
- 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 areas of development being supported. The SLA for physio(5 days a week funded by school as part of a pilot project) has had a huge impact on improving standards and access to physiotherapy.
- The SLA for Occupational Therapy (4 days a week funded by school as part of a pilot project) has enabled staff to have training on sensory integration. The OT has been specifically working with ASD pupils to plan sensory profiles and improve provision and environment to take into account their sensory needs. Staff have become more confident to ask for OT advice and developed their skills and expertise.
- Development of International Schools Initiative. The school has further developed very strong links with schools in Germany and Portugal. 12 pupils have visited Germany and Portugal across the year. The partner schools have visited Ysgol Ty Coch for a week during May 2019. The whole school was involved during this week with cultural enrichment experiences with the partner schools.
- All pupils are involved in ESDGC. Pupils in Key Stage 3 are particularly active and have taken part in won several competitions including Welsh Heritage Award and won the John Hopla Award in 2018. Key Stage 3 continue to take part in these challenges which further develop the cultural heritage. Successfully, KS3 have also included the whole school in some of these cultural events associated with the awards.
- Move - Since 2017, designated staff have become skilled in the Move Project. YTC is developing toward becoming a "Move" school. Pupils are identified and a Movement programme is devised for those who need it. This has been very successful, with six pupils identified and working on movement daily. Thirty three percent of pupils have passed their targets and completed the Move programme whilst 66% remain on the programme, making progress within it.

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

- 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.

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. There are currently 13 school council representatives, who speak about relevant issues such as developing outside space. A Youth Engagement and Participation Service (YEPS) representative is on the school council and this is an opportunity for the pupils to be involved in decision making within the youth service.
- 25% of pupils attended their annual review meeting, this number has reduced over the past year, however this reduction is expected, with higher number of pupils in the primary department and particularly within the ASD department. In the secondary department, the number of pupils attending their Annual Reviews is much higher, with the majority of pupils in KS4 and KS5 attending their Annual Review. 94% of parents attended annual reviews, this is an exceptional figure and shows that parents and staff work closely together to ensure that the individual needs are met.

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. The Family Centre is manned by an Instructor whose remit is to engage families, she is employed for three days a week and has held Tots Groups, family support groups. Team from Health and DCT have also facilitated Sleep clinics, Halcyon and incontinence clinics. In addition to this, some parents have set up their own support group which meets in the Family Centre regularly. The support group has had events such as Christmas Lunch and also Afternoon Tea, this has been produced by the hospitality group in sixth form, providing valuable work experience for the hospitality team and an exciting event for parents.
Continue to develop hospitality events linked with the family centre and support groups
- £_____ has been raised by the 'Friends of TY Coch'. Events held this year include, Christmas Fayre and Summer Fayre, parents, staff and the local community support FOTC. Through this fundraising, each class has been resourced to £1000, which has enabled specific resources to be purchased for each class. £120,000 additional income has been raised through grants and business partnerships. this has enabled the school to develop the playgrounds to make them all abilities accessible. This has further extended the curriculum to enable pupils to access outside continuous and enhanced provision.

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 2018-19 was 91.2%. This projected target is slightly too high, as the special school average is 89% . The school has a very well developed understanding of the reasons contributing to lower attendance, which is attributable to approx. 6 pupils, who have significant medical needs. Current average attendance to 12.4.19 is 90.7% which is above special school average. This a similar figure to the previous year.

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	
<p>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. However, due to an increased level of behaviour support being required for a small number of specific pupils a member of staff in this area should undertake training in ELSA. 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.</p> <p>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 continued to be identified as an area for development especially due to an increase of staff joining the school as pupil numbers have grown.</p> <p>All staff have strong working relationships with the pupils that they teach. Overall they help pupils to manage their behaviour</p>	<p>Teaching continua: Whole School Self Evaluation</p> <p>Teaching and Learning Calendar: P/Teachers Support Teaching Continua</p> <p>Triangulation of: Instructional Rounds</p> <p>Lesson Observations</p> <p>Pupil Book Scrutiny</p>

skilfully and create calm learning environments across the school, which promote pupils' wellbeing and progress very effectively. However, it has been identified that a small number of pupils require higher levels of staffing support and would benefit from further adjustments to their physical learning environment.

