



Annual monitoring inspection report on

Caban Aur

Date of inspection: June 2015

by

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

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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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 on roll at the school.

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

Main findings

Strengths

The school's strengths are that:

- Staff create a nurturing learning environment that gives pupils confidence and promotes success; staff and pupils enjoy positive working relationships
- Education and care support staff work well as a team and have high expectations of pupils' behaviour, attendance and progress
- Learning experiences are tailored to the individual needs, interests and abilities of pupils
- There is a strong focus on the development of pupils' independent living skills
- Leaders communicate a clear vision and share this effectively with staff and other stakeholders

Areas for development

The school's areas for development are that:

- The self-evaluation report is not sufficiently evaluative and does not link well to the school development plan
- Leaders collect useful data on pupil attendance, behaviour and achievement, although they do not use this data well enough to evaluate pupil progress and plan strategically
- The school development plan identifies key priorities for improvement and has an appropriate emphasis on pupils' outcomes, although the plan lacks detail of the resources and strategies needed to bring about the desired outcomes
- Not all policy documents reference up-to-date legislation and guidance

Recommendations

The school should:

R1. Make sure that the self-evaluation report is evaluative and identifies clearly the school's strengths and areas for development

R2. Improve the use of data to analyse performance and set targets for improvement

R3. Make sure that priorities for development are supported through the allocation of resources and clear strategies to bring about the desired improvements

R4. Develop effective record-keeping processes and ensure that policy documents are kept up to date

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

Recommendation 1: Plan for the development of literacy, numeracy, information and communication technology skills, working with others and thinking skills across the curriculum

This recommendation has been partly addressed.

Teachers' planning documents and schemes of work now identify opportunities for pupils to develop a wider range of skills. However, the planning does not include enough detail concerning how these skills will be developed and applied.

Staff plan the curriculum thoughtfully to equip pupils with the skills needed for their future. There is a strong emphasis on developing literacy skills and most lessons now include an opportunity for pupils to complete extended written tasks.

A useful range of courses help pupils to develop social as well as academic skills. For example, bushcraft sessions develop teamwork and thinking skills as well as numeracy skills such as measuring. Courses to help pupils understand and sustain relationships enable them to collaborate more successfully with their peers.

Generally, teachers plan appropriately to develop pupils' numeracy, literacy and ability to work with others. However, planning for the development of pupils' information and communication technology (ICT) skills is underdeveloped.

Recommendation 2: Ensure that managers monitor the quality of teaching and its impact upon the standards pupils achieve

This recommendation has been largely addressed.

Leaders have established a useful cycle of quality assurance activities and now monitor the quality of teaching through regular lesson observations and the scrutiny of pupils' work. Teachers benefit from observing their peers and sharing strategies to improve outcomes for pupils.

Lesson observations have a clear focus on the quality of teaching and the standards that pupils achieve. Leaders provide teachers with useful written feedback outlining the strengths and weaknesses observed. However, leaders do not use this information to form an overall evaluation of the strengths and weaknesses of teaching and the standards that pupils achieve.

The headteacher makes sure that areas for improvement are addressed in staff meetings and through training.

Recommendation 3: Ensure that self-evaluation is informed by the views of a wider range of stakeholders, including parents, staff and placing authorities

This recommendation has been largely addressed.

Leaders now gather the views of staff, pupils, carers and placing authorities as part of the self-evaluation process.

Arrangements for listening to pupils are embedded well in the annual cycle of quality assurance activities. Teachers provide regular opportunities for pupils to express their likes and dislikes, to evaluate their progress and to suggest targets for improvement. Teachers use this information well when planning interesting and enjoyable learning activities that match closely the abilities and interests of the pupils.

However, arrangements for gathering the views of staff, carers and placing officers are newly in place and leaders have not used this information to set targets for the current school development plan.

Generally, the self-evaluation report is too descriptive and does not link well to the school development plan.

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	Caban Aur
School number	660/6028
Purpose of visit	Annual monitoring inspection
Date of visit	17/06/2015
Staff	2 full-time teachers, including the headteacher; 1 part-time teacher 0.4 fte; 1 part-time teacher 0.2 fte.
Number of pupils	4
Provision	Day education linked to children's home
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last annual monitoring inspection	08/07/2014
Last CSSIW inspection	21/05/2015

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Elizabeth Ann Dackevych	Team Inspector