

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Crug Glas  
Croft Street  
Swansea  
SA1 1QA**

**School Number: 670-7008**

**Date of Inspection: 16 – 18 March 2005**

**by**

**Michael McDowell  
W194/1294**

**Date: 23 May 2005**

**Under Estyn contract number: T/03/04SP**

**EPPC/Severn Crossing Ltd  
Suite H  
Britannic House  
Britannic Way  
Llandarcy  
Neath  
SA10 6JQ**

© Crown Copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**Ysgol Crug Glas** was inspected as part of a national programme of school inspection. The purpose 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. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Crug Glas** took place between **16<sup>th</sup> and 18<sup>th</sup> March 2005**. An independent team of inspectors, led by **Michael McDowell** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1**      good with outstanding features
- Grade 2**      good features and no important shortcomings
- Grade 3**      good features outweigh shortcomings
- Grade 4**      some good features, but shortcomings in important areas
- Grade 5**      many important shortcomings

### **Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	7
Key question 1:           How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key question 2:           How effective are teaching, training and assessment?	9
Key question 3:           How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key question 4:           How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	13
Key question 5:           How effective are leadership and strategic management?	13
Key question 6:           How well do leaders and managers evaluate and improve quality and standards?	14
Key question 7:           How efficient are leaders and managers in using resources?	15
<b>Standards achieved in subjects and areas of learning</b>	16
Early Years	16
English	17
Welsh as a second language	18
Mathematics	18
Science	19
Design and technology	20
Information technology	20
Geography	21
History	22
Modern foreign language	22
Art	23
Music	23
Physical education	24
Religious education	25
Personal and social education	25
<b>School's response to the inspection</b>	26
<b>Appendices</b>	27
A   Basic information about the school	27
B   School data and indicators	27
C   National Curriculum assessments results	28
D   Evidence base of the inspection	28
E   Composition and responsibilities of the inspection team	28

## Context

### The nature of the provider

- 1 Ysgol Crug Glas is a community special school that has 43 pupils aged 5 to 19 years. There are also two children below school age who attend part-time in a nursery class. Most of the pupils attending the school at present were admitted when they were three years old, after having been identified as having physical, sensory, and learning disabilities at a severe or profound level. They have complex health care needs. A smaller number of pupils entered the school following transfer from mainstream primary school specialist units where they were unable to access the curriculum due to the severity of their learning difficulties or the challenging nature of their behaviour. An increasing proportion of pupils have autism as a secondary diagnosis.
- 2 Because of the severity of their special educational needs, all pupils in key stages (KS) 1, 2, 3, and 4, have the requirement to learn Welsh as a second language disappplied in their individual statements of special educational need. Those who are in KS3 and KS4, similarly, have the requirement to learn a modern foreign language disappplied. The additional time is used for communication, personal and social education, and therapies.
- 3 The school is situated in a 'Community First' area close to Swansea city centre and it is surrounded by large blocks of flats. The area has some social problems but local people support the school very strongly. Pupils are admitted from all parts of the city, including more prosperous areas. Twenty-nine percent of pupils are entitled to receive free school meals, and this is higher than average for Wales as a whole.
- 4 All but one of the pupils is white, and all but two of the pupils come from families in which English is the first language spoken at home. Respite care is provided for nineteen pupils on at least two nights per month. Three pupils are in foster care.
- 5 There have been significant changes since the last inspection in March 1999. A new headteacher has been appointed and there has been new building work and refurbishment.
- 6 The Key Issues for Action identified by the last inspection were:
  - improve the standards achieved and the quality of teaching in the KS3 class;
  - agree criteria against which the school monitors its own work and the arrangements for acting on the results of that monitoring;
  - develop the schemes of work so that they give clear guidance to teachers about curriculum content over time and the next steps that pupils need to take in their learning;
  - improve arrangements for ensuring that cleanliness is promoted and address the hygiene issues raised with the school;
  - ensure that teachers plan sufficient curriculum content for each lesson and that time during the day is used to good effect, and

- reconsider the current use of parts of the accommodation and continue with plans to upgrade it overall.
- 7 The school is at present organised into a nursery class and seven classes for pupils in Year (Y) R to Y11, with a further post-16 class for those in Y12 to Y14. Much weight is given to the nature of each individual's needs when assigning pupils to classes. Consequently, classes are made up of pupils drawn from two or three different years and, in some cases, from different key stages.
- 8 There are some opportunities for younger pupils to visit local primary schools each week for a small part of their education, and pupils from nearby primary schools also visit Crug Glas, especially for lessons in art or design and technology. There are, at present no links with local colleges because they are unable to provide the level of care that the pupils or students at Ysgol Crug Glas require.

### **The school's priorities and targets**

- 9 Ysgol Crug Glas aims to be a strong, vibrant and happy community in which the needs and interests of pupils are paramount and in which staff continue to learn and develop professionally. At present the school's priorities are:
- to improve achievement by refining individual educational planning and providing opportunities for pupils at key stage 4 to have their work accredited;
  - to improve teaching, especially by managing challenging behaviour more effectively and making better use of information and communications technology (ICT);
  - to improve learning by better assessment of pupils' need for personalised switches and by providing these, and by implementing the new 'Maths Box' scheme of work and the 'Moving On' curriculum;
  - to improve provision of information for parents and work towards the Careers Wales award;
  - to improve leadership and management with new appointments and structures;
  - to improve outdoor play facilities, and
  - to enable staff to control the amount of light entering classrooms by the provision of curtains or blinds.

### **Summary**

- 10 Ysgol Crug Glas is a very effective school with many outstanding features. It has very few shortcomings, none of which are significant. For the most part, the school is already aware of these and is working to address them. Improvement since the last inspection is very evident; there are no outstanding issues and overall, the school has moved on very well. The inspection team agrees with the school's judgements on teaching, training and assessment and on how well leaders and managers evaluate and improve quality and standards. In all other areas it judges that the school has underestimated the quality and effectiveness of its work.

## Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

## Standards

- 11 The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	87%	13%	0%	0%	0%

- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. There are at present only two pupils who are under five and they attend only in the afternoons. It is therefore inappropriate to tabulate standards in the six areas of learning.
- 13 In KS1 to KS4, individual subject grades are as follows:

Subject	KS1	KS2	KS3	KS4
English	1	1	1	1
Mathematics	1	1	1	1
Science	1	1	1	1
Welsh second language	N/A	N/A	N/A	N/A
Design and technology	1	1	1	1
Information technology	2	2	2	2
History	1	1	1	1
Geography	1	1	1	1
Art	1	1	1	1
Modern foreign languages	N/A	N/A	N/A	N/A
Music	1	1	1	1
Physical education	1	1	1	1
Religious education	1	1	1	1

- 14 Post-16 students make good progress in their externally accredited course, 'Moving On'. They develop their independent living and life skills and they continue to broaden and deepen their basic skills.

- 15 In the key skills that underpin communication – speaking, listening, reading, and writing – pupils make good progress in relation to their capability. Outstanding features include the level of awareness that has developed in so many pupils, and the notable use made by so many, of pictures, symbols and signing to understand what is expected. The emergent development of numeracy and spatial awareness is a further outstanding feature. There are strong elements in pupils’ work with information technology but they sometimes lack accessible switches that would help them to develop their information technology skills further.
- 16 Pupils and students across the age range, regardless of their ethnic or linguistic background, achieve the learning goals that are set for them in their carefully planned lessons and, over time, they make very good progress. Because of their learning difficulties, less than a quarter of the pupils and students make use of speech to communicate their needs or ideas. Linguistic competence is developed through other means. These include picture exchange communication systems, symbols, objects of reference, and Makaton signing. Pupils are not required to study Welsh as a second language and their bilingual competence cannot be assessed.
- 17 Pupils and students show remarkable motivation and most have moved beyond the stage of “encountering” the learning experiences offered to show awareness in their responses, and, in many cases, eagerness to participate. Their behaviour, where this is volitional, is very good. Those that can, help others and the school by doing simple tasks such as, with help, returning the register to the office. Their personal social and learning skills develop very well. They are very well prepared for their life after they have left school.
- 18 Attendance hovers below ninety per cent. There are exceptional reasons for this. Many of the pupils are physically frail. They are prone to sickness or are in need of medical interventions to make their lives more tolerable, or indeed, to prolong them. There is very little unauthorised absence. Where this has arisen the school has acted very effectively to resolve the problem. In the circumstances, attendance is good. Punctuality is very good.
- 19 Pupils and students have very good relationships with one another and with those who teach and support them. This is an outstanding feature that underpins their very good achievement. Through visits and visitors to the school, pupils are given opportunities to encounter and become aware of cultures other than their own. They benefit from these opportunities to experience diversity.

