



**Annual monitoring inspection report on:**

**Maes Werdd**

**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: 23/12/2013**

## School information

|   |  |
|---|--|
| <b>School</b>   | Maes Werdd   |
| <b>School number</b>  | 669/6013   |
| <b>Purpose of visit</b>   | Annual monitoring inspection                                   |
| <b>Date of visit</b>  | 21 and 22 October 2013   |
| <b>Proprietor</b>   | Castlecare Cymru Ltd   |
| <b>Staff</b>  | 1 part time supply teacher with qualified teacher status (QTS) |
| <b>Number of pupils</b>   | 1 pupil  |
| <b>Provision</b>  | Day provision linked to the children's home                    |
| <b>Type of special educational need (SEN) catered for by the school</b> | Social, emotional and behavioural difficulties                 |
| <b>Last Section 163 inspection</b>                                      | October 2009   |
| <b>Last annual monitoring inspection</b>                                | October 2011   |
| <b>Last CSSIW inspection</b>  | July 2013  |

## Team information

|                            |                     |
|----------------------------|---------------------|
| <b>Reporting Inspector</b> | Rosemary Lait HMI   |
| <b>Team Inspector</b>      | Anthony Mulcahy HMI |

## