### Visit Feedback Report

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| **School name** | Ty Gwyn School, Cardiff | **Visit date** | 10th January 2019 |
| **Headteacher** | Diane Stones | **NOR** | 178 |
| **Telephone number** | 02920 838560 | **Assessor** | Nicola Morris |
| **Quality Mark Contact email** | Tammy.lloyd@cardiff.gov.uk | **Quality Mark Contact Name** | Tammy Lloyd/ SallyAnn Davies |

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| **A brief context of the School *(Information concerning Federations/MATs etc.)***  Ty Gwyn is a Special School in Cardiff which caters for pupils aged 3 - 19. Its catchment is broad and 90% of pupils travel to school using a transport service. The school caters for varied needs including complex and multiple learning difficulties and staff support schools and parents in the local area to aid transition into Ty Gwyn and to share best practice.  The school has recently become part of a federation which includes Ty Gwyn School, Riverbank School and Woodlands High School.  The most recent inspection of Ty Gwyn was in 2012 where they were rated as excellent. The school has just been awarded its Investors in People Platinum Award.  Ty Gwyn has stable staffing and much of the recent recruitment into leadership positions has been internal which demonstrates a clear focus on investment in staff and succession planning. |

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| **Visit Type**  ***(Delete as appropriate)*** | **Initial Visit (IAV)** |

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| The Assessor spoke to the following people *(delete as appropriate)*: | | | |
| Headteacher and/or Senior Leaders  YES | English Subject Leader  YES | Mathematics Subject Leader  YES | Assessment Manager  YES |
| SENCo  YES – all conversations rooted in these theme due to the nature of the school | Pupil representatives  YES | Governors/Trustees  YES | Parent representative(s)  YES  Governor in the role of parent |

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| **Does the school meet the requirements of the Quality Mark?**  **YES** | **‘Learning Walk’ completed?**  **YES** |

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| **The previous development points have been implemented.**  **N/A** | **List any noteworthy evidence.**  Dedicated and committed staff  Focussed on the individual needs of the pupils  Beacon of best practice in the local community  Innovative in the use of resources  Specialist facilities and staff to cater for all needs  Partnership with parents and the local community  CPD of staff |

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| **List of development points from the previous visit report and the resulting actions taken, if appropriate:**  **N/A**  Interim support and review visit discussed to focus on priorities for the school |

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| **Suggested areas for development *(Maximum of 3 points)*, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.**  1. Succinct summary data matched to the needs of different stakeholders.  2. Continue to develop the role of governors within the school.  3. Develop a case study to celebrate the achievements in English and mathematics across the school. |

