



Annual monitoring inspection report on:

Cilddewi Uchaf

Date of inspection: October 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
 - paragraphs 1-8: granting/removing approval;
 - paragraph 42: changes in character, management or control of the school; and
 - 37/94 paragraph 43: significant differences from approved number.

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Publication date: 30/12/2013

School information

School	Cilddewi Uchaf
School number	669/6012
Purpose of visit	Annual monitoring inspection
Date of visit	23 October 2013
Proprietor	Castlecare Cymru Ltd
Staff	Temporary arrangements: education provided by care staff and a part-time supply teacher.
Number of pupils	1 pupil
Provision	Day provision linked to the children's home
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	October 2009
Last annual monitoring inspection	October 2011
Last CSSIW inspection	July 2013

Team information

Reporting Inspector	Rosemary Lait HMI
Team Inspector	Anthony Mulcahy HMI

Context

Cilddewi Uchaf is one of several small independent schools operated in Wales by Castlecare Cymru. The school is situated in a rural location in Carmarthenshire. The school educates up to three boys or girls aged from 8 to 16 years who live in the organisation's linked children's home. Pupils may have a statement of special educational need.

A lead teacher oversees the education provision across all the Castlecare schools in Wales. The permanent part-time teacher recently left the school to take up another post. Although a replacement teacher has been appointed, it is not clear when he will join the school. The school is currently arranging for care and supply staff to deliver education. A part-time supply teacher delivered lessons during the inspection but he had not taught at the school before.

Estyn did not carry out an annual monitoring inspection in 2012. At that time, all of the young people resident in the children's home attended maintained schools so Cilddewi Uchaf did not provide education.

HMI are not able to report on the school's progress in addressing all of the recommendations of the annual monitoring inspection in 2011. There is too little evidence to make judgements because of staff changes.

Main findings

Strengths

The school's strengths are that:

- the school provides a basic timetable to re-engage the pupil in education;
- the pupil has made progress, and his attendance and behaviour have improved since he joined the school;
- the previous teacher produced lesson plans for personal, social and health education that are detailed and relevant, and provide appropriate evaluation. These plans enabled non-teaching staff to deliver suitable lessons;
- the classroom provides an appropriate learning environment and there are enough suitable resources;
- the school makes good use of a range of local sports facilities that enable the pupil to engage with the community; and
- care staff have good opportunities to gain qualifications in learning support.

Areas for development

The school's areas for development are that:

- temporary staffing arrangements are having a negative impact on the school's effectiveness;
- leaders and managers do not ensure that pupils receive appropriate access to a well-planned, full-time programme of education;
- the current timetable provides the pupil with a formal lesson at the start of each day. These lessons have learning objectives and lesson plans. However, the timetable for the rest of the week is too casual. The school does not produce adequate plans with clear learning objectives for every session. There is no overall cohesion to the programme and the range of activities is not broad enough. Activities are not always age appropriate and can lack rigour;
- there is not enough evidence of evaluation of the outcomes of many activities to inform the next steps in learning; and
- the school has prepared a written policy to promote good behaviour amongst pupils that sets out the sanctions to be adopted in the event of pupils misbehaving. The policy does not include enough emphasis upon rewards for appropriate behaviours.

Recommendations

- R1** Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2** Ensure that permanent teaching arrangements are put in place without delay
- R3** Develop an effective system of mid-term planning that:
- uses assessment for learning effectively to take full account of individual pupils' progress and learning needs;
 - provides pupils with a broad enough range of suitable activities; and
 - sets clear aims and objectives
- R4** Ensure that pupils' targets within their individual education plans (IEP) are specific and measurable, reflect small steps of progress and are reviewed regularly
- R5** Introduce a more structured reward system to encourage good behaviour and attendance, and ensure that all staff are consistent in applying it

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Make sure that teaching staff benefit from a regular monitoring and evaluation system that is focused on the standards that pupils achieve

There is too little evidence to make a judgement in relation to this recommendation.

Recommendation 2: Make sure that class observations result in written feedback and action points for teachers

There is too little evidence to make a judgement in relation to this recommendation.

Recommendation 3: Make sure that the self-evaluation report and the school improvement plan are closely linked and that the plan has clear priorities and success criteria

This recommendation has been largely addressed.

The school has produced a self-evaluation report that is closely linked to the school improvement plan. However, there is considerable movement in the school's pupil population and there have also been staff changes. As a result, it is difficult for the lead teacher to ensure that the self-evaluation report, and targets in the improvement plan, are always relevant to the most current situation.

Recommendation 4: Make sure that there is more access to information and communication technology (ICT) resources for teachers and learners

This recommendation has been fully addressed.

The school has made appropriate provision for ICT resources for teachers and learners. There is a computer in the classroom with internet access.

Recommendation 5: Make sure that targets within the IEPs are specific and measurable and reflect small steps of progress

There is too little evidence to make a judgement in relation to this recommendation.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:

- ensure that the curriculum policy is supported by appropriate plans and schemes of work, and is implemented effectively; [1(2)]
- give pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative; [1(2a)]
- ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement; [1(2b)]
- ensure that lessons are well planned, teaching methods are effective and suitable activities are used; [1(3c)] and
- provide a framework to assess pupils' work regularly and thoroughly and use information from such assessment to plan teaching so that pupils can make progress. [1(3g)]

HMI were unable to judge the school's compliance with the regulations concerning the quality of teaching [1 (3a,b,d, and e)] because the school does not have a permanent teacher.

Standard 2: The spiritual, moral, social and cultural development of pupils

The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:

- assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions. [2e]

Standard 3: Welfare, health and safety of pupils

The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:

- implement the written policy relating to the health and safety of pupils on activities outside the school more effectively; [3(2c)]
- keep a written record of sanctions imposed upon pupils for serious disciplinary offences that is separate from the records kept by the children's home; [3(8)] and
- maintain an admission and an attendance register in accordance with the Education (Pupil Registration) Regulations 1995. [3(9)]

Standard 4: The suitability of proprietors and staff

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 7: The manner in which complaints are to be handled

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Recommendation regarding registration

When considering this school's registration the National Assembly for Wales may wish to have regard to the following recommendation:

- the school does not currently meet the requirements of the Independent School Standards (Wales) Regulations 2003. To comply fully with these requirements, the school should address the issues identified above for each standard.

Inspectors' judgements on this annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.