



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

Annual monitoring inspection report on

Ty Bronllys

Date of inspection: July 2015

by

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

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Publication date: 09/09/2015

Context

Ty Bronllys is an independent special school situated in a rural location close to the village of Bronllys in Powys. The school provides education for pupils aged 8 to 19 years, who have a diagnosis of autistic spectrum disorder (ASD). The school is owned by Orbis Education and Care Ltd.

The school's stated aim is to provide a safe, happy and stimulating environment for children and young people with ASD, within a framework of lifelong learning.

There are currently eight pupils on the school roll, all of whom are boys. They are all placed by local authorities in Wales. Nearly all pupils are resident in the registered on-site children's home operated by the proprietor. All pupils have a statement of special educational needs (SEN).

At the time of the inspection the school had a newly appointed team of teachers. The senior teacher has been in post since September 2014. The head of education has been in post since December 2014.

Main findings

Strengths

The school's strengths are that:

- The recently appointed head of education provides strong leadership for the school
- The school has robust systems for tracking and monitoring pupils' progress
- The self-evaluation report draws on a wide range of evidence and provides an accurate picture of the school's strengths and areas for development
- The school supports the professional development of staff well
- Teachers and support staff work well together. Support staff provide effective support for pupils' behaviour and learning

Areas for development

The school's areas for development are that:

- Arrangements for staff to co-ordinate curriculum areas is at an early stage of development and it is too soon to judge the impact of this on pupils' standards
- Although the buildings are well maintained and resourced the size and lay out of the classrooms limit the school's ability to provide appropriate learning experiences that meet the very complex needs of the pupils
- Although pupils' individual education plan (IEP) targets are appropriate to the needs of pupils and provide a clear direction for their learning, these are not available in a child-friendly format; this limits the ability of pupils to be involved in reviewing their own progress

Recommendations

The school should:

- R1 Develop the role of curriculum co-ordinators
- R2 Improve the learning environment to ensure that the classrooms provide suitable space to meet fully the complex needs of pupils
- R3 Improve the quality of pupils' individual education plans so that pupils can be more involved in assessing their own progress

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

Recommendation 1: Improve the lesson observation process by including a clearer focus on the standards that pupils achieve

This recommendation has been fully addressed.

Leaders have improved the lesson observation process to include a clear focus on standards of teaching and the outcomes pupils achieve. Leaders use this first hand evidence to provide teachers with useful written comments on standards of pupils' literacy, numeracy, information and communication technology, and behaviour. Teachers use this information to plan interesting work that is matched well to pupils abilities and interests and to set challenging targets for pupils. Teachers also benefit from observing each other's lessons and sharing strategies to improve outcomes for pupils.

Recommendation 2: Strengthen the school improvement plan by including the support and resources required to address each action

This recommendation has been fully addressed.

Leaders have made useful changes to the improvement planning process. The school improvement plan has a clear focus on improving outcomes for pupils and identifies targets that link well to the results of self-evaluation. The plan identifies staff with lead responsibility and the strategies and resources necessary to secure the planned improvements within appropriate timescales. Leaders monitor progress against success criteria and review the school's priorities regularly.

Recommendation 3: Provide a more specific focus for visits to other schools so that staff can identify good practice to improve outcomes for pupils at Ty Bronllys

This recommendation has been fully addressed.

The school has developed an effective template which staff complete following visits to other schools. This includes information about the specific focus of the visit, examples of good practice observed and suggestions as to how this could be implemented at Ty Bronllys.

Staff have carried out useful visits to independent and maintained special schools across south Wales. As a result, they have made improvements to the school, for example in relation to classroom strategies and pupil engagement.

Recommendation 4: Ensure that day to day recording of pupils' progress identifies more specific information

This recommendation has been fully addressed.

The school has developed robust systems for recording the small steps of progress made by pupils. They have recently started to use a software package which enables staff to record progress against pupils' individual targets. Parents and social workers receive regular reports of pupil progress. Staff use this assessment data to inform weekly and half-termly planning.

The school has also introduced a Literacy and Numeracy Passport, based on Routes for Learning. This enables staff to record and track pupil progress in relation to literacy and numeracy.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

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

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

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

Standard 3: Welfare, health and safety of pupils

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

Standard 4: The suitability of proprietors and staff

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

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

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

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

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

Recommendation regarding registration

When considering this school's registration the National Assembly for Wales may wish to have regard to the following recommendation:

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

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

School information

School	Ty Bronllys
School number	6666047
Purpose of visit	Annual monitoring inspection
Date of visit	06/07/2015
Proprietor	Orbis Education & Care Ltd
Staff	1 X head of education 1 X senior teacher 2 x class teachers 3 X learning support assistants 24 X care support staff
Number of pupils	8
Provision	52 Week Residential and Day Provision
Type of special educational need (SEN) catered for by the school	Autistic Spectrum Disorders
Last Section 163 inspection	01/11/2011
Last annual monitoring inspection	18/02/2014
Last CSSIW inspection	19/08/2014

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Caroline Rees	Team Inspector