

## DIRECTORATE OF LEARNING AND SKILLS

# Consultation Document

## – School Information

Consultation on the proposal to transform special education in the Vale by:

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.



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# Introduction

## Background

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

The proposal is to transform specialist education by;

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri (YYD) from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing (CL&W) under the management of Ysgol Y Deri (YYD) from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing (CL&W) pupils on the Court Road Depot site in Barry from January 2023.

This proposal is considered under section 2.3 of the School Organisation Code (2018) and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014.

## Purpose of this document

To provide an overview of the schools affected by this proposal, including:

- background information about the schools;
- the most recent assessments of the schools' buildings and facilities; and
- the most recent assessments of the schools' educational performance.

The information is divided by school and has been used to inform the "Implications of the proposal" section of the consultation document (from page 13).

## School buildings and facilities assessment

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning. One of the methods used to judge school buildings and facilities is a condition survey. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

The Council surveys and categorises its school buildings on a 4-point scale from good to bad.

<b>Table 1 – Condition Grading System</b>	
<b>Grade</b>	<b>Description</b>
Good	Performing as intended and operating efficiently.
Satisfactory	Performing as intended but exhibiting minor deterioration.
Poor	Exhibiting major defects and/ or not operating as intended.
Bad	Life expired and/or serious risk of imminent failure.

The Council also regularly monitors accrued backlog maintenance noting recommendations from the latest condition survey and accounting for building works which have subsequently been carried out.

## Educational performance assessment

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. Performance is monitored using two systems; the Estyn report from inspections and Welsh Government’s categorisation of schools.

The Council works with two organisations in order to monitor the performance of schools and to support school improvement;

- Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils.

### **Estyn Report**

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Estyn evaluates a provider’s effectiveness using the following four-point judgement scale:

<b>Table 2 – Estyn Inspection Criteria</b>		
<b>Judgement</b>	<b>What the judgement means prior to September 2017</b>	<b>What the judgement means post-September 2017</b>
Excellent	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> <li>• Many strengths, including significant examples of sector-leading practice</li> </ul>	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> <li>• Many strengths and no important areas requiring significant improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> <li>• Strengths outweigh areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> <li>• Important areas for improvement outweigh strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> </ul>

### **Welsh Government categorisation of schools**

In 2014, Welsh Government introduced a new categorisation system for schools; this was revised in September 2017. Categorisation considers each school's standards alongside the school's capacity to improve in order to determine the level of support required. Organisations such as the CSCJES and the school improvement service then work with schools' leaders to identify provide and/or broker any support required for further improvement.

The categorisation system is described below:

<b>Table 3 – Welsh Government Criteria</b>	
<b>Category</b>	<b>What the category means</b>
Green	A highly effective school which is well run has strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the support category as explained in the table above, schools are placed in one of four groups for ability to bring about improvement (A-D) with A being the highest for improvement capacity. The revised categorisation system introduced in September 2017 does not use a standards grade.

Of the 45 primary schools in the Vale of Glamorgan, 31 are categorised as green, 20 as yellow, 4 amber and 1 red.

Of the 8 secondary schools in the Vale of Glamorgan, 3 are categorised as green, 4 as yellow, and 1 amber.

**PRUs do not form part of the statutory categorisation process.**

For further information about the categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:  
<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>



# Gladstone Primary School



## Background information

Gladstone primary school is located in the town of Barry and opened in 1890.

Table 4 – Gladstone primary school information				
School name	Type	Language	Age range	Capacity
Gladstone primary school	Community	English	3 – 11	420

The 2020/21 Gladstone primary school delegated budget is £4,544 per pupil which is the fifth highest out of the 44 primary schools within the Vale. This delegated budget includes a temporary budget uplift to fund the temporary special resource place situated at Gladstone school.

## School buildings and facilities

Gladstone primary school is located in Barry. The buildings were identified by the Council's condition survey undertaken in 2019 as "Poor" in condition and "Satisfactory" in suitability. The cost of identified repairs is £872,000.

Provision for pupils who are affected by past and ongoing trauma is currently provided at the school in self-contained areas known as "The Loft and the Burrow".

## Educational performance

### Estyn Report (March 2019)

The inspection report for Gladstone Primary School can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Gladstone%20Primary%20School.pdf>

## Summary

Table 5 – Summary Estyn Inspection Results for Gladstone Primary School	
Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

The headteacher and senior leadership team know the school well. They lead by example and ensure a strong team ethos among staff. Most pupils progress well as they move through the school. They develop as happy and confident learners who apply their literacy and numeracy skills effectively in their work. Nearly all pupils show interest and enjoyment of learning and they behave well, showing care and concern for others. Most teachers challenge pupils appropriately and deliver an engaging curriculum that helps many pupils to develop useful independent learning skills. All staff provide high quality care, support and guidance that enables nearly all pupils to take a full part in school life.

