



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

**A report on**

**Ty Coryton**

**Date of inspection: October 2018**

**by**

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

## About Ty Coryton

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

There are currently 21 pupils on roll. All pupils have a statement of special educational needs (SEN) or an education, health and care plan (EHC). Nearly all current pupils are placed by authorities in Wales.

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

The acting head of education has been in post since June 2018 and reports to the organisation's director of education.

## Main findings

### **Strengths**

Since the annual monitoring visit of September 2017, there has been significant changes to the school's leadership team. The newly appointed acting headteacher and the organisation's director of education provide strong leadership for the school. They know the school's strengths and areas for development well, have high expectations for the school, and ensure that school improvement activities have a clear focus on improving pupil outcomes.

Together, the headteacher and director of education have set a new strategic vision for the school. Underpinning this vision is a new curriculum that focuses strongly on providing learning pathways that help pupils to develop the knowledge and skills they need to make successful transfers to adulthood.

Leaders have involved the whole staff team in reviewing the curriculum and implementing change. As a result, staff are committed to the new vision, understand the purpose of the curriculum well and are enthusiastic about their work. The staff team work together exceptionally well.

Nearly all pupils make strong progress in achieving the targets in their individual education plans. Pupils make particularly strong progress in developing their communication skills.

### **Areas for development**

Staff apply the school's policy and procedures for monitoring the health and safety of the premises inconsistently. Staff do not give enough priority to reporting damage to fixtures and fittings such as fire doors.

Leaders are starting to implement new assessment arrangements to support the revised curriculum. However, the targets teachers set for pupils do not fully reflect the skills embedded in the curriculum.

### **Recommendations**

The school should:

R1 Ensure that staff apply robustly the school's policy and procedures for the health and safety of the premises

R2 Align targets for pupils with the skills developed in the new curriculum

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

### **Recommendation 1: Make sure that all activities have a clear purpose and that they engage all pupils**

The school introduced a new curriculum plan in September 2018. This new curriculum delivers individualised learning pathways for pupils embedded within a thematic approach.

Teachers plan lessons with clear aims and objectives. They select learning activities that focus well on addressing the identified needs and interests of individual pupils. Staff understand the value of each learning activity and know how the activity helps pupils to achieve agreed learning outcomes. Teachers' planning provides appropriate opportunities for older pupils to choose between activities. This element of choice and the focus on developing relevant skills helps pupils to remain on task and persevere with activities.

### **Recommendation 2: Ensure that activities promote pupils' independence in line with their needs and abilities**

The new curriculum has a strong focus on developing pupils' independence. Teachers plan activities that help pupils to make choices and complete work in line with their needs and abilities. Teachers plan valuable opportunities for pupils to practice skills in class that they then use on visits to shops and places of interest in the community. For example, pupils learn about healthy eating and drinking in class, which helps them make healthy choices on visits to the local shops or from the snack trolley at break times.