### **The quality of education and training**

<b>The quality of teaching in the subjects inspected</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Percentage at each grade</b>	91%	9%	0%	0%	0%

- 20 The percentage of good and very good lessons is well above the Welsh average, (90%), for special schools. Since the last inspection the quality of lessons has improved greatly.



- 21 The outstanding features of teaching include: the very good knowledge that teachers and all class team members have of their pupils; the way in which this knowledge is used to thoroughly prepare what is taught; the warm and positive relationships between pupils and class teams; the very good knowledge of curricular requirements and the extremely creative and patient manner in which what is to be learned is made accessible to the pupils.
- 22 Teachers monitor the response of each pupil very carefully and they are aware of the progress that they make. The objectives that pupils are to attain in each lesson are very clearly recorded. At appropriate intervals the attainments of pupils are recorded and measured against the benchmarks of a scale that shows up very clearly the small increments and gains that they make.
- 23 Individual education plans (IEPs) are drawn up for each pupil and within these, targets across the broad range of the curriculum are set. At present, this process adds very little to what is known about pupils' progress by other means. The purpose of IEPs in their present form is unclear. Teachers report accurately and concisely on pupils' progress to parents and carers.
- 24 The school provides pupils and students with stimulating and interesting things to do. It meets their individual special learning needs very well. The curriculum is broad and balanced and has outstanding features. Amongst these are the recently developed schemes for teaching mathematics, the provision for art, and the enhancement provided by a range of therapies and opportunities for pupils to benefit from individual sessions with teachers. Almost all pupils and students function at a level below the threshold of the national curriculum. Nevertheless, due attention is paid to the programmes of study for each subject in seeking out appropriate activities and topics.
- 25 The school promotes learners' personal development, including their spiritual, moral, social, and cultural development, very well. However, not enough is done to fully represent the language and culture of Wales across the curriculum. Other providers are involved with the school in providing an effective partnership to broaden pupils' learning experiences. At an appropriate level, pupils and students are involved in work-related learning.
- 26 Every effort is made to ensure that all learners have an equal opportunity to benefit from what is provided. National priorities, for example, those for providing sustainable development and developing the skills for life-long learning, are emphasised as much as they can be.
- 27 The school has made great strides since the last inspection in providing for the care, support, and guidance of its learners. This aspect of its work is good, with outstanding features. The liaison between the school and other agencies to ensure that the highest quality of care is provided is first rate. There are fruitful and very good relationships with the Health Service that lead to an outstanding level of nursing provision and very good provision of physiotherapy. The school employs a music therapist, and this enhances the curriculum as well as extending the support and guidance network for learners and providing for the additional learning needs of pupils.
- 28 Parents have faith in the school and they believe that it is acting in the best interests of their children. They have formed a very productive partnership with the school. The school has clear procedures for the protection of its pupils and

for ensuring their health and safety. The management of pupils whose behaviour is challenging is consistent and effective. The school ensures that all pupils, regardless of gender, ethnic origin or special need, are treated equally and given the opportunities they need to make progress. There is no oppressive behaviour. To the greatest extent possible, pupils and students are given choice.

### **Leadership and management**

- 29 The school is very well led by its headteacher and those in senior positions. It has very clear values that are expressed through its vision statement and its aims. It effectively seeks to realise its aims through planned, practical measures that focus on improving the quality of education and the achievement of pupils. Those who work at the school understand and fully support its objectives and values and these are clearly reflected in its work. The school leadership takes full account of the need to monitor, manage, and improve the performance of individual staff and of the need to provide opportunities for professional development.
- 30 Governors take their responsibilities very seriously and help to set the strategic direction of the school. They monitor the quality of provision it makes and fully meet regulatory and legal requirements.
- 31 The leaders of the school, particularly the headteacher, are well informed about its performance. Very good arrangements for self-evaluation have been established that have led to a clear, if self-effacing, view of the school's strengths and weaknesses. To the extent that this can be done, the school takes account of the views of learners. The views of staff members, parents and other partners are actively sought.
- 32 The school's plan for improvement is founded very firmly on its thorough self-evaluation. Many of the prioritised objectives set for this year have already been met. The school carries out its plans very effectively and has good evidence of sustained improvement.
- 33 There are sufficient teaching and support staff and these have been very well organised into effective classroom teams. Teachers are highly qualified by training and experience, as are the other members of the classroom staff. Learning resources are of good quality, suitable for their purpose, and readily available. The one notable area of lack is in the provision of personalised switches for pupils who need adapted access to information technology equipment. The accommodation is very good following the recent rebuilding and refurbishment. The hydrotherapy pool is a particularly good resource. The school uses its accommodation and resources very efficiently. The use of staff is flexible and effective and permits pupils to have a good deal of individual attention and support. There is proper concern to ensure resources are fully used and periodically replaced. Very good value for money is achieved.

## Recommendations

In order to continue to provide high quality education for its pupils and students and to improve further, the staff and governing body need to:

- R1 clarify the purpose of IEPs, and confine the use of these to those cases where specific individual needs require it;
- R2 seek to provide better access to information technology by providing personalised adapted switches for pupils and students who need these;
- R3 further develop *Y Cwricwlwm Cymreig* so as to give sufficient emphasis to the culture of Wales in pupils' learning experiences.

*The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.*

## Standards

### Key question 1: How well do learners achieve?

**Grade 1:** Good with outstanding features

- 34 In its self-evaluation form the school grades achievement as 2. However, the findings of the inspection team are that achievement is better than this and that some aspects are outstanding.
- 35 In almost all subjects first-hand evidence of standards of achievement was gathered through direct observation of lessons supplemented by scrutiny of pupils' work and teachers' records, and discussion with subject leaders. History was not scheduled to be taught during the term in which the inspection took place. Consequently, judgements about achievement are based on records, pupils' work, and discussion with teachers. In most subjects, achievement was good with outstanding features. In Information technology, it was good with minor shortcomings.
- 36 It is not appropriate for the school to set overall targets for attainment but it sets learning goals for all children, pupils and students, and these are agreed at the time when their statements of special educational need are reviewed. Clear objectives related to these goals are set out in the planning of each lesson. Pupils' and students' progress towards these is accurately assessed and carefully recorded. A suitable scale – the "P-scale" – is used to show up the small gains each pupil makes over time. These records show that, whatever their starting point, pupils make good progress. This positive trend in performance is sustained over time.
- 37 At present, there are no national averages or local and national benchmarks with which the results can be compared.
- 38 Initially, pupils with the most profound learning difficulties experience or encounter stimuli in lessons without noticeable response. It is an outstanding

feature of their achievement that these pupils fairly rapidly begin to show awareness and, in many cases, respond to their lessons and eventually engage in them.

- 39 The majority of pupils cannot speak. However, they make effective use of sign or picture exchange communication in many cases. Whatever their linguistic, ethnic, or social background, their communication skills develop at a very good rate. Teachers and learning support assistants miss no opportunity to prompt their pupils and students to respond in whatever way they can so as to contribute to the dialogue of lessons. This emphasis on seeking to get a response from learners meets with outstanding success.
- 40 Pupils and students show remarkable levels of attentivity and concentration. They try very hard to do as much as they can. Most remain throughout their time in the school at a level below that required to master the key learning skills of literacy, numeracy, and problem solving, but where they are capable of making gains, they do so. A small minority of higher attaining pupils extend their counting skills to nine, for example.
- 41 Where information technology is accessible, pupils make good use of it, for example, by operating switches to voice a reply or by using a simple touch-screen computer programme.
- 42 Students in the post-16 class achieve very well. They follow the 'Moving On' Adventurer Programme. This consists of a series of modules that include life skills, world studies, and vocational studies. Within these broad categories, they explore, in as practical a manner as is possible, science, technology, religious education, creativity, personal, social and health education, citizenship, leisure and recreation, work and careers learning, and daily living skills. They collaborate very well as a group, and are sensitive to the needs of the most vulnerable amongst them. Their confidence in, for example, food preparation greatly increases and their communication skills improve markedly as they help retell familiar stories.
- 43 The development of personal, social, and learning skills is very good. Because of their profound, multiple learning difficulties, the rate at which pupils acquire new knowledge and skills, and increase understanding, is often very slow. In relation to their capability, however, pupils' progress in learning is very good. They move from showing awareness to reliably responding in very many cases, and they show in their individually characteristic way, increasing comprehension of the world around them. Pupils and students fulfil their potential very well. They are as well prepared as they can be for the next stage of their lives beyond school.
- 44 Pupils and students behave very well. They show respect and affection for others. Higher attainers understand at a simple level that all people are equally entitled to respect and access to opportunities. Pupils are not ethnically diverse but through their lessons, through visits and visitors, they experience the racial, cultural, and religious diversity of society.
- 45 Attendance is affected by the fact that very many of the pupils and students are physically frail or in need of regular medical interventions. There are absences for these reasons. However, unauthorised absences are very rare and where

these occur, the school is swift to act, in conjunction with the Education Welfare Service, to prevent a re-occurrence. Overall, attendance is good.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

**Grade 1** Good with outstanding features

46 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

47 In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
91%	9%	0%	0%	0%

48 The percentage of very good or good is well above the Welsh average. The quality of teaching was consistently very good and in the majority of lessons there are outstanding features.