### Recommendations:

- R1 Ensure greater consistency in the quality of teaching across the school
- R2 Improve standards and pupils' enjoyment of reading
- R3 Raise pupil attendance
- R4 Ensure that individual education plans have clear and specific measurable targets

Table 6 - Estyn areas of inspection results for Gladstone Primary School		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> <li>• Overall most pupils make good progress as they move through the school and a few more able pupils make excellent progress. Most pupils develop a useful range of literacy and numeracy skills that they apply well in work across the curriculum.</li> <li>• As pupils move through the foundation phase, most speak with growing confidence and enthusiasm.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils receiving support for their wellbeing speak eloquently about issues that are troubling them and they listen carefully and with empathy when others are speaking.</li> <li>• Most pupils apply their numeracy skills well during mathematical investigations in and around the class, such as when finding different shapes in the school grounds.</li> <li>• In the foundation phase, many pupils use a range of information and communication technology (ICT) devices appropriately to support their learning... Older pupils input data into spreadsheets, for example in a science experiment about the effects of dropping a ball from different heights, and then create and interpret a line graph of the results. Many pupils use simple coding to create games or to move objects successfully around a screen.</li> </ul>
Wellbeing and attitudes to learning	Good	<ul style="list-style-type: none"> <li>• Nearly all pupils feel safe and know how to remain so in a good range of contexts.</li> <li>• Throughout the school, most pupils understand the importance of a healthy lifestyle.</li> <li>• The eco committee promotes good attitudes towards sustainability. For example, its 'eco spies' report that a few teachers leave electronic equipment on after use and the eco committee has produced bright red stop signs around the school, which is pricking a few consciences.</li> <li>• Older pupils are keen to shoulder responsibilities and they carry these out diligently, such as ensuring the smooth running of the playground zones.</li> <li>• Many key stage 2 pupils respond well to the opportunities to have their say in the life of the school.</li> <li>• A few pupil groups are beginning to improve life in the school and the wider community. For instance, members of the 'Values Council' have approached parents and others to contribute food to support those in need and the school now hosts a food bank, the first school in the area to do this.</li> <li>• Pupils' attendance rates are consistently lower than those in similar schools over recent years. However, most pupils are responding well to a range of recent changes, such as rewards, earlier morning start times and immediate phone calls to parents, to improve punctuality and attendance.</li> </ul>
Teaching and learning experiences	Good	<ul style="list-style-type: none"> <li>• The school provides a broad and engaging curriculum for all its pupils. In the foundation phase, most learning experiences are of a very high quality.</li> <li>• Staff give careful thought to how pupils can access both indoor and outdoor learning independently and enable them, consequently, to give full reign to their imaginations.</li> <li>• Staff supplement the curriculum well with a wide range of visits and visitors that link closely to current topics and enhance pupils' experiences effectively.</li> <li>• Provision to develop pupils' understanding of Welsh language, heritage and culture is effective.</li> <li>• In both key stages, teachers plan well to develop pupils' literacy and ICT skills systematically through interesting applications in a wide range of work across the curriculum. Planning for numeracy skills is</li> </ul>

		less consistent.
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>• Staff know pupils very well and employ a wide range of very effective strategies to meet their needs.</li> <li>• The school provides a nurture breakfast in the 'Cwtch' to ensure that vulnerable pupils feel happy and safe before joining class and this extends to any pupil who is unhappy at the start of the day... The 'Cwtch' is highly effective in reducing instances of inappropriate or aggressive behaviour in mainstream classes and around the school.</li> <li>• There is a wide range of effective interventions to support improving pupils' basic skills. These enable targeted pupils to make good progress in improving their skills in literacy. Leaders forge strong links with specialist support agencies, which are highly effective in supporting pupils with complex additional learning needs, such as visual impairment.</li> <li>• There are appropriate arrangements to promote healthy eating and drinking and for pupils to participate in a wide range of physical activities. For instance, many extracurricular sporting and dance clubs are available to pupils across the school.</li> <li>• There is a worthwhile partnership with a local residential home, where younger pupils and their parents enjoy reading regularly with residents. This helps to strengthen links with parents and the partnership with the local community.</li> </ul>
Leadership and management	Good	<ul style="list-style-type: none"> <li>• The headteacher's vision for the school focuses firmly on achieving the best possible outcomes for each individual pupil.</li> <li>• The school self-evaluation document is an honest and accurate appraisal of the provision and pupil outcomes.</li> <li>• Leaders address any underperformance robustly through well-focused support and helpful feedback and challenge. As a result, the quality of teaching has improved and there are pockets of highly effective practice.</li> <li>• There are worthwhile opportunities for all staff to participate in a wealth of professional learning activities to improve aspects of pupils' wellbeing.</li> <li>• The governors understand and discharge their responsibilities well and fulfil their role as critical friends effectively.</li> <li>• All staff share leaders' passion to maintain high standards of pupils' wellbeing, in particular. They provide plentiful opportunities to ensure effective support for any pupils who may be vulnerable to underachievement. For example, the school uses the pupil development grant very effectively to provide the valuable 'cwtch' nurture provision.</li> </ul>

## Welsh Government categorisation of schools

The categorisation for Gladstone Primary School can be found at:

<https://mylocalschool.gov.wales/School/6732118?lang=en>

Table 7 – Welsh Government Standards and Improvement Categories Gladstone Primary School			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	B	Yellow
January 2019	N/A	B	Yellow
January 2018	N/A	B	Yellow
January 2017	N/A	B	Yellow

## January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 8 – National Categorisation School Report for Gladstone Primary School (2019-2020)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> <li>Attainment at the end of foundation phase (FP) in 2019 in all three indicators at outcome 5+ was in line with or just below national averages. At the higher than expected outcome 6, 60% achieved this outcome in personal and social development, wellbeing and cultural diversity (PSDWBCD) which is just above national averages. However, in mathematical development (MDT) the percentage of pupils achieving outcome 6 was somewhat short of the national average (21.67% as opposed to 32.27%). When teacher assessment for pupils in the Learning Resource Base (LRB) are disaggregated at the end of FP it makes no difference to outcomes. Girls outperformed boys significantly in all indicators at outcome 5+ and 6. Pupil progress in 2019 was very good with 45.6% of Year 2 pupils making much higher than expected progress, 37.3% in MDT and 55.9% in PSDWBCD. All of these figures compare very favourably with national averages.</li> <li>At Key Stage 2, attainment at level 4+ in all three indicators is above the national average and more so in all three indicators when the teacher assessments for pupils in the SRB are disaggregated. At Level 5+ the school has maintained its performance. Pupil progress is good: with nearly all pupils making expected progress in both English and mathematics.</li> </ul>

	<ul style="list-style-type: none"> <li>• In 2019, the percentage of eFSM pupils making levels of progress or more across FP and KS2 compared favourably with nFSM pupils and national averages. Performance at the expected outcome 5+ was maintained. However, nFSM pupils outperformed eFSM pupils significantly at outcome 6 in all indicators and level 5 for mathematics and science in key stage 2. Girls outperformed boys at all indicators at outcome 5 and outcome 6 however at Year 2, girls outnumbered boys and there were a larger number of boys with ALN. The picture is similar at key stage two with girls outperforming boys at level 5+ for English (particularly writing) and science and significantly at level 4 for English.</li> <li>• Attendance figures improved in 2018 moving the school to the third percentile group. Provisional figures for 2019 have dipped to 92.7% which reflects the establishment of two SRBs within the school.</li> </ul>
Improvement Capacity	<ul style="list-style-type: none"> <li>• Leadership in the school is good. Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. Leaders, including governors, plan and implement change and sustain improvement successfully in most respects: the changes made to reading provision across the school and have had a positive effect on the attitudes and engagement of most pupils. The headteacher enables all staff and other partners to participate well in the change process.</li> <li>• The headteacher has built effective leadership capability within the school. The headteacher has recently redistributed responsibilities to take account of the extra leadership responsibilities of the two newly established SRB for pupils with Social Emotional and Mental Health difficulties (SEMH) on site. Roles, responsibilities and arrangements for line management and accountability are defined clearly and staff are effective in supporting school improvement priorities and delivering professional learning as part of the school's development programme and monitoring and evaluation cycle.</li> <li>• The school's self-evaluation is regular and thorough and gives an honest and accurate view of the school's strengths and areas for improvement. A range of stakeholders are actively involved in the self-evaluation processes. Improvement planning at all levels is effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. The school's nurture provision is very strong and has a positive impact on the outcomes for vulnerable learners. The school's leaderships have been tenacious in maintaining resourcing levels showing flexibility and responsiveness to pupil need. For example, the Year 3 classes were relocated to the previous staffroom so that pupils could enjoy free flow to outside learning areas enabling a foundation phase approach to the curriculum to be carried into lower key stage 2. Following a consultation period, the school day was shortened in response to concerns about lunch behaviour.</li> <li>• The school's leaders and governors give a high priority to developing the workforce. Performance management and professional development makes a strong contribution to improving practice and raising standards. This was</li> </ul>

	<p>recognised in a recent accreditation report by an outside agency. The school's leaders and governors continue to challenge underperformance effectively.</p> <ul style="list-style-type: none"> <li>• Good progress has been made with preparations for Curriculum Wales 2022. Classes have experimented with the collapsed curriculum and planning for the four purposes. There has been a termly focus on each of the AOLEs allowing staff to become familiar with the What Matters Statements.</li> <li>• Leaders and staff make effective use of performance data, evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities.</li> <li>• All staff have a shared understanding of the characteristics of excellent and good teaching and regularly demonstrate these in classroom practice. The school's evaluation of teaching is as at least good.</li> <li>• Leaders and staff use performance data at whole-school level and in both key stages is good and the school uses data to set targets for all learners; these targets reflect high expectations for the future achievement and attainment of nearly all pupils and are met consistently. Processes to lead, identify, validate and share effective practice have resulted in continuous improvement in the quality of learning and teaching across the school as a whole.</li> <li>• Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong and this is evident in the minutes of governing body meetings as well as sub-committee meetings.</li> <li>• The school work in the area of trauma informed practice has increased expediently this year. Not only is the school now housing two SRBs but has increased its own nurture capacity. Five members of staff are already trauma- informed practitioners with further staff either training or about to begin training. This training has been disseminated well to the wider staff. The school now has a school welfare dog. The school is supporting other schools who are trying to increase their capacity in this area and the Headteacher has shared her expertise in a number of conferences. The school has very recently been accredited as a trauma and mental health informed school and are the first to be awarded this status in Wales.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>• To improve the number of pupils achieving outcome 6 in mathematics in FP.</li> <li>• Improve the standard of boys writing across the school.</li> <li>• To reduce the gender attainment gap across the school with a focus on the current Year 3.</li> <li>• To continue to develop the implementation of the Wales Curriculum 2022.</li> <li>• To successfully integrate the two SRB into the school and establish clear entrance and exit criteria.</li> </ul>

# Y Daith



## Background information

Y Daith is the Council's PRU which provides suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school. This is a mixture of onsite teaching, as well as external provision.

Y Daith is currently based across two sites with key stage 3 taught at Amelia Trust Farm and key stage 4 taught in Cowbridge.

Table 9 – Y Daith information				
School name	Type	Language	Age range	Capacity
Y Daith	PRU	English	11 - 16	56

As Y Daith is are PRU it is not funded under the schools funding formula.

## School buildings and facilities

Y Daith is split across two sites in the Western Vale, one in Cowbridge and one at Amelia Trust Farm.

There is no condition survey for Amelia Trust Farm as site is not owned by the Council and is subject to a lease. This lease results in a revenue cost to the Council of £44,000. Internal and external facilities suitable for pupils are limited.