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 areas of learning. However, some staff have identified the need for advice from Occupational Therapy in relation to the physical learning environment both inside school and outside on the playgrounds. In addition there should be a development of sensory profiles for pupils within the ASD department.

Teachers make use of the Assessment for Learning Policy and Toolkit when planning. Teachers are developing the use of 'Teaching Continua' to evaluate their own planning, delivery and assessment of learning. Further embedding the use of 'Teaching Continua' as a self-evaluative tool has been identified as a continued 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 have been introduced. However, this should be further developed through electronic links. Continua links into the Performance Management cycle and provides both teachers and support staff high quality and reflective self appraisal. However, this needs to be further developed as a person centred approach with staff sharing more specific information about what is working and areas requiring further support. Staff will continue to be provided with training opportunities. Although responsibility for links to blended learning including through the online Welsh courses should be encouraged. Performance Management systems in place continue to support areas of staff responsibilities and developments. However, further links to specific responsibilities for staff to further develop whole school initiatives need to be introduced. These should include specific staff undertaking the lead in MOVE, Augmentative communication and a total communication approach.

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 embedded. In addition future Instructional Rounds should link into both Continua areas of development and the new curriculum. RfL is utilised by staff with identified pupils in the school. However, an appropriate assessment system for pupils within the ASD department should be identified and introduced.

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 55.6% excellent and 44.4% good, with no teachers judged to be adequate or unsatisfactory. The ASD department has grown significantly from approx 18 pupils in 2014-2015 to over 60 pupils currently. This has necessitated an increase in staff. However, it has been identified that the ASD department have staff with a wide range of experience and knowledge. The physical environment in a few of these classes is also limited through no fault of the school. The department would therefore benefit from teachers and support staff having specific supportive

Learning Walks

Monitoring of
Teachers Planning
(Public\Teachers
Planning)

Peer Enquiry Report -
18th March 2016

responsibilities and further professional learning opportunities. The AET framework could also provide a basis for to raise standards further. There should also be a focus on Sensory processing and communication strategies.

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.

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 and 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 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. Teachers 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**

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)

Peer Enquiry Report - 18th March 2016

Communication PLC - Skills Audit 2019

Staff Enquiry - Effective quality assurance study

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.

2018

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. A recent communication PLC has been established and has undertaken an effective provision map and skills audit. A thorough development plan has been constructed and effective train the trainer courses have been completed. These trainers should role this training out to all staff next year. 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. For example the Assistive Technology, PEG to Paper Enquiry, MOVE Enquiry, Health Enquiry and AOLE Enrichment day enquiry add significant value to teaching and learning. 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.

3.3 Provision for skills

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. ...</p>	<p>\Public\Teachers Planning\1 Planning Information\Whole School SOW</p> <p>\Public\Assessment\LNF\Class Profiles</p> <p>\Public\Assessment\LNF\Digital Competence Framework Tracking</p> <p>\Public\IEP Tracking</p> <p>\Pupil\Teachers Planning\1 Planning Information\Whole School SOW\ Focus Overview</p> <p>ROAs/Progress Files</p>
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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 'pwyl 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.

	ASD - Level 3 and 4 ASD - AET Framework
	COMMUNICATION PLC - training Singing and signing

Inspection area 4: Care, support and guidance

Evaluation	Evidence
4.1 Tracking, monitoring and the provision of learning support	
<p>The quality of Care, Support and Guidance is exceptional.</p> <p>The school has robust systems for identifying pupils' learning needs from their starting points. Systems for tracking pupil progress are very effective. Data is used appropriately to evaluate individual pupils' progress, plan the next steps in their learning and provide further support. For example, data is used effectively to refer pupils into the Nurture provision. In addition, assessment information is used to inform learning pathways in the 14-19 phase. 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 should invest in developing an electronic portfolio which links to the new curriculum and visually represents the learning journey of each pupil towards the 4 key purposes</p> <p>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</p>	<p>INSTEP Tracking Spreadsheet</p> <p>LNF Tracker</p> <p>DCF Tracker</p> <p>BKSB Tracker</p> <p>Parent Questionnaire</p> <p>Parent Support Programme - suite of training</p> <p>Parental Questionnaires</p>