49 There is very good use made of objects of reference to focus pupils' attention throughout all lessons and very effective use of a wide range of resources. The pace of lessons always meets pupils' needs.

50 Very effective teamwork in all classes helps pupil interaction, communication and progress. This is a great strength of the school. There is very good rapport between all staff and pupils which adds significantly to pupils' development.

51 Teachers have accurate knowledge of pupils' levels of capability and work is carefully matched to meet pupils' needs.

52 Staff have a very good knowledge of the National Curriculum (NC) and have adapted it very effectively to meet the needs of all pupils in the school. Planning is very good and schemes of work provide a wide range of appropriate contexts by which pupils can access information. Teachers use a wide range of teaching styles and approaches very effectively. Statutory requirements are met and where pupils have been disapplied from NC subjects appropriate substitutions have been put in place and provision is available should this be necessary in the future.

53 Annual reviews conform to national requirements and set appropriate targets for individual pupils. Parents are invited to annual review meetings where long-term targets are reviewed and are consulted when IEP targets are set. Parents are informed regularly on a formal and an informal basis and feel that they are adequately informed about pupil progress and achievement.

54 Staff have very detailed and accurate knowledge of pupil strengths and weaknesses derived from a wide variety of sources. The accuracy and quality of assessment are very good and meticulous records are kept of the progress of each learner. This enables the learning objectives in each lesson to be matched closely to individual need and ensures that all pupils make progress at an appropriate level. There is close liaison between all staff in the classroom to record progress made in lessons.

- 55 Staff are very skilled in using objects of reference to enhance pupil awareness of forthcoming events, and often use songs, signs or symbols to promote understanding. Pupils are made aware of the school routine by these means and respond appropriately.
- 56 Pupil achievements are celebrated and shared at every opportunity and are highly valued both in whole school sessions and class lessons. Pupils are helped to understand when they have succeeded or made a significant effort. This is a great strength of the school.
- 57 Developing communication skills and enabling pupils to make choices are outstanding features of the school and they are foci for all staff. All pupils are given the opportunity and time to communicate and using the most appropriate method for individual need.
- 58 Pupils participate in lessons with obvious enthusiasm and enjoyment creating a very good basis for learning. Their social and emotional needs are well met both in class settings and during play times.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1:</b> Good with outstanding features
--

- 59 The findings of the inspection team differ from that found in the self-evaluation report in that the school judges this key question as Grade 3.
- 60 The school offers a broad, balanced and relevant curriculum to pupils in all key stages that meets statutory requirement and is accessible to all pupils. It provides a wide range of experiences across all curricular areas and enables pupils to progress as appropriate between the key stages. The curriculum is enriched by focusing on 'History' days, enacting stories from other religions and using clothes and food as stimuli to promote understanding.
- 61 The school is very successful in identifying and meeting the needs of individual pupils and work is suitably differentiated to meet these needs.
- 62 Schemes of work provide a clear framework for planning and are based on a careful sensory adaptation of NC Programmes of Study. There is a very good system of curriculum monitoring by headteacher and subject co-ordinators in place and this ensures that the curriculum provided meets the need of each pupil.
- 63 There is very good provision to ensure that all pupils are given the opportunity to acquire the necessary and relevant basic and key skills. Developing communication is a fundamental part of the school curriculum across all subject areas. Information and communications technology is used across the curriculum to enhance communication and understanding, and pupils are encouraged to make choices at every opportunity.
- 64 The emphasis on developing pupils' personal and social skills permeates the life of the school. As a result pupils across all key stages are secure and happy in school and this enhances the learning environment. Collective worship plays an important part in developing pupils' understanding of being part of a community. Singing, music and innovative use of ICT contribute to the very positive

experiences for pupils in assemblies. This is an outstanding feature of the school.

- 65 Pupils are made aware of other cultures through a variety of curricular experiences. Pupils are made aware of cultural diversity through a variety of sensory experiences including dressing up and experiencing a variety of foods. Music and art play a very important part in developing awareness of cultural differences throughout the curriculum. However, there was little visual evidence of the *Cwricwlwm Cymreig* although some pupils listened to Welsh songs on a daily basis in some classes and Welsh was spoken occasionally.
- 66 There are very good relationships with parents. Parents are generous with their time and offer support to the school at every opportunity. Parents have the use of the school meeting room and gather regularly and the school hydrotherapy pool is used on two evenings a week by parents and their children.
- 67 There are very good links with the local community. Input from Swansea Institute enhances what pupils are offered in art, and the school has also developed very strong links with the Glynn Vivian Art Gallery. Community links through curricular visits and activities are incorporated in many schemes of work and they promote pupil community awareness. Pupils attend the local church for festivals and a school 'wedding ceremony'. Pupils have taken part in the local Swansea carnival. Pupils' parents and staff have raised money for charities such as 'Red Nose Day'.
- 68 There are some well planned outreach integration sessions with local schools and the school has developed strong links with one mainstream primary school for weekly art sessions. A number of pupils from the school have moved into mainstream settings as a result of successful integration programmes.
- 69 The school offers a wide range of activities that complements and enhances the curriculum. These include visits to local art galleries, local shops and the wider environment in and around Swansea. Pupils also benefit from visits to the school from 'Live Music Now', artists in residence, local school children and a local cubs' group.
- 70 Pupils' experiences across the curriculum encourage opportunities to develop independence skills. These include appropriate information communication skills, very good personal social skills, and working together. Curricular provision in the Post-16 department develops these skills to encourage and facilitate independent living after school where possible. The school has an effective working relationship with Careers Wales and the Careers advisor attends transition and other meetings wherever possible.
- 71 Older pupils are introduced to business skills through their running of the school tuck shop.
- 72 There is a very good equal opportunities policy that reflects the schools strong commitment to equal access and opportunity. All pupils feel valued and respected and this is reflected in the very positive ethos that permeates the school. This is an outstanding feature of the school.
- 73 The school has a very effective sustainability policy. The new accommodation has been equipped with environmentally friendly appliances and the school has

a number of other sustainable initiatives including recycling of paper and printer inks.

#### **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 1:</b> Good with outstanding features
--

- 74 The inspectors' findings suggest that the school has underestimated the quality of care, guidance, and support, which it graded as 2 in the self-evaluation report.
- 75 The provision for care, support, and the guidance of pupils is very good and is effectively implemented throughout the school. The staff's knowledge of pupils' personal and social needs is an outstanding feature. Good use is made of information from various risk assessments, pupil pen portraits, individual behaviour management plans and the vital information booklets held in each class. The school monitors the performance of each pupil and student meticulously and clear records are kept that show their progress. Teachers and all classroom staff are fully informed about what each learner knows, understands and can do.
- 76 By using thorough assessment, the school has excellent understanding of the special needs of each learner and of what must be done to enable them to gain access to the curriculum and to make progress. In conjunction with professionals from other agencies, careful adaptations are made to ensure the correct positioning of pupils with physical disabilities and to meet the needs of those with sensory impairments. By very careful planning and consistent responses, the behaviour of challenging pupils is managed very well.
- 77 The school is a welcoming, secure, happy and caring community where pupils are valued, supported and given opportunities to develop and progress.
- 78 Pupils are admitted to the school following direction from the local education authority (LEA). The very good induction system within the school ensures that much attention is given to information gained prior to a pupil's admission. An outstanding feature of the work of the school is the comprehensive care, support and guidance given to parents and pupils during the induction period resulting in pupils successfully settling quickly into school life.
- 79 Partnership with parents and carers is very good and it is a strength of the school. The good relationship that exists enhances pupils' progress and development. All parents and carers support the home school agreement. Their response to the pre-inspection meeting and questionnaire overwhelmingly show support for the school's efforts. Parents confidently make use of the school's "open door" policy. They speak highly and appreciatively of the ease with which they have access to all members of staff and that they can discuss any concerns or issues they may have. A notable feature is how the school, through the leadership and vision of the headteacher, has created a sense of ownership of the school for parents and carers. This has resulted in raising substantial sums of money for the new extension which accommodates a parents' room.
- 80 Communication with parents and carers is very good. They receive a wide range of information in relation to their child's progress and concerning the



activities and work of the school. Effective communication is achieved through regular newsletters, parents' information pack, parental questionnaires, focus group and annual reviews. Good use is made of the home/school book which provides detailed information and is completed by staff on a daily basis. The school prospectus and the governors' annual report to parents are both comprehensive and informative documents and comply with the Welsh Assembly Government guidelines.