The Council's latest condition survey of the Y Daith building in Cowbridge was undertaken in 2019. The building has been identified by the Council's condition survey as "Poor" in both condition and suitability. The cost of identified repairs is £56,200.

## Educational performance

**Estyn Report (March 2019)**

The inspection report for Y Daith can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Y%20Daith.pdf>

## Summary

<b>Inspection area</b>	<b>Judgement</b>
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Y Daith is a caring and supportive environment where staff and pupils build positive and productive working relationships. Staff have a strong understanding of pupils' individual needs and plan carefully to address these through the curriculum and through beneficial partnerships with external agencies. As a result, nearly all pupils feel safe and valued, and many make effective progress in their wellbeing and their attitudes to learning.

Many pupils make secure progress in their learning during their time at the PRU and nearly all move on to suitable destinations at the end of key stage 4. They make particularly strong progress in lessons where the quality of teachers' planning and assessment is high. However, in a minority of lessons, teaching does not meet the needs of pupils well enough and as a result, a few pupils across the PRU do not make the progress they are capable of.

Senior leaders provide stable and reflective leadership. Leaders and staff share a clear vision for the school based on providing a caring and inclusive environment where all can succeed. However, leaders do not use the outcomes of quality assurance activities well enough to inform self-evaluation and improvement planning. Further, the PRU's model of part-time provision at key stage 4 does not meet the needs of a minority of pupils well enough.

### Recommendations:

- R1 Ensure that timetabled provision and resources at key stage 4 meet the needs of all pupils
- R2 Improve the quality of teaching

- R3 Ensure that tracking systems provide a clear picture of the progress pupils make over time
- R4 Strengthen self-evaluation and improvement planning processes

<b>Table 11 - Estyn areas of inspection results for Y Daith</b>		
<b>Estyn Area of Inspection</b>	<b>Grade</b>	<b>Key Points</b>
Standards	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• Many pupils make appropriate progress in engaging successfully with education during the time they spend at the PRU.</li> <li>• Many pupils improve their communication skills well during their time at the PRU.</li> <li>• Many pupils make secure progress in improving their reading skills.</li> <li>• The majority of pupils improve the accuracy and organisation of their written work appropriately over time.</li> <li>• Across the PRU, the majority of pupils improve their numeracy skills suitably.</li> <li>• In many lessons, pupils make effective use of information and communication technology (ICT) to research topics to inform their project work.</li> <li>• Over the last three years, all pupils achieve at least one recognised qualification at level 1 in courses that are generally well matched to their needs and abilities.</li> <li>• Over the last three years, nearly all pupils who leave the PRU at the end of key stage 4 move on to further education, training or employment.</li> </ul>
Wellbeing and attitudes to learning	Good	<ul style="list-style-type: none"> <li>• The productive working relationships between staff and pupils are a notable feature of the PRU's work. The strength and quality of these relationships promote a positive atmosphere of trust and respect that is particularly conducive to pupils' wellbeing and learning.</li> <li>• Across the PRU, many pupils attend regularly and arrive punctually to lessons.</li> <li>• Many pupils learn to manage their own behaviour in lessons by responding suitably to reward systems.</li> <li>• Many pupils are polite and respectful to visitors, and a minority of pupils in both key stage 3 and key stage 4 demonstrate the confidence to engage maturely in discussions about their experiences in the PRU.</li> <li>• Many pupils participate enthusiastically in forums such as school council meetings and the 'my ideas' initiative to express their opinions and views. These suggestions have resulted in constructive changes to the building, rewards system and off-site activities.</li> <li>• Most pupils feel safe in the PRU and there are very few incidents of bullying.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils across key stage 3 and key stage 4 engage successfully with programmes to support their wellbeing through nurture-based interventions and multi-agency support such as the school nurse.</li> </ul>
Teaching and learning experiences	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• The PRU provides the majority of pupils with a relevant curriculum, which generally supports their academic development successfully and includes an appropriate range of suitably engaging learning experiences.</li> <li>• At key stage 4, in addition to the on-site core curriculum, all pupils choose from a suite of over 35 different accredited vocational courses with external providers... However, more able pupils have limited opportunities to follow higher level qualifications. Further, there is no opportunity for key stage 4 pupils to attend the on-site provision full-time. This means that the needs of a minority of pupils are not always met, particularly those who would benefit from a more nurturing environment.</li> <li>• Staff build strong working relationships with pupils during their time at the PRU.</li> <li>• Teachers and learning support staff provide encouraging verbal feedback that many pupils respond to positively. The majority of teachers provide useful written feedback to help pupils to improve.</li> <li>• Across the PRU, the planning for the progressive development of pupils' ICT skills is underdeveloped and there are insufficient opportunities to develop pupils' Welsh language skills.</li> </ul>
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>• The PRU provides a safe and supportive environment that promotes successfully the development of pupils' confidence, self-esteem and progress in learning.</li> <li>• Staff across the PRU plan carefully to develop pupils' understanding of important issues relevant to their present and future wellbeing. They work closely with a wide range of agencies that contribute effectively to developing pupils' understanding of contemporary social issues, such as knife crime, county lines and substance misuse.</li> <li>• The PRU has effective arrangements for pupils to contribute to decision-making and improve the life of the school. Senior leaders meet regularly with the school council and take good account of their views when shaping action plans at both key stages.</li> <li>• Provision includes the development of a nurture group in key stage 4 and the introduction of individual pathway plans to improve pupils' involvement in setting and monitoring their progress against their long-term goals.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils have beneficial opportunities to engage with a wide range of external training providers to access valuable vocational training, which support the majority of pupils well.</li> <li>• The school's arrangements for safeguarding meet requirements and give no cause for concern.</li> </ul>
Leadership and management	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• The teacher-in-charge, senior leaders and management committee have been successful in establishing a clear vision for the PRU.</li> <li>• The teacher-in-charge and senior management team provide reflective and stable leadership. Through the coherent structure of team meetings, they set high expectations for staff and their pupils.</li> <li>• Through the management committee's useful structure of sub-committees, members gain a clear insight into the PRU's strengths and areas for development.</li> <li>• Staff at the PRU are generally suitably qualified and experienced to meet the needs of the pupils. The teacher-in-charge and management committee work closely with the local authority to ensure that financial planning takes account of the PRU's priorities.</li> <li>• The learning environment for pupils is confined to a relatively small space within both sites of the PRU, and there is almost no outside play area. This means that pupils do not have the opportunity to benefit from having an outside open environment during lessons and play.</li> <li>• On the key stage 4 site, the arrangement of two cohorts of pupils using the site at different times means that it is difficult for pupils to receive their education at the site full-time, even though it may suit their needs better.</li> </ul>