<p>The school's family centre has developed well during the 18-19 academic year and has been evaluated as providing good support with outstanding potential. There are a range of formal and informal workshops aimed at improving the consistency of approach for each child. An example of the workshops which have been facilitated include; signalong, sleep awareness, PECS, Behaviour management. In addition, the school has facilitated several ALN briefing sessions, an open day, curriculum awareness day, e-safety workshop and careers fair in 18-19. The school should continue to extend these programmes to reach working parents and should also offer some accredited courses</p>	<p>Family centre evaluation 2019</p> <p>SLT Minutes - attendance focus</p> <p>GB meetings</p>
<p>The school has successful strategies in order to ensure that pupils' attendance is consistently good. Attendance at 90.6% is higher than the All Wales Special School Average. However, this figure is currently below the target of 91.2% 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</p>	<p>Attendance analysis - SIMS</p> <p>Attendance Audit</p>
<p>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 is rolling out ACES training to all staff and nearly all have received an introduction to ACES training over 2 sessions. The school should identify a key individual to undertake the Trauma informed schools diploma</p>	<p>Clinics diary</p> <p>INSET Calendar and register</p> <p>Staff H&S meeting minutes</p>
<p>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.</p>	<p>GB H&S committee meetings</p>
<p>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. The school should ensure all staff receive refresher e-safety training</p>	<p>Policies</p>
<p>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.</p>	<p>Safeguarding Audit</p> <p>H&S RAG Rated audit</p> <p>Finger Trapping Audit</p> <p>RAMIS Records</p> <p>Administering of medication policy</p>

<p>Pupils with a sensory processing disorder are targeted effectively by staff teams. During 18-19, the school has improved its provision for meeting this need. An SLA with OT has had tangible benefits including sensory profiles and associated activities. The school should continue to invest in OT, resources and training to ensure these acute needs are met. The school should also consider the introduction of the AET framework for tracking progress of pupils with ASD</p> <p>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.</p> <p>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.</p> <p>Annual Reviews and annual reports to parents meet statutory requirements. Nearly all pupils speak positively about the person centred nature of the annual review procedures. The school has worked closely with the transformation lead for CSC to pilot IDP as part of the new ALN Code. The school should continue to improve its PCP practices, one page profiles and IDP annual reviews. Regular training sessions for parents, families, agencies and pupils should focus on improving awareness of ALN</p>	<p>Traffic management Audit Risk assessments Strategic Accessibility Plan</p> <p>Family Centre conversion video</p> <p>School curriculum and links with health</p> <p>Annual Review attendance information</p> <p>PCP readiness IDP feedback</p> <p>Report template and parental feedback</p>
<p>4.2 Personal development</p>	
<p>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.</p> <ul style="list-style-type: none"> ● 100% of parents repeatedly state that their child enjoys school ● 100% of staff repeatedly state that pupils enjoy school life ● 100% of staff believe pupils make good or better progress ● 100% of pupils repeatedly state that they enjoy school life <p>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. The school is working towards the next Healthy Schools award with targeted completion for 2020. A few teachers have attended healthy schools training</p>	<p>Healthy Schools Award and Report</p> <p>Chinese New Year celebrations</p> <p>PSE SOW & Data analysis</p> <p>Inter schools Sports records</p>