- 81 Pupils' attendance and punctuality are carefully monitored and evaluated by the headteacher. Individual attendance of pupils is effectively monitored and communicated to parents at the annual review. The school does not experience any problems with attendance or punctuality and clear guidelines are in place for parents and carers. Registers are kept in accordance with the statutory requirements.
- 82 The school ensures that students and parents receive adequate support in helping them make informed choices concerning where students will go after the age of nineteen.
- 83 Clear policies are in place in relation to sex education, race equality and equal opportunities. Teaching and non-teaching staff are conscientious in ensuring that there is no discrimination as a result of gender, racial or any other differences. The school promotes knowledge and understanding of diversity very well. There are multicultural themes within a number of subjects including art, music and religious education. Pupils' study of Africa and India is helped by acting out daily life and through dressing up sessions.
- 84 The school has a clear health and safety policy in place and the attention paid to health and safety matters is very good. Hygiene procedures and risk assessments are detailed, comprehensive and well embedded in the day-to-day care of pupils. All staff, teaching and non-teaching, receive infection control training, and the health and safety committee carries out assessments on a termly basis. The school participates in the Healthy Schools Programme.
- 85 The school has chosen to adopt the All-Wales procedures in relation to child protection. These procedures are well established and all staff receive annual training. Discussions with teaching and non-teaching staff during the inspection indicated that the arrangements and individuals' areas of responsibility for following the procedures were fully understood.

## Leadership and management

### **Key question 5: How effective are leadership and strategic management?**

<b>Grade 1</b>	Good with outstanding features
----------------	--------------------------------

- 86 In its self-evaluation report, the school grades this aspect of its work as 2, but the inspectors believe that it should be graded as 1.
- 87 The headteacher leads the school very effectively and together with a hard working team of senior managers, provides it with clear direction and a determination to promote high standards.
- 88 The school has written aims and values that underpin its work. These are shared and understood by all who work there. It is an outstanding feature that

these are fully reflected in everything that happens there. There is a caring ethos in which the contribution of each person is valued and the needs of all are always considered. Equality for all is given the highest priority.

- 89 Because of the profound and multiple disabilities of the pupils and students, it is impossible to set whole-school performance targets. However, specific objectives are set for each learner. These objectives are fully reflected in the thoroughly planned lessons in all subjects of the curriculum and in the outcomes that are provided. The school makes use of IEPs to some extent, but because session plans are already so detailed, these are unnecessary in most cases. A thorough understanding of what each pupil or student knows, understands, and can do, ensures that individual targets and learning objectives are as realistic and challenging as they should be. This aspect of the school's work is outstanding.
- 90 The leadership ensures that the school takes account of national priorities, for example, reflecting in its work the need to ensure sustainable development and inculcating in its pupils and students through work-related learning, very basic awareness of the entrepreneurial skills that support economic development. All of its pupils and students are enabled to become, at some level, learners, and to make a start on the pathway to lifelong learning.
- 91 A very thorough process of staff appraisal and review is undertaken. The quality of the work of teachers is actively monitored. Professional development opportunities are made available and there is a proper emphasis on continuing professional development to improve the quality of the provision.
- 92 The governors meet their responsibilities well. They are most supportive of the school and in discussion with the headteacher and staff, help in setting out the strategic direction that it should follow. They visit the school regularly and monitor the quality of its provision. They meet the regulatory and legal requirements.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 1:</b> Good with outstanding features
--

- 93 In its self-evaluation report, the school grades this as 1, and the inspectors agree.
- 94 There is an extensive and well-established programme of classroom observation undertaken by the headteacher and senior managers to assess at first hand evidence of the quality of teaching and learning throughout the school. The information gained from this is used very effectively to help improve performance, for example, by ensuring that apposite professional development opportunities are provided.
- 95 All members of the senior management and all members of staff are very clear about their duties and responsibilities. Very effective communication systems ensure that required information is passed on to those who need it. As a result, the school runs smoothly on a day-to-day basis.
- 96 There is an outstanding process for school self-evaluation. All staff and governors are involved in analysing each aspect of provision and performance

and in setting out clearly what is going well and what needs to be improved. The outcomes of the self-evaluation feed into both the school improvement plan and a self-evaluation report. The school improvement plan places the emphasis for future development on those areas that are crucial in ensuring improvement. Many targeted priorities in the current plan have already been achieved. The school is very good at bringing about the improvements it plans. It allocates resources carefully to ensure this.

- 97 The views of all who have a stake in the school are sought out and considered. The relationship with parents is outstanding and on most days, parents are to be found in the school, often in the new “parents’ and community room” that is a key part of the new building to which they contributed so much financially.
- 98 Pupils’ and students’ views are gained through advocacy because of their profound learning disabilities, but wherever possible, they are encouraged to exercise choice, in lessons, at break times, or in assemblies.
- 99 The school works exceptionally well with the many professionals from health, education, and social services, who support the needs of pupils and students.
- 100 There have been evident improvements in the school’s accommodation, resources and educational provision in the years since the last inspection. It is also clear, through the tracking data that the school now keeps, that pupils’ learning has benefited. In most instances, pupils and students can be seen to have made measurable gains at a very good rate.

**Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 1:</b> Good with outstanding features
--

- 101 The findings of the inspection team differ from the school’s self-evaluation in that the school judges this key question as Grade 2.
- 102 Staffing levels are very good overall and the management of class teams ensures that all classes and activities are effectively supported. Teaching staff are appropriately qualified and skilled and their expertise is often matched to curricular responsibility. All non – teaching staff are appropriately qualified to meet the very challenging needs of the pupils. Staff are well supported by in-service training to ensure maximum efficiency. All mandatory training has been provided including Child Protection and Manual Handling. Teaching and support staff work very effectively to provide for the very complex needs of the pupils in each class. There are very good multi-agency links which serve to ensure all pupils’ well being and contribute positively to the curriculum. The school employs its own part time music therapist who contributes very effectively to the school’s curriculum and to progress for pupils who have the greatest communication problems.
- 103 Resources within the school are very good and many have been adapted or made to meet the sensory needs of the pupils. The resources are carefully selected and utilised enabling the school to provide a broad balanced and varied curriculum which ensures access for all pupils. Very good use is made of the local community and further afield to enhance provision with numerous visits to local art galleries, shops, churches and places of interest. The resources have a significant impact on the curriculum offered to pupils across all key stages. Good

use is made of information technology to develop independence skills although independent use of switches is not always available.

- 104 The school has very good accommodation and the new building and external areas are well maintained and are of high quality. The sensory garden, spacious classrooms, circulation areas and medical rooms all contribute to a pleasant learning and working environment. The interior of the school is very clean. Corridor areas are lined in places with stimulating sensory tiles, and with displays of pupils' work and that of visiting artists. Good use is made of the school hall during the day for physical activities, assemblies, performances and lunchtimes. The school has provided additional benefit to its pupils and their parents by accommodating within the building a variety of medical, educational, and community organisations.
- 105 There is very good investment in equipment for creative and practical work across the whole of the curriculum. Staff have produced their own very good quality materials or adapted equipment effectively wherever necessary. A whole school resource area has been established and schemes of work ensure that classes share resources efficiently.
- 106 The school offers itself as a base for parents to meet and hold training sessions for many purposes. Parents are able to access the hydrotherapy pool two evenings a week. The school is very good at promoting inclusion by inviting mainstream pupils to share resources with the school. Pupils from a local school join a class for art every week, and pupils from Crug Glas are supported in mainstream where appropriate.
- 107 The school plans efficiently and acquires resources in line with identified priorities and targets. The governors and headteacher review and evaluate resource needs through discussion with subject co-ordinators to very good effect.
- 108 The school gives very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Early Years**

#### **Grade 1: Good with outstanding features**

- 109 The overall quality of the educational provision for the under-fives meets their needs well; the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 110 There are only two children in the under-fives nursery group. They attend part-time and it was possible to directly observe activities in only three of the six areas of development. From observations that were made, however, and from discussions with staff and scrutiny of records, it is clear that these children are making a very good start.

#### **Language, literacy and communication skills**

- 111 Children establish good eye contact and listen very well to their teacher. Early communication skills are developing very well. They use switches to

communicate effectively and use objects of reference and picture exchange communication systems to good effect.

### **Personal and social development**

112 The children are coming to recognise and even predict the routine of their afternoon in school. They are developing very good play skills and interact very well with each other and with their teacher and nursery nurse.

### **Knowledge and understanding of the world**

113 The children are developing a good understanding, through the use of communication devices, that switches control the operation of equipment. By these means, they are beginning to develop awareness of cause and effect.