### Welsh Government categorisation of schools

While PRUs do not form part of the statutory categorisation process, within the CSCJES, the categorisation of PRUs is undertaken in the same way as maintained schools. Y Daith is categorised as amber.

# Ysgol Y Deri

## Background information

Ysgol Y Deri is located in Penarth and opened in 2014 following the amalgamation of Ysgol Erw'r Delyn, Ysgol Maes Dyfan and Ashgrove School. The school forms part of Penarth Learning Community with St Cyres Comprehensive School, which is a mainstream secondary school.

All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders. Pupils are drawn from the Vale of Glamorgan as well as from the neighbouring local authorities of Cardiff, Newport, Bridgend, Caerphilly, Rhondda Cynon Taf and Swansea.

**Table 12 – Ysgol Y Deri information**

School name	Type	Language	Age range	Capacity
Ysgol Y Deri	Special	English	3 – 19	N/A

The 20/21 delegated special school budget is £32,921 per pupil, which is the highest for any school within the Vale due to the complex needs of pupils.

## School buildings and facilities

Ysgol Y Deri (YYD) is located on a site in Penarth which it shares with a mainstream school, St Cyres. The site is referred to as “Penarth Learning Community”.

The building was identified by the Council’s condition survey undertaken in 2019 as “Good” in both condition and suitability.

## Educational performance

**Estyn Report (October 2016)**

The inspection report for Ysgol Y Deri can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Ysgol%20y%20Deri.pdf>

## Summary

Inspection area	Judgement
Standards	Good
Wellbeing	Good
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Excellent
Leadership	Excellent
Improving quality	Good
Partnership working	Excellent
Resource management	Good

Ysgol Y Deri is a residential special school maintained by the Vale of Glamorgan local authority. The school opened in November 2014 following the amalgamation of Ysgol Erw'r Delyn, Ysgol Maes Dyfan and Ashgrove School. The school shares a site and facilities with a mainstream secondary school.

All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders.

Pupils are drawn from the Vale of Glamorgan as well as from the neighbouring local authorities of Cardiff, Newport, Bridgend, Caerphilly, Rhondda Cynon Taf and Swansea. Nearly all pupils have English as their home language. Thirty-five per cent of the pupils are eligible for free school meals.

The headteacher has been in place since the school opened.

The school's current performance is **good** because:



- Nearly all pupils make strong progress in developing their learning, social and life skills
- Pupils access a broad range of relevant learning experiences that are well matched to their needs, interests and abilities
- There are highly effective arrangements to support pupils' health and wellbeing
- Staff have high expectations of pupils' work and behaviour
- Teaching is good

The school's prospects for improvement are **good** because:

- Leaders and managers have a strong commitment to school improvement
- There is a suitable management structure and clear lines of accountability
- The school has highly effective partnerships, which impact positively on pupils' wellbeing and outcomes
- All staff access high quality professional development opportunities that link well to school priorities

**Recommendations:**

- R1 Ensure that teaching across the school is consistently good or better
- R2 Improve the quality of individual education plans to match targets more closely to the needs of pupils identified in statements of special educational needs

Table 14 - Estyn areas of inspection results for Ysgol Y Deri		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> <li>• Pupils who attend Ysgol Y Deri have a wide range of needs, which include autism, severe learning difficulties and profound and multiple learning difficulties. Nearly all pupils make strong progress in their learning in relation to their needs and abilities.</li> <li>• Pupils with complex physical and medical needs make strong progress across the school. They use assistive technology skilfully to communicate their needs and personal choices.</li> <li>• Nearly all pupils with autistic spectrum disorder, severe and moderate learning difficulties make valuable progress in their learning, social and life skills.</li> <li>• Pupils that are more able gain a range of level 1 and 2 qualifications in courses that match well with their needs and interests. Over the last two years, nearly all pupils moved on to further education, employment or adult service provision.</li> <li>• It is not appropriate to compare standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special</li> </ul>

