



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: March 2017**

**by**

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

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## 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 has extensive grounds that are safe and provide pupils with a variety of opportunities for outdoor activities. Outdoor play equipment is modern and relevant to the pupils' interests. The school has an extensive barn that provides a large space for activities when weather conditions are poor.

Currently there are eight pupils attending the school. All pupils are boys and all are placed by local authorities in Wales. Most pupils reside at the registered on-site children's home. All pupils have a statement of special educational needs (SEN)

## Main findings

### Strengths

Pupils have easy access to their learning targets through a range of media including target cards that pupils can carry with them through the day and QR codes for access by electronic tablets. This means that pupil targets are a high priority in all educational activities.

The school has a strong culture of self-improvement. It responds very quickly to meet Estyn recommendations. Staff make the most of valuable opportunities to visit and observe other providers both within and outside the company. Staff meet regularly to identify and respond to the needs of individual pupils to make sure that both the curriculum and learning environment are effective in supporting pupil needs.

The school works effectively to identify pupil destinations. This allows the school to develop individual destination plans that are tailored to meet pupils' needs very well. For example, the school adapts the curriculum to meet the needs of pupils going into supported living, allowing them appropriate time to develop independent life skills.

Pupils have regular access to a wide range of therapeutic interventions including music therapy, occupational therapy and complementary therapy. Pupils are assessed at regular intervals and therapies are planned to meet specific individual needs. All pupils access the speech and language provision.

### **Areas for development**

In 2014, the school applied for a material change to increase the numbers and age range of pupils it can educate. The school has adapted teaching well to meet the needs of individual key stage 2 pupils. However, curriculum planning for key stage 2 is currently in development and does not yet provide a clear structure for the provision.

The school has a robust schedule of lesson observations. These have an appropriate focus on teaching and resources and lead to relevant staff development. However, lesson observations do not consistently focus well enough on learners' progress and achievements in class and against lesson objectives.

The school self-evaluation report (SER) is a realistic document that reflects the school well. However, not all staff have sufficient opportunities to make a contribution to the self-evaluation process.

### **Recommendations**

- R1 Devolve a key stage 2 curriculum plan to provide a clear structure for the provision
- R2 Revise the self-evaluation process to make sure that all staff have suitable opportunities to contribute.
- R3 Make sure that lessons observations include a suitable focus on learners and learning

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

**Recommendation 1: Develop the role of curriculum co-ordinators**

This recommendation has been fully addressed.

The school has developed clear roles and responsibilities for the curriculum co-ordinators. The school carries out quality assurance of the roles as part of monthly meetings with the school deputy headteachers. Curriculum co-ordinators have very useful opportunities to visit other providers both within and outside the company. As a result of these new roles, the school curriculum has become more flexible to adapt quickly to changes to meet pupil needs.

**Recommendation 2: Improve the learning environment to ensure that the classrooms provide suitable space to meet fully the complex needs of pupils**

This recommendation has been fully addressed.

The school has made significant changes to ensure that all areas of the school can be utilised to the benefit of the pupils. Specific areas have been developed to meet the needs of individual pupils. Most areas are easily adaptable as the needs of pupils change. As a result, a few pupils who were struggling with their transition to the school have settled easily and have integrated well into groups and classes. The school has an ethos of continuing development and new equipment such as trikes and a trampoline have provided pupils with a wider range of outdoor opportunities.

**Recommendation 3: Improve the quality of pupils' individual education plans so that pupils can be more involved in assessing their own progress**

This recommendation has been fully addressed.

The school has adapted pupils individual education plans (IEPs) very effectively to allow pupils to be involved in assessing their progress in learning. IEPs are now pupil friendly with easy to read targets and a comprehensive tracking system that pupils access at the end of every lesson. Pupils track their learning progress through interactive target boards that provide a clear visual display of their achievements.

## **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 five.

### **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

<b>School</b>	Ty Bronllys
<b>School number</b>	6666047
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	01/03/2017
<b>Proprietor</b>	Orbis Education and Care Ltd
<b>Staff</b>	1 director of education, 1 deputy headteacher, 2 class teachers, 3 full-time learning support assistants and 1 part time (10 hours) learning support assistant
<b>Number of pupils</b>	8
<b>Provision</b>	Day and residential
<b>Type of special educational need (SEN) catered for by the school</b>	Autistic spectrum disorder
<b>Last Section 163 inspection</b>	03/10/2011
<b>Last annual monitoring inspection</b>	06/07/2015
<b>Last CSSIW inspection</b>	Insert text

## Team information

Mrs Gill Sims	Reporting Inspector
Ms Elizabeth Ann Dackevych	Team Inspector