<p>and have therefore received a free Halogen Oven which is accessible for all pupils. The HWB AOLE enrichment day provided a rich variety of teaching and learning activities. Nearly all staff reported pupils enjoyment and progress made during this day. Many classes have introduced effective wellbeing initiatives including Welly Wednesday, massage, MOVE and sensory story sessions. Caffi Coch have redesigned the menu to highlight healthy choices through a RAG rated system. Members of staff have also attended Jenny Mosley training for emotional wellbeing in the Foundation Phase which has been disseminated to all staff for whom it is relevant... The school should continue to work towards the Healthy Schools Award should be renewed in 19-20</p>	<p>BBC PROMS video Sixth Form development plan 14-19 meeting minutes</p>
<p>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, Africa Schools Choir, Media presentation at Tramshed. The school places importance on developing its pupils' entrepreneurship. The school is well represented at Young Enterprise Awards. The school should seek to improve its engagement with the expressive arts by ensuring pupils take part in external sporting and expressive arts events.</p>	<p>Eisteddfod docs African School Choir</p>
<p>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. Provision for e-safety and SRE should be revisited and mapped into the new curriculum and the school should pursue the 360 degree safe award</p>	<p>SRE minutes and training for Relationship Rainbow</p>
<p>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 provisions. 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.</p>	
<p>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' The school is working effectively towards structuring all teaching and learning in P16 through a social enterprise model which makes good use of both sites of the school. Over time P16 should develop into a full time social enterprise through which, high quality teaching and learning is delivered.</p>	<p>Curriculum design notes and pupil feedback on themes 14-19 minutes and options tasters</p>
<p>All pupils for whom it is appropriate actively participate in their annual review. Most are able to make valued comments and suggestions. The student council, eco-committee and YPP groups are effective forums for</p>	<p>Young Enterprise Presentation and Award</p>

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. Most pupils for whom it is appropriate have completed a perception survey. Nearly all are very happy with all aspects of school life. **However, a few cite problems with behaviour/bullying at break time. It is important that pupils are involved in reviewing the curriculum and their views and aspirations are listened to.**

The school is developing high quality international links and a minority of pupils have been on school exchanges to Portugal and Germany. This project was completed in May 2019 and has been fully evaluated for its impact on culture and knowledge of the world. 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**

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. For example, a new fully inclusive playground has been designed and installed using involvement from a range of stakeholders **The equality and accessibility plan should be updated to support the school improvement objectives**

The physical environment however is significantly limited. The school has increased its roll by 58% over 4 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. The school should also work with the LA to pursue a possible small extension to the primary department.**

The school's provision for extra curricula is good but needs to be further developed. Extracurricular opportunities within the school day are very good. For example, D of E, sporting events and performing arts events are well attended. The school works well with YEPS to coordinate an after school club and summer club. The summer club received an award at the YEPS awards in 2019. **However, the scope of these activities are not big enough and further work is needed to reach more pupils**

Assemblies are very well coordinated and always link to a moral purpose. Assemblies recognise and reward pupils' achievements

Student Council minutes
Pupil Survey 2019
YPP meetings with HT
Eco-committee minutes

ERASMUS Application
ERASMUS Video
ERASMUS documentation
Equality Plan
Playground design

ColourWorks sessions
Investors in People
Strategic Equality Plan
Strategic Accessibility Plan
15-19