### **Shortcomings**

114 There are no shortcomings.

<b>English</b>
----------------

**Key Stage 1 - Grade 1: Good with some outstanding features**

**Key Stage 2 - Grade 1: Good with some outstanding features**

**Key Stage 3 - Grade 1: Good with some outstanding features**

**Key Stage 4 - Grade 1: Good with some outstanding features**

**Post-16 - Grade 1: Good with some outstanding features**

### **Good and outstanding features**

115 Pupils make good progress because the work they are given is well matched to their individual needs. This enables all to achieve as much as possible. They enjoy participating in shared activities, and respond very well to familiar people in a variety of situations. Most pupils across all key stages are able to interact well with adults and peers.

116 Pupils across all key stages communicate as well as they can, using a variety of augmentative communication aids. They are stimulated to do so by the constant use made by teachers of purposeful language supplemented by the very good use of objects of reference, Makaton, signs, and resources. Pupils respond with increasing confidence. They are given time to communicate and do so with increasing success in a wide variety of ways including eye pointing and gesture.

117 Across all key stages pupils increasingly show very good listening skills. They listen very attentively to stories during literacy sessions. They make use of the time they are given to respond appropriately to questions and stimuli.

118 Pupils across the age range respond to familiar rhymes, stories and songs and participate purposefully in whole class and individual settings. They have an obvious enthusiasm for whole class and whole school reading sessions in which "Book Bags" or the interactive whiteboard are used to bring the story to life. They are encouraged successfully to develop reading awareness. They follow the sequence of stories very well and sometimes anticipate what will happen next.

119 Most pupils are developing their hand control as quickly as possible. They use this skill to explore things that they encounter, and they become familiar with a wide variety of objects and textures.

120 A few pupils attain their full potential in developing good early writing skills or by talking about their work.

### **Shortcomings**

121 There are no shortcomings.

<b>Welsh as a second language</b>
-----------------------------------

122 All pupils are disapplied from Welsh as a second language. Provision can be made available should statements be amended.

<b>Mathematics</b>
--------------------

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Key Stage 4 - Grade 1: Good with outstanding features**

**Post-16 - Grade 1: Good with outstanding features**

### **Good and outstanding features**

123 Pupils in KS1 make very good progress in their responses to their carefully structured 'Maths pack' lessons. This year they have the theme of 'on the beach'.

124 Whatever their levels of capability, pupils show increasing response to the stimulus provided in the lessons. Those who at present are only able to show by facial expression that they are aware, as well as those who are capable of engaging in the activities, react to the sound of the special music for the lesson or the feel of sand or water as much as they can.

125 With adult help, pupils make marks in damp sand and some come to anticipate what will happen next by interpreting the inflection of their teacher's voice.

126 Those in KS2 have 'Maths Pack' lessons on the theme of 'the farm' and 'shopping', to which they react very well and in which they rehearse and extend their levels of response.

127 Higher attaining pupils use a toy farm with farmyard animals to develop manipulative skills and practical experience of language, such as 'in', 'out', and 'on'. They compare toy animals as to their colour and size and make a start on grouping them. They recognise the numbers 'one', 'two' and 'three', and at least one pupil can say these.

128 In KS3 and KS4, pupils recognise shapes as similar and some higher attaining pupils count independently to six and recognise these numbers when they are written down. Some of the oldest pupils match integers to a one to nine number line, add 'two more' when asked and understand descriptions with three criteria, for example, 'the big blue ball'.

129 Students in the post-16 class extend their experience of mathematics successfully through practical activities within the 'Moving On' Adventurer

Programme that they follow as, for example, when they plan, budget, and shop for the ingredients for a meal that they are making.

### **Shortcomings**

130 There are no shortcomings.

<b>Science</b>
----------------

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Key Stage 4 - Grade 1: Good with outstanding features**

**Post-16 - Grade 1: Good with outstanding features**

### **Good and outstanding features**

131 Pupils in KS1 react positively to teaching in science that is very well matched to their individual capacities and they respond with increasing awareness and show desire to join in lessons. Pupils who are capable revel in taking part by, for example, manipulating a music box.

132 Pupils with the most profound disabilities 'track' to find the source of a sound hidden from sight. In science lessons, pupils extend their period of attentivity and their responses.

133 Higher attainers show that they understand cause and effect as they bang the keys of a keyboard to make a sound.

134 In KS2, pupils make good strides in developing body awareness. They clap their hands and move forward, backwards, and jump when they are given familiar commands.

135 Higher attainers anticipate the next step in well-known sequences of movement.

136 Pupils distinguish features when they examine their faces in mirrors.

137 Those in KS3 and KS4, experience and explain 'living things'. They choose their favourites from a tree on which a number of toy animated birds are perched. They use their eyes, ears, and hands to explore their choice. Over time, higher attainers learn to distinguish the song of their favourite toy bird from among others. They explore a sensory book about habitats and with help, make nests for their birds.

138 In their 'Moving On' Adventurer programme, students in the post-16 class explore what makes things work. They become familiar with switches as the means of turning on household appliances and develop as much understanding as they can of electricity as a source of energy. They also explore battery driven low voltage appliances.

### **Shortcomings**

139 There are no shortcomings.

## **Design and technology**

<b>Key Stage 1</b>	<b>- Grade 1:</b>	<b>Good with outstanding features</b>
<b>Key Stage 2</b>	<b>- Grade 1:</b>	<b>Good with outstanding features</b>
<b>Key Stage 3</b>	<b>- Grade 1:</b>	<b>Good with outstanding features</b>
<b>Key Stage 4</b>	<b>- Grade 1:</b>	<b>Good with outstanding features</b>
<b>Post-16</b>	<b>- Grade 1:</b>	<b>Good with outstanding features</b>

### **Good and outstanding features**

- 140 All pupils from KS1 to KS4 have their design and technology lessons delivered by a well qualified teacher in a well resourced room. They are given work that matches their capabilities and builds firmly upon their achievements, and they respond to it very well.
- 141 Pupils in KS1 develop curiosity and interest in construction toys. Those with more profound learning, sensory or physical difficulties begin to tolerate and respond to the feel and touch of a range of materials.
- 142 By KS2, they express preferences and dislikes, especially of the feel and texture of surfaces. They use clay to make tiles imprinted with patterns by kitchen utensils and they make foot and hand prints in mud and sand. They work alongside pupils from a neighbouring mainstream school, and this provides both stimulus and support for emerging communication and broader social skills.
- 143 Over KS3 and KS4, pupils learn and refine cutting skills. They explore by taste different types of bread, make sandwiches and simple puddings, and use a cooker and a food mixer to make and sample breads from other cultures.
- 144 Most pupils come to understand cause and effect using a 'Big Mack' switch. A minority of the more able pupils have good awareness that switches are generally used to operate electrical devices.
- 145 As part of the 'Moving On' Adventurer Programme, students in the post-16 class design pizzas. Most are attentive and keen to participate as they select toppings for their individual pizza. With adult help, they safely cut and chop ingredients. Following verbal instructions they roll out dough. In a related activity, a touchscreen computer is used to sequence the pizza making process. The students' careful listening and their improving safe use of tools are very good. Overall, their work extends their independent living skills.

### **Shortcomings**

- 146 There are no shortcomings.

## **Information technology**

<b>Key Stage 1</b>	<b>- Grade 2:</b>	<b>Good features and no important shortcomings</b>
<b>Key Stage 2</b>	<b>- Grade 2:</b>	<b>Good features and no important shortcomings</b>
<b>Key Stage 3</b>	<b>- Grade 2:</b>	<b>Good features and no important shortcomings</b>
<b>Post-16</b>	<b>- Grade 2:</b>	<b>Good features and no important shortcomings</b>

### **Good features**

- 147 Pupils use a wide variety of information technology equipment and software in all curricular areas, both individually and with support. They use switches to



enhance their communication skills, to enable them to make choices, and to promote awareness of cause and effect. Some pupils are able to access switches independently effectively. They are given access with good effect to Big Mac switches throughout the day to encourage interaction. Pupils use switches to affirm presence during registration.

148 Pupils make vocal sounds into a microphone to make changes in sound environment during music and literacy lessons. Many pupils can independently purposefully create a change on a display using a touchscreen.

149 Pupils can successfully control their environment using a variety of equipment in conjunction with switches. Pupils use foot spa, radios and keyboards successfully for enjoyment. They can select operations that reflect their own ability level and objectives. Older pupils successfully use a programme to create a pizza.

### **Shortcomings**

150 In some instances, pupils were not able to activate switches to aid communication without adult support because these were not conveniently fixed to their chairs or frames.

## **Geography**

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Key Stage 4 - Grade 1: Good with outstanding features**

**Post-16 - Grade 1: Good with outstanding features**

### **Good and outstanding features**

151 Pupils in KS1 develop their capacity to tolerate being moved around the school and the playground with adult help very well. They begin to use their senses to explore routes from their classroom to other areas of the school. They come to recognise staff and pupils in their own and other groups. Higher attaining pupils follow “teddy bear trails” from the school entrance to the classroom. The position of the bears is marked on a map, which with help they practice following.