		educational needs.
Wellbeing	Good	<ul style="list-style-type: none"> <li>• Many pupils develop a suitable understanding of healthy eating and the benefits of exercise. Nearly all pupils, including those with complex needs, participate regularly in physical activities including dance, surfing and cycling. They develop their team skills effectively through sports such as boccia and tag rugby.</li> <li>• Pupils with restricted movement engage well in a valuable range of activities to improve their co-ordination and physical responses. These include hydrotherapy, physiotherapy and rebound therapy programmes.</li> <li>• Many pupils feel safe and know whom to talk to if they have concerns. Many pupils attend school regularly.</li> <li>• Most pupils behave very well around the school and in class.</li> <li>• Most pupils engage well in lessons. They concentrate well on their tasks and demonstrate positive attitudes to learning.</li> </ul>
Learning experiences	Good	<ul style="list-style-type: none"> <li>• The school provides a broad and balanced range of relevant learning experiences that meets requirements and the needs of nearly all pupils well. Curriculum options in the 14-19 age range are extensive. These include valuable opportunities for pupils to gain relevant qualifications and work-based skills that prepare them well for future life.</li> <li>• Provision to develop pupils' communication skills is effective. For example, assistive technology and the integrative approach to therapies are very successful in providing pupils with the skills they need to access learning. This is a particular strength of the school.</li> <li>• Arrangements to support pupils at risk of disengaging are highly effective.</li> <li>• The school places a high priority on improving pupils' skills progressively... Provision for ICT is a particular strength.</li> <li>• The school makes appropriate provision for pupils to learn about sustainable development.</li> </ul>
Teaching	Good	<ul style="list-style-type: none"> <li>• All staff at Ysgol Y Deri establish nurturing relationships with pupils. Staff know their pupils well and have a comprehensive understanding of their individual needs and abilities.</li> <li>• In nearly all lessons, teachers have good up-to-date subject knowledge and high expectations of all pupils.</li> <li>• In many lessons, teachers make sure that tasks are suitably challenging.</li> <li>• Across the school, a minority of teachers use the Welsh language sufficiently during morning registration and in lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>The school uses a wide range of assessment data to monitor and track pupils' progress in learning and wellbeing.</li> </ul>
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>The school has an appropriate range of policies and procedures to promote pupils' health and wellbeing effectively. These include suitable arrangements to develop pupils' understanding of healthy eating and regular exercise through a wide range of activities that link well to pupils' abilities and interests.</li> <li>The school promotes pupils' social, moral, spiritual and cultural development well through the curriculum, assemblies and other activities.</li> <li>The school provides helpful guidance and support to older pupils and their parents about careers, further education options and other services.</li> <li>The school has developed strong relationships with external agencies, such as social services, health professionals and local charities, which provide useful support and advice to staff about individual pupils' needs.</li> <li>The school has appropriate arrangements for identifying and monitoring pupils' additional needs. These include specialist intervention programmes to develop pupils' self-esteem and improve pupils' communication and behaviour.</li> <li>All pupils have an individual education plan. Generally, these identify suitable long-term goals.</li> </ul>
Learning environment	Excellent	<ul style="list-style-type: none"> <li>The school has a highly positive and inclusive ethos, which helps pupils to develop self-esteem and grow in confidence. Pupils have the opportunity to participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds.</li> <li>The modern, purpose-built school provides an exceptional learning environment that meets the needs of learners extremely well. For example, it has a therapy pool, a wide range of sensory rooms and a well-equipped gymnasium to meet the therapeutic needs of pupils. Provision is further enhanced through the availability of a multimedia room, television-recording studio, a life skills flat and professional kitchen. These resources are highly effective in developing pupils' social and life skills.</li> <li>The school shares the site with a mainstream secondary school and there are effective arrangements in place for pupils of all needs and abilities to access extensive outdoor sports facilities including an all-weather pitch and climbing wall. The school makes effective use of its own grounds to enrich pupils' learning experiences and support their wellbeing. For example, there are play areas accessible from ground floor classrooms with fully accessible play equipment, a small animals area where pupils care for guinea pigs and chickens and raised beds for growing vegetables.</li> </ul>

		<ul style="list-style-type: none"> <li>Teaching areas have an extensive range of high quality digital resources that provide stimulating interactive learning experiences for pupils of all abilities.</li> </ul>
Leadership	Excellent	<ul style="list-style-type: none"> <li>The headteacher and senior leadership team have worked skilfully and imaginatively to bring three very different schools together through a process of amalgamation.</li> <li>Senior leaders demonstrate the capacity to implement and manage change effectively.</li> <li>Systems to analyse pupil performance information are sophisticated and highly effective.</li> <li>There are effective arrangements to distribute leadership opportunities to staff at all levels. For example, 'Micro' and 'Speed' training sessions enable staff to share effective practice with colleagues in sharp and focused professional development sessions.</li> <li>Governors fulfil their statutory responsibilities successfully.</li> </ul>
Improving quality	Good	<ul style="list-style-type: none"> <li>The school has well-established systems for self-evaluation that involve the beneficial use of first-hand evidence. These arrangements ensure that the school analyses nearly all aspects of its work and has a very good understanding of its strengths and areas that require further improvement.</li> <li>There are many opportunities for staff to contribute to self-evaluation work, for example to improve the schools' provision for personal and social education. The school considers the views of pupils and acts upon these appropriately.</li> <li>School improvement processes are highly effective and involve all staff successfully.</li> </ul>
Partnership working	Excellent	<ul style="list-style-type: none"> <li>Leaders have established high quality strategic partnerships with other schools, the health board and the local community that have an important impact on pupils' outcomes and wellbeing.</li> <li>The exceptional joint working arrangements with the health board ensures that pupils access a wide range of specialist services that are highly effective in meeting the health, communication and physical needs of pupils.</li> <li>The use of shared resources with the adjoining mainstream school ensures pupils' access to a wider range of facilities. For example, a few older pupils who are more able, access specialist teaching and facilities at the mainstream school. This has improved their outcomes in subjects delivered across both settings. Teachers benefit from jointly moderating work with mainstream colleagues.</li> <li>Staff at Ysgol Y Deri provide valuable specialist advice and training for colleagues in other schools.</li> <li>There are strong links with a wide range of local businesses. These provide pupils aged 14-19 with stimulating off-site learning experiences and help to develop pupils' social skills and understanding of the world of work.</li> </ul>

