

# **Report summary for parents and carers on Ysgol Ty Coch**

**Date of inspection: March 2025**

# Summary

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The school's nurturing ethos makes a strong contribution to pupils' personal development. Staff create a caring and supportive environment where nearly all pupils feel safe, valued, and well looked after. Relationships between staff and pupils are built on trust and a sound understanding of individual interests and needs.

Since 2017, the school has grown significantly, with pupil and staff numbers nearly doubling. This increase has placed pressure on the physical environment, leading to the loss of important specialist areas such as the sensory integration room and life skills kitchen, which supported pupils' wider development. Many classrooms are now cramped, restricting movement and access to learning, particularly for pupils who use wheelchairs. Limited space also reduces opportunities for pupils to regulate their sensory needs or develop independence, with few quiet or breakout areas available. This has contributed to increased anxiety and dysregulation for some pupils. Overall, the variability and limitations of the learning environment hinder the quality of teaching and learning, as well as impacting on the well-being of pupils and staff.

Leaders have established a clear vision for curriculum delivery, placing pupils at its heart through collaborative design with staff and external partners. A purposeful, broad, and balanced curriculum is developing. Pupils benefit from a broad range of learning experiences, which support their personal and social development. However, across the school, the quality of teaching is too variable and does not meet the learning needs of pupils well enough. Assessment for learning is also underdeveloped.

The majority of pupils make effective progress in key areas such as communication, numeracy, independence, and creativity. However, the inconsistent use of a total communication approach, to ensure that every child has the opportunity to understand and be understood, limits the ability of pupils to access learning, particularly in less structured environments.

Families value the school's integrated approach to support, particularly access to on-site clinics for physiotherapy and speech and language therapy. The school's investment in in-house provision and collaboration with health professionals contribute positively to pupils' care and well-being.

The headteacher provides methodical leadership and promotes clear values of respect, communication, and enjoyment, which are evident in the school's positive ethos and relationships. A significant staffing restructure alongside improved monitoring and evaluation has enabled leaders to gain a more accurate view of strengths and areas for development. However, leaders accept that their visibility and communication with parents need to improve and are aware of the impact the environment is having.

# Recommendations and next steps

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## **We have made four recommendations to help the school continue to improve:**

- R1 Improve the quality and consistency of teaching and learning
- R2 Establish a consistent communication system to support all pupils' understanding, expression, and engagement
- R3 Work with the local authority to improve the quality of the learning environment to meet the needs of all pupils
- R4 Further strengthen leadership at all levels

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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Publication date: 30/05/2025