4.3 Safeguarding

<p>The school has a comprehensive safeguarding policy, clearly designated safeguarding officers and coordinates very effective training for staff. All staff have received Level 1 update training and about half of teachers have a level 3 level of training. As a result, all staff know how to keep children safe. 100% of staff report that they know and understand safeguarding practices. 100% of pupils feel safe in school.</p>	<p>Safeguarding Policy Training Record</p>
<p>The ESTYN safeguarding audit has been completed with all staff. Appropriate reference is made to the PREVENT Agenda with training in 2019 and critical incident planning. The school has a clear action plan to further improve its provision</p>	<p>PREVENT Policy and Training Critical incident training</p>
<p>The school follows the All Wales Child Protection procedures to ensure pupils receive the correct support to enable them to be kept safe. This includes highly effective reporting and recording procedures which have been further enhanced in 2018-2019. The school keeps an effective electronic tracker of safeguarding concerns. Safe recruitment procedures are in place and reviewed regularly with HR in RCT. The single central record is well administered and includes EWC and DBS information.</p>	<p>ESTYN Safeguarding Audit Staff Questionnaires Staff training record</p>
<p>Safeguarding arrangements are comprehensive and in line with recommended practice issued from the Cwm Taff Safeguarding Board.</p>	<p>Training Powerpoints and staff register</p>
<p>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</p>	<p>Behaviour analysis SIMS training</p>
<p>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.</p>	<p>EVOLVE Training EVOLVE records Audit Managing allegations training 2018</p>
<p>All educational visits are rigorously risk assessed using EVOLVE. ' There is a very effective policy and training has been given to all staff in 2018/2019. A recent LA inspection records the schools processes as exemplary</p>	<p>Single Central Record EVOLVE Audit Safer Recruitment Policy EWC register</p>
<p>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.</p>	<p>Badge Design and safeguarding</p>
<p>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. The school should continue moving to an electronic signing in procedure.</p>	

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. **The school should work towards the CLA quality mark**

message
RAMIS

The school site is very well maintained considering its age and pressure created by large numbers of pupils. An effective staff health and safety committee ensures collective responsibility for H&S. In 2018-2019, the school has reviewed a number of key H&S policies.

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
	E-Portfolio - linking to tracking pupils progress and learning journey towards the 4 key purposes
	e-safety 360 degree safe award - training and INSET
	Playtimes - behaviour
	Update equality plan
	after school/lunchtime clubs - training on play
	ALN Awareness - improve one page profile, IDP pilot and training for families
	CLA friendly school status

Inspection area 5: Leadership and management

Evaluation	Evidence
5.1 Quality and effectiveness of leaders and managers	
<p>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. In 2018-2019, the school re-launched its strategic vision following consultation with all stakeholders. Feedback from staff indicates 100% if staff agree with the strategic objectives of the school. 95% of staff agree that they are very familiar with the school's strategic aims. 94% of staff agreed that the school consulted well with stakeholders to form the new vision. This vision should continue be rooted in meeting the needs of pupils whilst also responding to National reform</p> <p>The School's 'RECIPE' for success is unique to Ty Coch and has been developed with all staff. As a result, all stakeholders</p>	<p>INSET Day September 2018 Documents for collaborative learning</p> <p>School Vision Statement</p> <p>SIP 18</p>

<p>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. 98% of staff feel well respected, listened to and supported by school leaders. 100% believe the school lives its values.</p> <p>However, the school has grown significantly over the past year. Therefore, the school should revisit The ColourWorks training for all staff to ensure this ethos is fully accepted.</p> <p>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.</p> <p>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, approx 2% of days are lost to sickness absence. When one member of staff is disaggregated, this falls to 1.7%</p> <p>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.</p> <p>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.</p> <p>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 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.</p> <p>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</p>	<p>Leadership Principles</p> <p>Staff perception questionnaires</p> <p>Staff sickness rates spreadsheet and Governing Body minutes</p> <p>Parental Questionnaire Feedback</p> <p>Curriculum feedback and Working documents</p> <p>Challenge Advisors Report</p> <p>Catergorisation Report 2018</p> <p>ESTYN Report 2017</p> <p>SIP 2017-2018 SIP 2018 - 2019</p> <p>SER/MER Schedule 17-18</p>
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<p>Leaders therefore use a range of key performance indicators to prevent problems occurring 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</p> <p>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. The introduction of AOLE enrichment days has provided an effective platform to redesignate wider curriculum support roles. As a result 90% of staff now understand the role they play in supporting the wider curriculum</p> <p>The school is a very collaborative organisation. For example, in 2015, 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. Enquiry based research has characterised the school's approach to teaching and learning. Examples include Peg to Paper, AOLE research, MOVE research, PMLD link Journal. 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 should also undertake the 4 yearly review to ensure compliance with the recently published curriculum</p> <p>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. Examples include Wellbeing breakfasts, celebration events, secret buddy schemes etc..</p> <p>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. The school should also consider who to improve SALT provision into the school</p> <p>In 2018-2019, partnership working has been significantly enhanced and is regularly analysed for its impact on school: projects include:</p> <ul style="list-style-type: none"> ● Cental South Consortium Special Heads group - the Headteacher is the chair of this group ● SIG 17 - DHT represents the school very well on this group with a focus on pedagogy ● ALN transition strategic group – The Headteacher sits on a Welsh Government ALN strategy group. As a 	<p>Schedule 18-19</p> <p>Main school timetable 17-18, 18-19</p> <p>1:1 Interviews with staff 2018 Google staff perception survey 2019</p> <p>AOLE Evaluation survey Staff curriculum feedback Enquiry posters</p> <p>Staff morning meeting minutes</p> <p>Data Pack 2016,2017,2018, 2019</p> <p>Curriculum Policy & Teaching and Learning Policy</p>
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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 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.
- PMLD Link Journal - an effective article has been published in the PMLD link Journal.
- 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.
- 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
- Gallagher Insurance UK - Very effective links with Gallagher has generated £50,000 to be spent on wheelchair accessible playgrounds - **build 2 wheelchair accessible environments**
- Business Sponsorship - nearly all classes in the school have a corporate sponsor raising essential income and allowing vastly improved resources into the school **This should continue in 2019-2020**
- 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**