152 In KS2, pupils with more highly developed communication skills use oral and signed responses to answer questions about weather. They come to associate the characteristics of aspects of weather with its effects, for example, wind blows hair. They choose appropriate clothing for sunny or rainy days. One higher attaining pupil, when asked what is needed for a rainy day, replies ‘An umbrella’.

153 In KS3 and KS4, pupils respond to their geography lessons as well as they can in relation to capability. Those with very little control of their limbs or hands do their best to participate. They make determined efforts, for example, to operate the switch on a light box so that a collection of gemstones is illuminated.

154 Post-16 students in their ‘Moving On’ Adventurer Programme make regular visits within the local environment and they show high levels of interest in local and broader environmental issues. They take part in a programme to re-cycle waste.

155 Students develop awareness of countries other than their own. They have greatly enjoyed recent work on Italian food and culture. They have made Italian flags, prepared pizza and recognise a variety of Italian music.

### **Shortcomings**

156 There are no shortcomings.

## **History**

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Key Stage 4 - Grade 1: Good with outstanding features**

157 History is taught to all pupils in Key Stages 1 to 4 during the autumn term each year. No lessons could be observed during the inspection but records of pupils' work are clear and show that achievement is good with outstanding features.

### **Good and outstanding features**

158 Pupils experience a broad range of multi-sensory activities related to termly themes. Their responses are carefully recorded by camera and by written description and they are evaluated. Assessments of pupils' achievements are recorded. These show that most pupils, across the age range, responded very well to multi-sensory stories that are linked to people and events from different periods of history.

159 Pupils with the most profound special educational needs increased their tolerance of a range of sounds, visual and tactile stimuli, as they took part in re-enactment of air raids. They touched and sometimes put on items of uniform and protective clothing, such as helmets and gas masks, heard the sound of planes and explosions and listened to music from the 1940s, as they learned about World War II. Higher attainers reinforced their emerging ideas of similarity and difference and then and now. This was helped by visits, for example, to Swansea market, which served to locate what was learned in a Welsh context.

160 The sensory stimulation work that pupils undertake in history lessons leads to very good development in the responses they make to their environment and extends their communication skills.

### **Shortcomings**

161 There are no shortcomings.

## **Modern foreign language**

162 All pupils are disapplied from modern foreign language. Provision can be made available should statements be amended.

## Art

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Post-16 - Grade 1: Good with outstanding features**

### **Good and outstanding features**

163 At all key stages pupils are encouraged to explore colour, texture line and form and produce very good work independently or with support. They have an obvious enjoyment of art which permeates their work at all levels. They are given a wide range of stimuli including music, light, texture and sound to generate awareness of the subject to be painted. They are stimulated to produce very effective and very good creative work.

164 Pupils are introduced to the work of a variety of artists, including Welsh artists to generate creative ideas. They produce very good work in a wide variety of media with and without the support of adults. They go on visits to local galleries, including the Glyn Vivian Gallery in Swansea. This broadens their environmental awareness and stimulates their developing creative skills and is reflected in both their increasing attentivity and their enthusiasm for making their own art.

165 Across all key stages pupils use a wide variety of materials to support their work in both two-dimensional and three-dimensional format. They produce very good quality material which is often displayed around the school.

166 Pupils are pleased to show their work and take pride in their achievement.

167 Pupils are introduced to art from a variety of cultures including Aboriginal art to produce evocative and stimulating pieces of work.

### **Shortcomings**

168 There are no shortcomings.

## Music

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Key Stage 3 - Grade 1: Good with outstanding features**

**Key Stage 4 - Grade 1: Good with outstanding features**

**Post-16 - Grade 1: Good with outstanding features**

### **Good and outstanding features**

169 Pupils listen attentively to a wide range of music with obvious enjoyment and participate where able with great enthusiasm. Access to listening to music is encouraged in a variety of situations through the school day including assembly and to simulate pupils in a variety of learning activities.

170 They are aware that music is used constantly as cues for activities such as 'good morning', lunch and the end of the day and they respond appropriately.

171 Across all key stages, pupils listen well to music from a wide range of genres, including rock, folk and classical music. They listen to a wide range of music

from other countries and from Wales. They are introduced and respond to a number of styles and forms. They enjoy listening to performers who regularly visit the school including 'Live Music Now'.

172 Pupils participate very well in whole class or whole school singing session using signs, gesture or voice.

173 Across all key stages pupils are encouraged to perform music using a wide variety of instruments. They are eager to perform and do so with enthusiasm. All pupils enjoy playing instruments some with support and others independently using imaginative ways of enabling pupils to access instruments. Rhythm is investigated at all key stages and pupils are supported to beat time where necessary or do so independently with obvious enjoyment and in some instances increasing skill.

### **Shortcomings**

174 There are no shortcomings.

### **Physical education**

**Key Stage 1 – Grade 1: Good with outstanding features**

**Key Stage 2 – Grade 1: Good with outstanding features**

**Key Stage 3 – Grade 1: Good with outstanding features**

**Key Stage 4 – Grade 1: Good with outstanding features**

**Post-16 – Grade 1: Good with outstanding features**

### **Good and outstanding features**

175 In KS1, pupils make very good progress in response to a programme of hydrotherapy, music, movement and physiotherapy, and dance and rebound therapy that is carefully matched to their individual physical needs. Songs and games help pupils to gain confidence in water, to tolerate submersion and the wetting of face and hair. Most confidently splash and tolerate being splashed. They gain confidence very well.

176 By KS2, pupils have very good water confidence. They are trusting and co-operative with their teachers and, with help, they make broad limb movements and stretches in the water.

177 Higher attainers move towards 'Duckling' swimming awards. They learn to move on water supported by a buoyancy vest. In the context, their achievement is very good. Some take part in local competitive swimming competitions.

178 Pupils across the age range gain great benefit from the skilled delivery of rebound therapy. They increase their tolerance of body movement very well and they enjoy the experience of using the trampoline.

179 Post-16 students have opportunities for rebound therapy and for swimming but are also given the opportunity to take part in a range of sporting activities, including team sports. They are currently engaged in planning and carrying out a sponsored walk. This combines the need to make physical efforts with a developing understanding of the need to act to help others. Their response and effort are very good.

### **Shortcomings**

180 There are no shortcomings.

## Religious education

**Key Stage 1 – Grade 1: Good with outstanding features**

**Key Stage 2 – Grade 1: Good with outstanding features**

**Key Stage 3 – Grade 1: Good with outstanding features**

**Key Stage 4 – Grade 1: Good with outstanding features**

**Post-16 – Grade 1: Good with outstanding features**

### Good and outstanding features

181 Pupils make good progress as they follow the agreed syllabus which has been adapted very successfully to meet the needs of the pupils.

182 Pupils develop an appropriate awareness of other religions and are given opportunities to encounter a wide range of sensory experiences to promote their awareness. Across all key stages pupils eat food prepared for a wide variety of festivals, they wear clothes associated with different religions and encounter a very wide range of artefacts to promote understanding. They come to know that people's lifestyles are affected by their religious and other beliefs.

183 Across all key stages pupils visit a variety of religious establishments. They regularly visit St. Mary's Church and are given the opportunity to visit synagogues, mosques and other centres.

184 Pupils reflect on their actions. They co-operate with their peers and adults and develop respect for diversity. The high moral code which is generated is reflected in the excellent ethos in the school.

185 In Year 4, pupils act out marriage ceremonies from the Christian or Hindu religions. They begin to gain an understanding that different ceremonies have very similar purposes.

### Shortcomings

186 There are no shortcomings.

## Personal and social education

**Key Stage 1 – Grade 1: Good with outstanding features**

**Key Stage 2 – Grade 1: Good with outstanding features**

**Key Stage 3 – Grade 1: Good with outstanding features**

**Key Stage 4 – Grade 1: Good with outstanding features**

**Post-16 – Grade 1: Good with outstanding features**

### Good and outstanding features

187 From the earliest stages, pupils and students begin to develop a sense of personal identity and an awareness of others. This is brought about by the constant and careful attention paid by teachers and learning support assistants to the unique importance of each individual, and the great efforts made to stimulate awareness and response in greetings sessions and throughout lessons.

188 Over time, pupils and students become aware of being part of a group. They come to recognise and 'know' the names of their teachers, supporters and classmates. In assemblies, where they are part of a much bigger group, they are generally at ease and most of them anticipate the communal activities of

singing familiar hymns, praying, laughing, looking, and signing together, that take place.