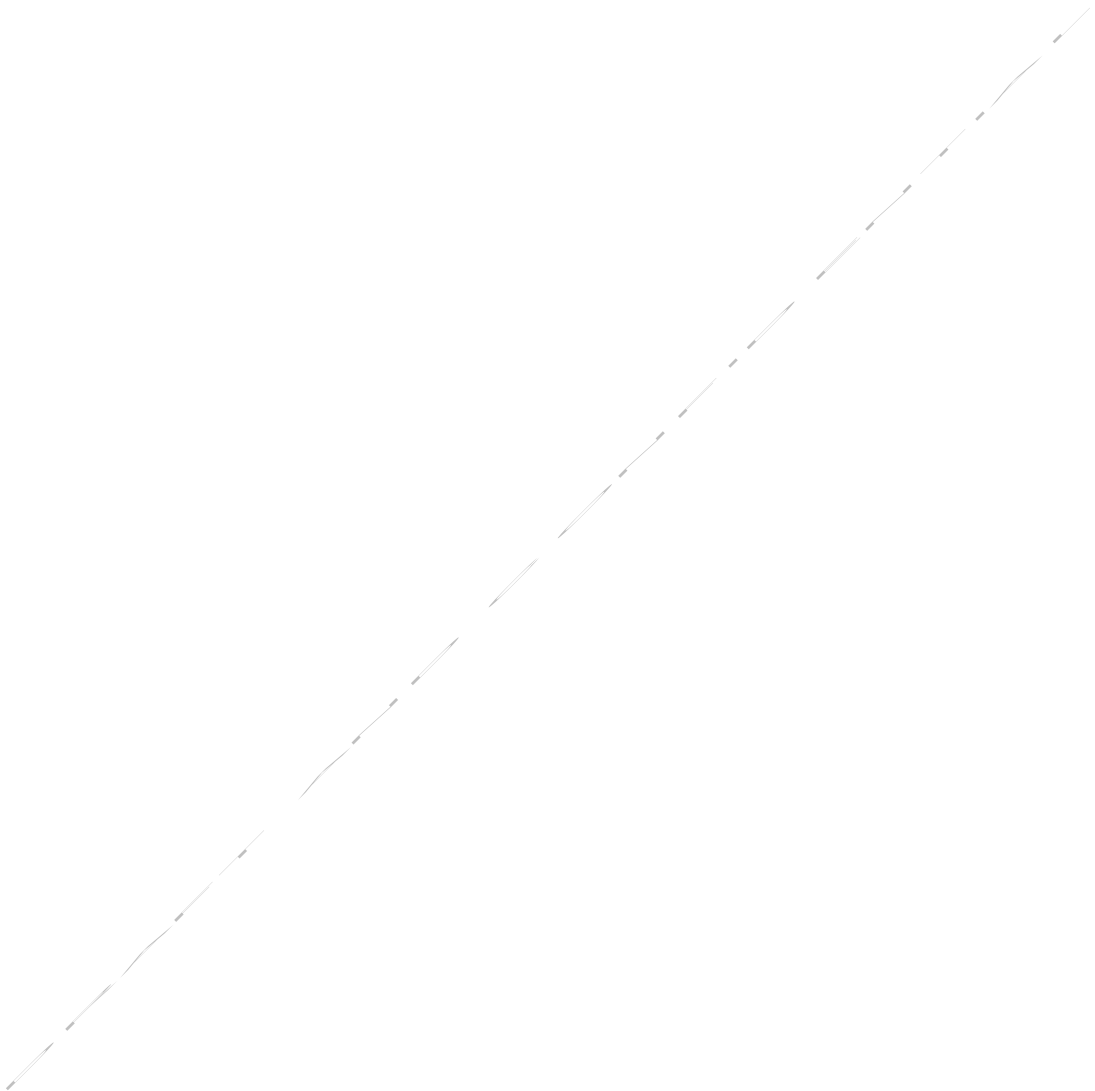
In lessons, teachers give pupils time to process requests and answer questions in line with their individual abilities. Teachers give older pupils, in particular a choice of learning activities to complete throughout the day. This helps them to take more responsibility for what and how they learn.

### **Recommendation 3: Monitor the new curriculum as it develops and support staff in its implementation**

Members of the leadership team provide a high level of support to staff to help them implement the new curriculum. This includes useful opportunities for staff to discuss the aims and purpose of the curriculum, which helps them to be enterprising and to develop new learning activities. Staff understand the aims of the new curriculum well and are enthusiastic about designing activities that enable pupils to develop important life skills.

Staff from across the school engage well with professional learning opportunities including exchanging ideas with staff from other schools owned by the proprietor. They share ideas with each other in productive staff meetings and provide strong support for pupils making transitions between classes and key stages.

Leaders have agreed a calendar of regular assessment points throughout the year and have started to monitor the impact of the new curriculum on pupil outcomes. They collect evidence from a useful range of activities such as lesson observations and the scrutiny of pupils' work and share their findings appropriately with the wider staff team.



## **Compliance with the standards for registration**

### ***Standard 1: The quality of education provided by the school***

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### ***Standard 2: The spiritual, moral, and cultural development of pupils***

On this visit, Estyn did not inspect Standard 2.

### ***Standard 3: Welfare, health and safety of pupils***

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### ***Standard 4: The suitability of proprietors and staff***

On this visit, Estyn did not inspect Standard 4.

### ***Standard 5: Premises of and boarding accommodation at schools***

On this visit, Estyn did not inspect Standard 5.

### ***Standard 6: The provision of information***

On this visit, Estyn did not inspect Standard 6.

### ***Standard 7: The manner in which complaints are to be handled***

On this visit, Estyn did not inspect Standard 7.

## **Recommendation regarding registration**

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 05/12/2018