Resource management	Good	<ul style="list-style-type: none"> <li>The school has a very good range of experienced, specialist teachers and support staff, who are deployed effectively.</li> <li>All staff access an extensive range of well-planned continuing professional development opportunities, to enhance their skills and knowledge. As a result, they support the individual needs of pupils well.</li> <li>Teachers have appropriate planning, preparation and assessment time. This enables them to be fully effective in providing pupils with a wide variety of stimulating and interesting learning experiences.</li> <li>The school has a good range of high quality resources that staff use skilfully to support and improve the learning and wellbeing of all pupils.</li> </ul>
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### Welsh Government categorisation of schools

The categorisation for Ysgol Y Deri can be found at:

<http://mylocalschool.wales.gov.uk/School/>

Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	A	Green
January 2019	N/A	A	Green
January 2018	N/A	A	Green
January 2017	N/A	A	Green

### January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> <li>Standards in the school are very good and most pupils make good or excellent progress relative of their low starting points and additional learning needs.</li> <li>In primary classes, 82% of pupils either achieve or exceed their target. In numeracy, 84% of pupils either achieve or exceed their target. In ICT, performance against targets is slightly lower with 70% achieving or exceeding their</li> </ul>

targets. In PSE, most pupils perform very well with 85% achieving or exceeding their targets. These results are the strongest over the last three years.

- In KS3, over 80% of pupils achieve or exceed their target in literacy. In numeracy, pupils' performance is not as strong with 70% achieving or exceeding their target. 81% of pupils achieve or exceed their target in ICT whilst in PSE, just under 70% achieve their target.
- In KS4, progress is reported to be significantly weaker than the previous year. In literacy, under 40% achieve or exceed their target. In numeracy, less than 10% are reported to achieve or exceed their target. Approximately 40% achieve or exceed their target in ICT and in PSE, 60% achieve or exceed. The school has fully reviewed this information and triangulated data with other quality assurance measures such as lesson observations, work scrutiny and IRIS Connect. The anomaly is explained as a recording error which the school has targeted for further scrutiny throughout the 2019-2020 academic year.
- Performance in Key Stage 5 is very strong, with most pupils (90%+) achieving or exceeding their targets in literacy, numeracy, ICT and PSE.
- Pupil's wellbeing is assessed twice a year using the very effective Leuven Scale or adapted NBar. Using these scales, most pupils record average to very good levels of wellbeing. Data from these assessments is used effectively for pupils to access a broad range of interventions. These interventions are very high in quality and meet pupil's needs well. As a result, 8.3% more pupils are assessed to have very good levels of wellbeing and no pupils have poor wellbeing.
- All pupils leave the school with a range of appropriate qualifications. This individualised and tailored approach to accreditation is a strength of the school and the school's ethos of aspiration ensures that all pupils who are able are entered into a challenging qualification e.g. GCSE.
- The school coordinates annual effective 'options' and 'leavers' events which ensures most pupils and parents have up to date information. As a result, all pupils secure appropriate destinations and from the 25 leavers – one went to mainstream, 17 entered onto employability and life skills training, five went to specialist residential college and two into day services.
- There are no differences between the performances of learners in any vulnerable group. There is no difference between the performance of boys and girls.
- Attendance levels are good at 89.45% which is marginally above the national average for special schools.
- There have been eight fixed term exclusions; five of them relate to one pupil and the other three relate to two pupils. A large range of therapeutic interventions have been put in place. The school's provision for dealing with trauma related difficulties is developing at an outstanding rate.
- With the exception of the three pupils above, there have been few incidents of Restrictive Physical Intervention (RPI).

	<ul style="list-style-type: none"> <li>• Behaviour is consistently good. There is an effective behaviour team which assist staff in the management of severely challenging behaviour. There is a range of therapeutic interventions which give proactive advice for behaviour. As a result, the environment is calm and orderly.</li> </ul>
Improvement Capacity	<ul style="list-style-type: none"> <li>• The quality of leadership and management is judged as excellent. There is a large leadership team in the school which operates very effectively. They enjoy the freedom given to them but fully understand the accountability structures which underpin their leadership.</li> <li>• There is a clear vision which is shared by the majority of school stakeholders and permeates the life of the school. This vision is encapsulated by the strap line 'Diversity in Harmony' and the school is clearly committed to celebrating pupils who are differently able. As a result, the school is aspirational and strives for the very best outcomes for pupils. For example, the school arranges a number of fully inclusive educational visits for example skiing and Calvert Trust.</li> <li>• The school vision clearly focusses on the wellbeing needs of pupils as its top priority. The school is leading the way with its provision for ACEs and becoming trauma informed. The school is supporting local mainstream schools with this agenda. From September 2019, the local authority behaviour service and the Autism Outreach services (staff based at Ysgol Y Deri) have amalgamated to create an Engagement Service. This developing service offers mainstream schools advice and guidance on supporting pupils with a range of challenges from autism to trauma related difficulties.</li> <li>• The senior leadership team (SLT) was judged as excellent for strategic leadership by Estyn who were also very impressed by the work undertaken to bring three schools together so effectively.</li> <li>• There is a clear strategic plan to support progress towards the school vision. Although the SIP wasn't available at the categorisation meeting, it is due for governor ratification before half term. However, the headteacher and senior leaders are very clear on the improvement priorities which are very aspirational and clearly focus on improving outcomes for pupils.</li> <li>• Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. The school is a key driver in Welsh Government's ALN transformation and has worked very successfully with partner schools, agencies and broader stakeholders. For example, the school's provision for therapies such as Occupational Therapy is outstanding.</li> <li>• The SLT have all been involved in the development and implementation of national and local initiatives. .This places the school at the forefront of developments in the special school sector.</li> <li>• Self-evaluation is timetabled, efficient, strategic, accurate, systematic and well established. Data in a variety of forms is used well by the senior leaders to evaluate strengths and areas for improvement. The monitoring, evaluation and review cycle is triangulated, well understood and includes robust systems for quality assurance including formal lesson observations, peer and self-evaluations, work scrutiny and use of video tracking. Information from these processes is used well to target support and ensure high impact.</li> </ul>