- 189 A sense of time develops and social routines come to be anticipated. The expressions on the faces in many a classroom around twelve noon clearly tell any observer that the pupils know it is time for lunch.
- 190 Older pupils develop independent living skills through their ASDAN Transition Challenge course. They learn to share, for example, their response to a story. They measure ingredients for cooking. They make use of a suitable communication system to purchase items from shops. They take part, at their own level, in leisure activities, such as computer games or listening to pop music. They learn and practice helpful cleaning skills, such as washing up.
- 191 Students in the Post-16 class follow the 'Moving On' Adventurer Programme and they develop their understanding of healthy living. They improve their life skills by taking part in food preparation and they develop an appreciation of hobbies and pastimes. They learn about their environment and the importance of preserving it, and they experience travel in different ways. They experience, as much as they can, aspects of work, such as carrying out tasks with direction and support. Their achievement is very good.

### **Shortcomings**

- 192 There are no shortcomings.

## **School's response to the inspection**

We are very pleased that inspectors have recognised the hard work and motivation of our pupils. The report judges pupils' progress in learning to respond to lessons as outstanding and rightly attributes pupils' achievement to the skill dedication and outstanding teamwork of all our staff.

The inspection has confirmed that we are achieving our aim to be a welcoming, secure, happy and caring community. Inspectors particularly noted the very good relationships between pupils and their respect and affection for others. The report recognises the importance we place on working with and involving our parents and carers and the crucial role that our governors play in helping the school to move forward. Inspectors confirmed that at Ysgol Crug Glas the needs and interest of pupils are paramount.

We are proud that the inspection has given the highest grade to all key aspects of the schools work, and we will maintain our commitment to improving the school by addressing the recommendations of this report in our school improvement plan.

## Appendix A

### Basic information about the school

Name of school	Ysgol Crug Glas
School type	Community
Age-range of pupils	3 - 19
Address of school	Croft Street Swansea
Post-code	SA1 1QA
Telephone number	01792 652388

Headteacher	Phil Martin
Date of appointment	1 <sup>st</sup> January 2001
Chair of governors	Veronica Wood
Registered inspector	Michael McDowell
Dates of inspection	16 – 18 March 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N fte	R	Y1	Y2	Y3	Y4	Y5	Y6	
Number of pupils	1	1	7	0	2	2	1	6	

Number of pupils in each year group									
Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Number of pupils	2	7	2	2	5	5	0	1	44

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	4	10.7

Staffing information	
Number of full-time teachers	9
Number of fte teachers	10.7
Pupil: teacher (fte) ratio	1:2
Number of learning support assistants	49
Number of fte learning support assistants	34.5
Pupil : adult ratio	1:1.03
Average class size, excluding nursery and special classes	5
Teacher (fte): class ratio	8.7

Percentage attendance for three complete terms prior to inspection							
Term	R	KS1	KS2	KS3	KS4	Y12/14	Whole School
Autumn 2003	85%	82%	83%	89%	86%	96%	86%
Spring 2004	91%	95%	88%	80%	86%	95%	87%
Summer 2004	88%	99%	90%	86%	91%	98%	90%

Percentage of pupils entitled to free school meals	29%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results

Not applicable.

## Appendix D

### Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of three days.

The report is based on evidence from:

- pre-inspection meetings held with the headteacher, staff and governing body.
- a meeting with parents and the analysis of returned parents' questionnaires.
- observation of teaching and learning in 25 lessons and a school assembly.
- observation of arrangements for pupils at lunch times, break times, coming into and departing from the school, and registration procedures.
- scrutiny of records of pupils' progress and pupils' work in all the subjects taught.
- discussions with subject leaders and scrutiny of teachers' subject plans and records.
- discussions with non-teaching staff and with professionals from other agencies who work in the school.
- examination of assessment records and reports to parents and of a sample of statements of special educational needs and review documents.
- discussions with the headteacher and other staff, and
- post-inspection meetings with the headteacher, senior management and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Michael McDowell (Registered Inspector)	mathematics, science, design and technology, history, geography, physical education, personal and social education. Key Questions 1, 4 (part of), 5, 6.
Helen Adams (Lay inspector)	Key Questions 4, 7 (part of).
Iorylle Ann Aubrey (Team inspector)	early years, English, Welsh second language, modern foreign languages, information technology, music, art, religious education. Key Questions 2, 3, 7.

### **Acknowledgement**

*The inspection team would like to thank the headteacher governors, staff, and pupils for their co-operation and courtesy throughout the inspection.*



**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**A SUMMARY REPORT FOR PARENTS**

**Ysgol Crug Glas  
Croft Street  
Swansea  
SA1 1QA**

**School Number: 670-7008**

**Date of Inspection: 16 – 18 March 2005**

**by**

**Michael McDowell  
W194/1294**

**Date: 23 May 2005**

**Under Estyn contract number: T/03/04SP**

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**Ysgol Crug Glas** was inspected as part of a national programme of school inspection. The purpose 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. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Crug Glas** took place between **16<sup>th</sup> and 18<sup>th</sup> March 2005**. An independent team of inspectors, led by **Michael McDowell** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

Name of school	Ysgol Crug Glas
School type	Community
Age-range of pupils	3 - 19
Address of school	Croft Street Swansea
Post-code	SA1 1QA
Telephone number	01792 652388

Headteacher	Phil Martin
Date of appointment	1 <sup>st</sup> January 2001
Chair of governors	Veronica Wood
Registered inspector	Michael McDowell
Dates of inspection	16 – 18 March 2005

## Context

### The nature of the provider

- 1 Ysgol Crug Glas is a community special school that has 43 pupils aged 5 to 19 years. There are also two children below school age who attend part-time in a nursery class. Most of the pupils attending the school at present were admitted when they were three years old, after having been identified as having physical, sensory, and learning disabilities at a severe or profound level. They have complex health care needs. A smaller number of pupils entered the school following transfer from mainstream primary school specialist units where they were unable to access the curriculum due to the severity of their learning difficulties or the challenging nature of their behaviour. An increasing proportion of pupils have autism as a secondary diagnosis.
- 2 Because of the severity of their special educational needs, all pupils in key stages (KS) 1, 2, 3, and 4, have the requirement to learn Welsh as a second language disapplied in their individual statements of special educational need. Those who are in KS3 and KS4, similarly, have the requirement to learn a modern foreign language disapplied. The additional time is used for communication, personal and social education, and therapies.
- 3 The school is situated in a 'Community First' area close to Swansea city centre and it is surrounded by large blocks of flats. The area has some social problems but local people support the school very strongly. Pupils are admitted from all parts of the city, including more prosperous areas. Twenty-nine percent of pupils are entitled to receive free school meals, and this is higher than average for Wales as a whole.
- 4 All but one of the pupils is white, and all but two of the pupils come from families in which English is the first language spoken at home. Respite care is provided for nineteen pupils on at least two nights per month. Three pupils are in foster care.
- 5 There have been significant changes since the last inspection in March 1999. A new headteacher has been appointed and there has been new building work and refurbishment.
- 6 The Key Issues for Action identified by the last inspection were:
  - improve the standards achieved and the quality of teaching in the KS3 class;
  - agree criteria against which the school monitors its own work and the arrangements for acting on the results of that monitoring;
  - develop the schemes of work so that they give clear guidance to teachers about curriculum content over time and the next steps that pupils need to take in their learning;
  - improve arrangements for ensuring that cleanliness is promoted and address the hygiene issues raised with the school;
  - ensure that teachers plan sufficient curriculum content for each lesson and that time during the day is used to good effect, and
  - reconsider the current use of parts of the accommodation and continue with plans to upgrade it overall.
- 7 The school is at present organised into a nursery class and seven classes for pupils in Year (Y) R to Y11, with a further post-16 class for those in Y12 to Y14. Much weight is given to the nature of each individual's needs when assigning

pupils to classes. Consequently, classes are made up of pupils drawn from two or three different years and, in some cases, from different key stages.

- 8 There are some opportunities for younger pupils to visit local primary schools each week for a small part of their education, and pupils from nearby primary schools also visit Crug Glas, especially for lessons in art or design and technology. There are, at present no links with local colleges because they are unable to provide the level of care that the pupils or students at Ysgol Crug Glas require.

### **The school's priorities and targets**

- 9 Ysgol Crug Glas aims to be a strong, vibrant and happy community in which the needs and interests of pupils are paramount and in which staff continue to learn and develop professionally. At present the school's priorities are:
- to improve achievement by refining individual educational planning and providing opportunities for pupils at key stage 4 to have their work accredited;
  - to improve teaching, especially by managing challenging behaviour more effectively and making better use of information and communications technology (ICT);
  - to improve learning by better assessment of pupils' need for personalised switches and by providing these, and by implementing the new 'Maths Box' scheme of work and the 'Moving On' curriculum;
  - to improve provision of information for parents and work towards the Careers Wales award;
  - to improve leadership and management with new appointments and structures;
  - to improve outdoor play facilities, and
  - to enable staff to control the amount of light entering classrooms by the provision of curtains or blinds.