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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:**  ***Assessors to complete the boxes below using brief bullet points and delete those elements not relevant to this particular visit.***   * ***For an initial assessment, ALL elements must be reviewed, and evidence recorded.*** * ***For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.*** * ***For an ISAR visit only those elements discussed during the informal meeting need to be recorded*.** |
| **Quality Mark Elements** |
| 1. **A whole school strategy and planning to improve performance in English and mathematics**  * English and mathematics leaders have established plans and processes in place to ensure strong provision in their subject areas. * Evidence of consistent expectations is clear throughout the school and focused on individual needs of the pupils. * English and mathematics leaders can evidence the accountability of staff through whole school processes of appraisal and how this is linked to school improvement priorities. * Termly reports by subject leaders are present to the head and these inform the reports presented to the governors. |
| 1. **Analysis of the assessment of pupil performance in English and mathematics**  * Staff use an online tool ( teachershare ) to record and collate data using the LNF tracker, English and mathematics subject leaders are confident and competent in analysing data to support improvement. * The deputy head can articulate the improvements in assessment and the next steps to ensure consistency in approach. * The English and mathematics leads ensure that staff take responsibility for outcomes and develop their understanding of data through moderation, support and guidance. |
| 1. **Target setting for improvement of performance in English and mathematics**  * Clear target setting is evident throughout the school for all pupils on an individual basis and is holistic in its approach with multi- agency involvement. * Staff are thorough in their planning and delivery to ensure that they are focused on the needs of individuals against the curriculum requirements where appropriate. * Target setting and individual targets are shared with parents and carers and displayed in the classrooms so that everyone takes ownership. These are progressive as the pupils move through the school. |
| 1. **English and mathematics for all groups of pupils**  * English and mathematics learning is approached on an individual basis due to the needs of the pupils. * Resources for English and mathematics are varied and matched to the needs of the pupils. Staff are innovative in the use of resources and their expertise has been adopted by other schools. * The learning environment demonstrates a keen focus on English and mathematics and communication is a key target across the school including the use of Makaton. |
| 1. **Review of the progress made by all groups of pupils in English and mathematics**  * Formal annual reviews take place for all pupils, however informal review is ongoing. * Parents and carers are a key part of the review process. The school staff are conscious of the need to support parents with English as an additional language. * The school runs an holistic multi-agency approach to reviewing the needs of the pupils**.** |
| 1. **A commitment to improving the skills of all staff in the application of English and mathematics in the school**  * CPD is at the heart of the school, staff are committed to their own improvement and the school offers significant enrichment and development including overseas partnership, school-based development and working towards further qualifications. * Staff speak highly of the opportunities they are given to develop their understanding and application of learning. Currently 4 NQTs are in the school, they each have a mentor and a link to the senior management team for further support. |
| 1. **The use of a range of teaching approaches and learning styles to improve English and mathematics**  * The staff are skilful in adapting the curriculum to match the needs of the pupils. They are a community who knows every child, this supports the very best learning for the individual pupils. * Specialist staff create excellent opportunities to match learning to the needs of the individuals. * Pupils are given responsibility and a voice through school council and they are currently focused on adapting the Rights of the Child Convention so that it is accessible to the pupils. |
| 1. **The use of appropriate teaching and learning resources to improve English and mathematics**  * Ty Gwyn offers extensive teaching and learning resources to match the needs of the pupils. Sensory rooms are provided for all classrooms and resources such as eye gaze, a trampoline room and a hydro therapy pool can be accessed. * Activities to enrich and extend the curriculum include a Forest School onsite, Rubicon and Horse Riding lessons. A new outside gym has just been installed in the playground. * School leaders have been creative in the development of their own resources and also share and these to support other schools beyond Ty Gwyn. |
| 1. **The involvement of parents and/ or carers in developing their child’s English and mathematics**  * Communication with parents is frequent and bespoke. The parent governor spoke highly about the open-door policy in the school and the ability to challenge and work with the school to support their children. * The school is conscious that many families have EAL and school leaders are considering a range of ways to aid communication. * The family learning provision is a success of Ty Gwyn, parents and carers have attended sessions and have requested further courses to be provided. |
| 1. **An effective procedure for monitoring, planning and assessing performance in English and mathematics**  * Monitoring is a real strength of the school; they understand their strengths and areas for development and have significant documentation to support their improvement journey. * The English and mathematics leaders are conscious that they may need to condense some information to ensure it is accessible and understood by different audiences, including parents and governors. |

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| **Secondary Quality Mark - Element 11 *(Provision to enable students to gain appropriate national accreditation in English and Mathematics).***   * The school has strong links to support the pupils as they transition through into adult life. They provide activities in schools, including the gym which parents can access with their children out in the community. * Staff work closely in partnership with each other so that they prepare the pupils for wherever they may go next. Skills such as cookery and life skills are a focus to support the independence of all pupils. * The school offers work experience to support developing future leaders and carers in Special School settings. |

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| **A brief summary of the strengths/ developments since the last visit: -**  Ty Gwyn is a truly magnificent place. Their focus and commitment on each and every pupil in their care is evident as you walk around the school and when you speak to any member of the community.  The staff are dedicated, passionate about what they do and are focussed on improving themselves so that it can positively impact on the pupils.  The school plays a significant role in supporting other schools beyond Ty Gwyn, they have a visit from 30 teachers from overseas soon and staff also support practitioners in other local schools.  Due to recent federation with 2 other schools, the governing body was reorganised. Governors are now embedding into their roles and learning walks take place termly to support Governor development and understanding of accountability. |

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| **Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.***  The school are keen to organise an ISAR after 18 months – focus to be decided*.* |