



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

**Annual monitoring inspection report on
Caban Aur**

Date of inspection: April 2018

by

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

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Context

Caban Aur is a small independent school owned by Afon Goch Children's Homes Limited. It is set in its own grounds, in a rural setting on the Isle of Anglesey, surrounded by a nature reserve. The school provides education for pupils with social, emotional and behavioural difficulties who are resident at one of the company's two children's homes. There are currently three pupils on the school roll. All of the pupils are looked after by a local authority.

The school accommodation consists of a small classroom and further workroom within Caban Aur children's home. Most lessons involve one-to-one teaching within the classroom. The school also makes use of other areas of the home, such as the kitchen and lounge, for teaching aspects of the curriculum.

An acting headteacher has been in post since February 2018. She is supported by three part-time teachers and one part-time outdoor education instructor.

Main findings

Strengths

The school has made good progress in addressing all the recommendations from the last inspection.

The school offers a range of stimulating learning experiences to support pupils' progress. These include valuable opportunities for pupils to improve their skills in literacy, numeracy and creative arts, and to develop their understanding of emotions and appropriate behaviour.

Staff know the needs of pupils well and provide a highly positive ethos with a clear focus on developing pupils' emotional wellbeing.

Education, care and therapy staff work together effectively to enable pupils to develop secure foundations for their future learning.

Weekly outdoor education sessions provide interesting and motivational activities for all pupils to improve their skills and self-confidence.

Areas for development

The proprietor has started the process of recruiting a new headteacher. However, there is not a clear timescale to complete this.

Pupils do not have enough opportunities or resources to develop their digital competence.

Opportunities for older pupils to develop their life skills and understanding of the world of work through relevant work experiences are limited.

The school provides interesting and motivational weekly outdoor education sessions. However, the planning and evaluation of these sessions is underdeveloped.

Recommendations

R1 Secure appropriate and consistent leadership of the school

R2 Make sure that pupils receive regular curricular opportunities to develop their digital competence

R3 Increase opportunities to develop pupils' life skills and understanding of the world of work

R4 Improve the planning and evaluation of outdoor education and ensure pupils can gain relevant accreditation for their achievements

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

Recommendation 1: Comply with the Independent School Standards (Wales) Regulations 2003

This recommendation has been largely addressed.

The school has systematically addressed this recommendation through a structured action plan, which identifies responsibilities and time scales clearly.

Frequent liaison between care, therapy and school staff, through collaborative working and daily debriefing sessions, has improved communication and joint working procedures.

Recommendation 2: Ensure that there is a clear strategy for managing pupils' behaviour that is implemented consistently across the organisation

This recommendation has been largely addressed.

The school has revised its policies and procedures appropriately. The new school rules, developed in collaboration with pupils, are clear. Pupils and staff understand the rules well.

Usually, the points system, with its rewards and sanctions for good behaviour, motivates pupils effectively. Pupils also receive monetary rewards for specific behaviours, such as wearing school uniform. These monetary rewards are highly motivational, as pupils can save towards their personal clothing allowance, for example.

All pupils have carefully structured individual behaviour plans (IBPs) that meet their needs well. Teachers develop IBPs using helpful information from the care and therapy staff. As a result, all staff are aware of the agreed targets for each pupil, and the best manner in which to manage pupils' behaviour.

Recommendation 3: Make the most of the learning environment to provide learning experiences that are varied and motivating

This recommendation has been largely addressed.

During their time at the school, pupils receive lessons in English, mathematics, science, art, religious education and Welsh. The school is at the early stages of formalising the planning and evaluation of its outdoor learning programme. Pupils complete worthwhile preparatory and reflective activities for this.

Staff have recognised the need to develop the school's provision for life skills in order to prepare pupils more appropriately for adult life.

Two rooms within the building are utilised well as areas for teaching. These are bright and attractive and provide pupils with a stimulating environment for learning.

Recommendation 4: Ensure that roles and responsibilities of education and care staff during the school day are clearly understood

This recommendation has been largely addressed.

The school has taken effective measures to meet this recommendation. For example, a member of the care staff spent half a term working with the education team and a newly appointed teacher spent time with care staff during the induction period. As a result, staff understand their various roles and support each other well.

The school has appointed an experienced qualified special education teacher to act as an advocate and learning mentor. Through regular sessions during the school day, the mentor works with individual pupils to support specific learning difficulties. In addition, she helps staff to understand pupils' individual learning styles. The mentor's attendance at team meetings contributes successfully to the school's consistent approach to supporting pupils' progress.

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 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 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	6606028
Purpose of visit	Annual monitoring inspection
Date of visit	23/04/2018
Proprietor	Afon Goch Children's Homes Limited
Staff	1 full-time acting headteacher, 3 part-time teachers, 1 part-time outdoor education instructor
Number of pupils	3
Provision	Day
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	01/02/2017
Last annual monitoring inspection	02/05/2016
Last CSSIW inspection	06/02/2017