- Processes to track pupils' progress, identify needs and provide support are robust and effective in all cases. This information informs professional discussions with the SLT and the whole staff so as to improve practice, alter targets and provision in order to improve the outcomes of pupils. The school is currently reviewing these processes to ensure it focusses on 'what matters' for its learners.
- Moderation is firmly embedded internally and the school participates in all the external moderation exercises.
- There are a range of highly effective interventions in place across the school. These include 'The Launch Pad', sensory processing interventions and positive behaviour/wellbeing groups. The impact of these interventions are well monitored and evaluated. The school is slightly concerned that budget constraints may limit the scope of these interventions in the future
- Performance management arrangements are robust, reliable and efficiently implemented by SLT. Most staff are fully engaged in identifying the aims and priorities for their own Professional learning. This ensures they stay up to date with information and that their teaching continually improves. Systems such as IRIS Connect and Continua are used well to encourage self-reflection. The school is engaging well with other special schools to broaden the network and influence of these systems across the sector.
- Staff absenteeism has been reduced and staff are learning how to work collaboratively following the merger of three special schools.
- There are good structures for regular dialogue and sharing knowledge across the school. For example, 'speed dating' style professional learning sessions are held regularly for staff to drop into. The uptake is high and the impact evaluated as successful.
- There is a well-coordinated approach to professional learning which uses a range of sources (including ICT) well. Professional learning is focussed appropriately on the learners' wellbeing and academic needs. This approach, coupled with a strong ethos of challenge and support within the school generates a culture where staff are beginning to challenge their views and practices in order to continually improve. As a result, the school is highly aspirational for its pupils.
- The headteacher and senior staff are committed to developing the school using Schools as Learning Organisations (SLO) methodology. There is a strong culture of enquiry where many members of staff feel safe to take calculated risks in teaching and learning. The school supports new initiatives well and senior leaders are encouraging staff to think aspirationally. For example, the school's provision for assistive technology is exceptional.
- The school has an appropriate and sustained emphasis on improving the quality of teaching. Senior leaders use a range of performance measures to understand strengths and areas for improvement in relation to teaching. For example, the school understands that the retirement of several highly skilled ASD practitioners needs a robust succession plan.
- SLT regularly meet with staff to discuss performance data and set meaningful improvement targets. Staff regularly discuss with SLT whether actions have had the desired outcomes and if not, they change course as necessary. The school judges teaching to be at least good with many examples of excellent practice.



	<ul style="list-style-type: none"> <li>• Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils and these are met consistently. The improvement priorities are clearly based on accurate and continuous self-evaluation/assessments.</li> <li>• School leaders endeavour to ensure that the organisations actions are consistent with its values. For example, many members of SLT arranged and attended a recent residential educational visit.</li> <li>• Leadership is distributed well and potential is nurtured through a coaching and mentoring philosophy. As a result, leadership within the school is highly effective and is well placed to manage the significant change facing schools presently.</li> <li>• The school is well equipped to manage change and has a clear track record in this area. There are robust plans to ensure ALN readiness with all necessary toolkits are being implemented well. The school has piloted the new IDP and given feedback to Welsh Government. There is also a clear curriculum realignment strategy although the school has been working thematically for some time. The school is focussing on ensuring the curriculum teaches the things ‘that matter’. For example, members of SLT are currently developing an innovative life skills framework. However, the school would benefit from working with staff to exemplify the four purposes and ensure these areas sit at the heart of all school operations.</li> <li>• There is a comprehensive curriculum policy that has ensured that that staff are supported as they develop their teaching skills. Nearly all staff have a shared understanding of the characteristics of excellent and good teaching.</li> <li>• The school has worked very successfully with other schools and other partners to enhance significantly their own and others capacity to bring about improvement. Most recently the school has supported a primary resource base and moved it from failing to good which was confirmed by an Estyn inspection. The school also shares its ICT expertise to support other schools in their improvement journey.</li> <li>• Governors have a very good understanding of the school’s strengths and areas for improvement and are highly effective in supporting and challenging the school’s performance. The school has effective plans in place to develop the sophistication that governors need to support the school more robustly through such activities as learning walks. This work should be recorded securely, analysed and acted upon over the next year.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>• Continue to refine the curriculum offer in response to Curriculum for Wales</li> <li>• Scrutinise the performance of pupils and quality of teaching in KS4 classes</li> <li>• Continue with the roll out of trauma informed schools training – gain accreditation and disseminate knowledge</li> <li>• Continue to relentlessly focus on pedagogy by linking with schools across the sector</li> <li>• Complete review of MER activities – full review of the effectiveness on standards and against a changing landscape.</li> <li>• Engage formally with SLO methodology for change and continue to drive a culture of enquiry.</li> </ul>