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. Governors have been realigned to AOLE groups to contribute and monitor the work of 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.**

Staff Roles and Responsibilities and 1:1 interview notes/timetable

SLT Meeting minutes

Minutes of the wellbeing committee

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
- Highly effective student council, eco-council and YPP
- IEP Scrutiny
- Annual assessment fortnight
- Internal and external moderation to ensure robust judgements/outcomes
- Accreditation moderation
- Google perception surveys
- AOLE Feedback surveys

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.

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

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

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. 55.6% of teaching is judged as Excellent. 45.4% is judged as Good **The school should continue to address**

ESTYN Case Studies 2017

Work Scrutiny Records

Instructional Rounds Records

CONTINUA Analysis

Action Research - workload and CONTINUA

LNF External moderation

Staff training moderation records

SIP - Presentations to staff

LNF Moderation Records

Teaching and Learning Policy

AFL Policy

<p>ESTYNs recommendation of focussing on progress pupils make in lessons.</p> <p>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.</p>	<p>Instructional Rounds Documents</p> <p>ESTYN 2017</p> <p>Governing Body meeting minutes</p> <p>SLT Meeting Minutes</p>
<p>5.3 Professional learning</p>	
<p>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.</p> <p>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. 97% of staff fully support the school's approach to performance management with 91% agreeing they have access to high quality professional learning. The school should work closely with staff within and beyond school to redesign its professional learning offer to meet the requirements of education reform and the school's aims/aspirations. This work should link with the vast network enjoyed by the school</p> <p>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:</p> <ul style="list-style-type: none"> o School Improvement Groups (SIG) – This work has been highly effective in developing systems for work scrutiny 	<p>Performance management documentation</p> <p>Performance management collated and anonymised data 2018-29</p> <p>Staff perception 2019</p> <p>CONTINUA Training and records</p>

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 Programme. 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 addition, the school supports numerous other schools in school improvement. 'Quite simply, by helping others, you are 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 & Tai Centre - Headteacher mentorship
- HT Seconded as a challenge advisor to CSC
- 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

SIG Minutes

LNF Minutes

New to SEN
Powerpoints

Future Leaders
Programme
Course Details

Lead Creative
Schools
Documentation

Lead Creative
Schools impact
summary

Tate Modern
documentation

highly successful in helping the school to address successfully many priorities in the school improvement plan.

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	Is there sufficient PPA cover to allow teachers to maintain a good work life

days are lost to sickness absence. As a result, pupils receive a consistent approach	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

<p>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</p>	<p>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</p>
	<p>Review curriculum</p>