



**Annual monitoring inspection report on:**

**Ysgol Caban Aur**

**Date of inspection: July 2014**

**by**

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

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## Context

Caban Aur is situated in a rural setting approximately four miles from the east coast of Anglesey. The school is registered for up to four pupils aged 11 to 16 who have a range of social, emotional and behavioural difficulties. All pupils are looked after by their local authorities. There are currently three pupils at the school.

The school's curriculum provides full-time education with a timetable that includes English, mathematics, science, history, art and art therapy. Pupils spend one full day per week on a programme of outdoor education that includes cycling, kayaking, canoeing and climbing. The school also provides regular personal and social education sessions that focus on preparing care leavers for adult life.

The accommodation is in a modern bungalow that provides residential accommodation for up to two looked after children. There is a dedicated classroom in the house that is comfortable and suitable for education. The premises have extensive grounds and are well placed geographically for provision of outdoor activities.

The headteacher has been in post since February 2012.

## Main findings

### Strengths

#### **The school's strengths are that:**

- individual education plans (IEPs) include appropriate targets and pupils have regular opportunities to reflect on their performance against these targets;
- there are clear schemes of work and careful lesson planning which relates well to the IEP targets;
- lesson plans include opportunities for pupils to extend their learning through completing homework assignments;
- the curriculum is well resourced;
- the personal and social education programme, including sex and relationships education, is very well tailored to meet the pupils' individual needs;
- pupils make good supervised use of the internet to research information; and
- where pupils are unable to manage their behaviour, they are encouraged to return to learning as soon as possible.

## Areas for development

### The school's areas for development are that:

- teachers identify opportunities for pupils to develop their literacy and numeracy skills in English and mathematics lessons. However, the planning for these and other skills across the curriculum is under developed;
- the headteacher works closely with teachers and there is an emerging culture of peer observation. However, this is not consistent and there is no systematic and robust evaluation of the quality of teaching and the impact of this on pupil outcomes; and
- leaders have started a process of self-evaluation based on a limited range of quality assurance activities. However, the self-evaluation report is largely descriptive and does not clearly identify the school's strengths and key areas for development.

## Recommendations

- R1 Plan for the development of literacy, numeracy, information and communication technology skills, working with others and thinking skills across the curriculum
- R2 Ensure that managers monitor the quality of teaching and its impact upon the standards pupils achieve
- R3 Ensure that self-evaluation is informed by the views of a wider range of stakeholders, including parents, staff and placing authorities

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

**Recommendation 1: Set more specific educational targets to track and measure pupils' progress more effectively**

This recommendation has been fully addressed.

All pupils have an IEP with appropriate targets for improvement. These include targets for attendance, behaviour and progress in subjects. Teachers and pupils use these effectively to track progress.

**Recommendation 2: Ensure that pupils have enough appropriate opportunities to gain qualifications in accredited courses**

This recommendation has been partly addressed.

The school is registered to deliver ASDAN courses and pupils have started the mathematics and English units of work. Pupils gain qualifications in kayaking as part of the outdoor education programme. One pupil is studying GCSE art.

**Recommendation 3: Ensure that pupils receive suitable careers guidance**

This recommendation has been fully addressed.

The school now has links with Careers Wales who attend school and meet with pupils on a regular basis from Year 9 onwards.

**Recommendation 4: Strengthen school policies to include:**

- a reference to internet safety in the safeguarding policy; and
- links in the educational visits policy to the organisation's vehicle induction and usage policy, and the drivers' handbook

This recommendation has been fully addressed.

School policies have been updated to include references to internet safety in the safeguarding policy. The personal and social education programme includes opportunities for pupils learn about e-safety.

The educational visits policy has been updated and links well to the policy on vehicle use.

**Recommendation 5: Add a note in the information to parents to ensure that parents know that they may request copies of the complaints procedure and school policies**

This recommendation has been fully addressed.

Information to parents includes reference to the availability of the policies and procedures required within the regulations.

**Recommendation 6: Begin to carry out self-evaluation and develop appropriate plans for school improvement**

This recommendation has been partly addressed.

Leaders have put in place a limited range of quality assurance procedures as part of a self-evaluation process. However, the self evaluation report does not draw on information from a wide range of stakeholders and is largely descriptive.

**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 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 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

<b>School</b>	Caban Aur
<b>School number</b>	660/6028
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	7 and 8 July
<b>Proprietor</b>	Afon Goch Children's Home
<b>Staff</b>	Head, 2 teachers
<b>Number of pupils</b>	3
<b>Provision</b>	Day
<b>Type of special educational need (SEN) catered for by the school</b>	EBD
<b>Last Section 163 inspection</b>	N/A
<b>Last annual monitoring inspection</b>	N/A
<b>Last CSSIW inspection</b>	Inspection of linked children's home

## Team information

<b>Reporting Inspector</b>	Anthony Mulcahy
<b>Team Inspector</b>	Claire Yardley