



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

**A report on**

**Ty Coryton**

**Date of inspection: January 2022**

**by**

**Estyn, Her Majesty's Inspectorate for Education**

**and Training in Wales**

**This report is also available in Welsh.**

## About Ty Coryton

Ty Coryton provides a specialist integrated day and residential service for children and young people between the ages of eight and nineteen years who have a diagnosis of autistic spectrum disorder (ASD) including challenging behaviour. In addition, many pupils have speech, communication and language difficulties and around half of pupils do not communicate using speech. The majority have severe learning difficulties. There are currently 21 pupils on roll. All pupils have a statement of special educational needs (SEN) or an education, health and care plan (EHCP). Nearly all current pupils are placed by authorities in Wales. Just under half of the young people are in the care of their local authority.

The school is accommodated in a large mansion house on the outskirts of Cardiff and is administered by Orbis Education and Care. Five pupils are resident in the Ty Coryton children's home that has separate purpose-built accommodation on-site.

The head of education has been in post since October 2018. The school was last inspected in January 2020. Since then, there has been a reduction in the number of pupils who attend the school from the on-site residential children's home. These pupils continue to have school support from the residential care staff during the school day. In response to the increase in day pupil numbers there has been a rise in the numbers of learning support staff directly employed and managed by the school.

In January 2022, the Welsh Government requested Estyn to undertake a focused inspection of the school, with a particular focus on the school's safeguarding procedures, effective deployment and training of residential care and learning support staff and the impact of this on the teaching and learning experiences for pupils. Inspectors assessed the school's compliance with relevant aspects of standards 1 and 3 of the Independent School Standards (Wales) Regulations 2003. During the inspection, inspectors undertook learning walks and talked to pupils, met with staff and scrutinised records and documentation.

## Main findings

### Strengths

- The safeguarding culture across the school is strong. Staff know who to report to, how to report and what to report. This is well supported by frequent professional development for staff and monitoring by the headteacher.
- The school has recently introduced an electronic system to report, monitor and analyse all safeguarding referrals. This is providing leaders with robust and up to date information. All teachers have access to the electronic system and the appropriate training has been delivered to upskill them in the use of this system.
- In lessons and around the school, there is a calm and settled atmosphere. Many pupils engage confidently with their teaching staff and with visitors to the school. Over time, many pupils make significant progress in their wellbeing, social skills and emotional resilience.
- Teaching staff build constructive working relationships with pupils. They have a strong understanding of pupils' likes and dislikes and promote a positive learning environment. They provide encouraging verbal feedback and celebrate pupils' achievements enthusiastically.
- Teachers plan flexibly to reflect the very wide range of pupils' interests and abilities. They adapt planned activities sensibly to take account of pupils' needs as these change during the day.
- The headteacher has a clear understanding of the school's strengths and areas for development. She has responded positively to the recommendations from the core inspection. For example, she has strengthened arrangements for the professional learning and development of staff. She leads by example, sets high expectations for staff and is visible around the school. Despite the pressures caused by the pandemic, she has successfully built a strong team ethos across the school. Staff take pride in their work and in the achievements of their pupils.

### Areas for development

- Strengthen the arrangements for the traffic management system at the school car park.
- Review and strengthen the company's current approach to recording pupil behaviour incidents.
- Clarify arrangements for the small number of persistent non-attenders.
- Provide a stable team of teachers and support staff to ensure consistent approaches to support pupils.
- Strengthen the consistency in the quality of teaching across the school.
- Provide all staff with regular and relevant professional development opportunities.
- Strengthen the systems to record and monitor pupil progress so that pupil progress is effectively tracked.
- Ensure that all documentation is dated consistently .

- Improve the consistency in the use of signing and augmentative communication systems by all staff across the school.
- Ensure that staff plan the use of resources effectively to improve the learning environment.
- Ensure that the company has suitable arrangements in place to strengthen and support senior leadership roles and responsibilities across the school.

## **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, and cultural development of pupils**

On this visit, Estyn did not inspect Standard 2.

### **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 this visit, Estyn did not inspect Standard 7.

## **Recommendation regarding continued registration**

When considering this school's registration the Welsh Government 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 limited inspection should not prejudice the findings of a future full Section 163 inspection.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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