



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: May 2016

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.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. There are currently four pupils on roll at the school. All pupils are looked after by their local authorities.

The school's curriculum provides full-time education with a timetable that includes English, mathematics, science, history and art, including art therapy. 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 provides a well-planned personal, social education programme that is tailored to individual pupils' needs, abilities and interests.

Pupils benefit from access to wide range of therapies that link well to their individual needs.

Education and care staff work well as a team and have high expectations of pupils' attendance, behaviour and progress.

Many pupils make suitable progress in subjects across the curriculum. They produce work that is in line with their age, needs and ability. They take care in the accuracy and presentation of their work and are proud of the improvements that they make.

Areas for development

Teachers make appropriate use of standardised tests to establish reading accuracy and spelling ages for all pupils. However, these assessments are not diagnostic and do not inform target-setting and planning for the development of literacy skills well enough.

Leaders have produced a useful provision map for each pupil detailing curriculum adaptations to improve pupils' engagement in learning. However, the maps also contain targets for pupils that lack appropriate detail.

Arrangements for managing the annual review of statements of special educational needs are not robust enough.

Generally, pupils engage well in classroom activities. However, the simultaneous use of the classroom to teach different subjects by different teachers creates too much disruption. This adversely affects pupils' ability to remain on task.

The self-evaluation report is largely descriptive and does not evaluate well enough the standards that pupils achieve and the quality of teaching.

Recommendations

- R1. Ensure compliance with the Independent School Standards (Wales) Regulations
- R2. Ensure that statements of special educational needs are reviewed annually and that pupils' individual education plans (IEPs) include specific learning targets and strategies that can be reviewed effectively
- R3. Ensure that self-evaluation processes focus more clearly on the standards pupils achieve
- R4. Ensure that pupils' literacy needs are supported through appropriate intervention strategies
- R5. Ensure that learning areas are used effectively and minimise disruption to lessons

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

Recommendation 1: Make sure that the self-evaluation report is evaluative and identifies clearly the school's strengths and areas for development

This recommendation has not been addressed. Self-evaluation processes are not fully embedded as part of improvement planning. The self-evaluation report is largely descriptive, confuses provision with standards and does not draw out well enough the school's strengths and areas for development.

The school has identified the need to improve the quality of teaching. However, the practice of observing teaching has not been consistent and leaders have not clearly identified the strengths and areas for development for teaching in the self-evaluation report.

Recommendation 2: Improve the use of data to analyse performance and set targets for improvement

This recommendation has been partly addressed.

Leaders are starting to use data to inform self-evaluation. For example, they are beginning to use benchmark information from similar providers to reflect on the standards that pupils achieve at key stage 4. However, the self-evaluation report does not include an analysis of the standards pupils achieve at key stage 3 or an assessment of the progress that pupils make, relative to their starting points, across the range of subjects taught.

The school has recently started to track the attainment and engagement of pupils during lessons. This links appropriately to a points reward scheme. However, this is in the early stages of development and it is too early to judge the impact on pupils' progress and wellbeing.

Recommendation 3: Make sure that priorities for development are supported through the allocation of resources and clear strategies to bring about the desired improvements

This recommendation has been largely addressed.

The school development plan identifies clear priority areas for improvement. These include developing aims that are specific to the school and improving the quality of teaching and the learning environment. Each priority area is broken down into smaller actions to achieve the overall objective. Responsibilities are allocated to staff and a timescale is provided for the review and completion of actions.

Nearly all priorities are within the existing resources available to the school. However, where there is a financial cost, these are not included in the plan.

Recommendation 4: Develop effective record-keeping processes and ensure that policy documents are kept up to date

This recommendation has been fully addressed.

Leaders have introduced a process to review and update policies as part of the school's cycle of quality assurance activities. Leaders have reviewed and updated the policies for the current academic year.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:

- Ensure that teaching methods are effective and class time is managed wisely [1(3)(c)]
- Put in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or, by national norms [1(4)]

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

The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:

- Ensure that prior to the confirmation of the appointment of all staff, appropriate checks have been carried out to confirm the identity, medical fitness, previous employment history, character references and where appropriate qualifications and professional references [4(c)]

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:

The school does not currently meet the requirements of the Independent School Standards (Wales) Regulations 2003. To comply fully with these requirements, the school should address the issues identified above for each standard.

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	25/05/2016
Proprietor	Afon Goch Children's Homes Ltd
Staff	6 teachers - 3 full-time, 3 part-time.
Number of pupils	4
Provision	Day provision linked to children's home
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	00/00/0000
Last annual monitoring inspection	01/06/2015
Last CSSIW inspection	19/04/2016

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mr Huw Davies	Team Inspector