### **Summary**

- 10 Ysgol Crug Glas is a very effective school with many outstanding features. It has very few shortcomings, none of which are significant. For the most part, the school is already aware of these and is working to address them. Improvement since the last inspection is very evident; there are no outstanding issues and overall, the school has moved on very well. The inspection team agrees with the school's judgements on teaching, training and assessment and on how well leaders and managers evaluate and improve quality and standards. In all other areas it judges that the school has underestimated the quality and effectiveness of its work.

### **Table of grades awarded**

<b>Key question</b>	<b>Inspection grade</b>
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

## Standards

- 11 The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	87%	13%	0%	0%	0%

- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. There are at present only two pupils who are under five and they attend only in the afternoons. It is therefore inappropriate to tabulate standards in the six areas of learning.
- 13 In KS1 to KS4, individual subject grades are as follows:

Subject	KS1	KS2	KS3	KS4
English	1	1	1	1
Mathematics	1	1	1	1
Science	1	1	1	1
Welsh second language	N/A	N/A	N/A	N/A
Design and technology	1	1	1	1
Information technology	2	2	2	2
History	1	1	1	1
Geography	1	1	1	1
Art	1	1	1	1
Modern foreign languages	N/A	N/A	N/A	N/A
Music	1	1	1	1
Physical education	1	1	1	1
Religious education	1	1	1	1

- 14 Post-16 students make good progress in their externally accredited course, 'Moving On'. They develop their independent living and life skills and they continue to broaden and deepen their basic skills.
- 15 In the key skills that underpin communication – speaking, listening, reading, and writing – pupils make good progress in relation to their capability. Outstanding features include the level of awareness that has developed in so many pupils, and the notable use made by so many, of pictures, symbols and signing to understand what is expected. The emergent development of numeracy and spatial awareness is a further outstanding feature. There are strong elements in pupils' work with information technology but they sometimes lack accessible switches that would help them to develop their information technology skills further.
- 16 Pupils and students across the age range, regardless of their ethnic or linguistic background, achieve the learning goals that are set for them in their carefully planned lessons and, over time, they make very good progress. Because of their learning difficulties, less than a quarter of the pupils and students make use of speech to communicate their needs or ideas. Linguistic competence is developed through other means. These include picture exchange communication systems, symbols, objects of reference, and Makaton signing. Pupils are not required to study Welsh as a second language and their bilingual competence cannot be assessed.

- 17 Pupils and students show remarkable motivation and most have moved beyond the stage of “encountering” the learning experiences offered to show awareness in their responses, and, in many cases, eagerness to participate. Their behaviour, where this is volitional, is very good. Those that can, help others and the school by doing simple tasks such as, with help, returning the register to the office. Their personal social and learning skills develop very well. They are very well prepared for their life after they have left school.
- 18 Attendance hovers below ninety per cent. There are exceptional reasons for this. Many of the pupils are physically frail. They are prone to sickness or are in need of medical interventions to make their lives more tolerable, or indeed, to prolong them. There is very little unauthorised absence. Where this has arisen the school has acted very effectively to resolve the problem. In the circumstances, attendance is good. Punctuality is very good.
- 19 Pupils and students have very good relationships with one another and with those who teach and support them. This is an outstanding feature that underpins their very good achievement. Through visits and visitors to the school, pupils are given opportunities to encounter and become aware of cultures other than their own. They benefit from these opportunities to experience diversity.

#### **The quality of education and training**

<b>The quality of teaching in the subjects inspected</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Percentage at each grade</b>	91%	9%	0%	0%	0%

- 20 The percentage of good and very good lessons is well above the Welsh average, (90%), for special schools. Since the last inspection the quality of lessons has improved greatly.
- 21 The outstanding features of teaching include: the very good knowledge that teachers and all class team members have of their pupils; the way in which this knowledge is used to thoroughly prepare what is taught; the warm and positive relationships between pupils and class teams; the very good knowledge of curricular requirements and the extremely creative and patient manner in which what is to be learned is made accessible to the pupils.
- 22 Teachers monitor the response of each pupil very carefully and they are aware of the progress that they make. The objectives that pupils are to attain in each lesson are very clearly recorded. At appropriate intervals the attainments of pupils are recorded and measured against the benchmarks of a scale that shows up very clearly the small increments and gains that they make.
- 23 Individual education plans (IEPs) are drawn up for each pupil and within these, targets across the broad range of the curriculum are set. At present, this process adds very little to what is known about pupils’ progress by other means. The purpose of IEPs in their present form is unclear. Teachers report accurately and concisely on pupils’ progress to parents and carers.
- 24 The school provides pupils and students with stimulating and interesting things to do. It meets their individual special learning needs very well. The curriculum is broad and balanced and has outstanding features. Amongst these are the recently developed schemes for teaching mathematics, the provision for art, and the enhancement provided by a range of therapies and opportunities for pupils to

benefit from individual sessions with teachers. Almost all pupils and students function at a level below the threshold of the national curriculum. Nevertheless, due attention is paid to the programmes of study for each subject in seeking out appropriate activities and topics.

- 25 The school promotes learners' personal development, including their spiritual, moral, social, and cultural development, very well. However, not enough is done to fully represent the language and culture of Wales across the curriculum. Other providers are involved with the school in providing an effective partnership to broaden pupils' learning experiences. At an appropriate level, pupils and students are involved in work-related learning.
- 26 Every effort is made to ensure that all learners have an equal opportunity to benefit from what is provided. National priorities, for example, those for providing sustainable development and developing the skills for life-long learning, are emphasised as much as they can be.
- 27 The school has made great strides since the last inspection in providing for the care, support, and guidance of its learners. This aspect of its work is good, with outstanding features. The liaison between the school and other agencies to ensure that the highest quality of care is provided is first rate. There are fruitful and very good relationships with the Health Service that lead to an outstanding level of nursing provision and very good provision of physiotherapy. The school employs a music therapist, and this enhances the curriculum as well as extending the support and guidance network for learners and providing for the additional learning needs of pupils.
- 28 Parents have faith in the school and they believe that it is acting in the best interests of their children. They have formed a very productive partnership with the school. The school has clear procedures for the protection of its pupils and for ensuring their health and safety. The management of pupils whose behaviour is challenging is consistent and effective. The school ensures that all pupils, regardless of gender, ethnic origin or special need, are treated equally and given the opportunities they need to make progress. There is no oppressive behaviour. To the greatest extent possible, pupils and students are given choice.

### **Leadership and management**

- 29 The school is very well led by its headteacher and those in senior positions. It has very clear values that are expressed through its vision statement and its aims. It effectively seeks to realise its aims through planned, practical measures that focus on improving the quality of education and the achievement of pupils. Those who work at the school understand and fully support its objectives and values and these are clearly reflected in its work. The school leadership takes full account of the need to monitor, manage, and improve the performance of individual staff and of the need to provide opportunities for professional development.
- 30 Governors take their responsibilities very seriously and help to set the strategic direction of the school. They monitor the quality of provision it makes and fully meet regulatory and legal requirements.
- 31 The leaders of the school, particularly the headteacher, are well informed about its performance. Very good arrangements for self-evaluation have been established that have led to a clear, if self-effacing, view of the school's strengths and weaknesses. To the extent that this can be done, the school takes account of the

views of learners. The views of staff members, parents and other partners are actively sought.

- 32 The school's plan for improvement is founded very firmly on its thorough self-evaluation. Many of the prioritised objectives set for this year have already been met. The school carries out its plans very effectively and has good evidence of sustained improvement.
- 33 There are sufficient teaching and support staff and these have been very well organised into effective classroom teams. Teachers are highly qualified by training and experience, as are the other members of the classroom staff. Learning resources are of good quality, suitable for their purpose, and readily available. The one notable area of lack is in the provision of personalised switches for pupils who need adapted access to information technology equipment. The accommodation is very good following the recent rebuilding and refurbishment. The hydrotherapy pool is a particularly good resource. The school uses its accommodation and resources very efficiently. The use of staff is flexible and effective and permits pupils to have a good deal of individual attention and support. There is proper concern to ensure resources are fully used and periodically replaced. Very good value for money is achieved.

## Recommendations

In order to continue to provide high quality education for its pupils and students and to improve further, the staff and governing body need to:

- R1 clarify the purpose of IEPs, and confine the use of these to those cases where specific individual needs require it;
- R2 seek to provide better access to information technology by providing personalised adapted switches for pupils and students who need these;
- R3 further develop *Y Cwricwlwm Cymreig* so as to give sufficient emphasis to the culture of Wales in pupils' learning experiences.

*The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.*

### **Acknowledgement**

***The inspection team would like to thank the headteacher governors, staff, and pupils for their co-operation and courtesy throughout the inspection.***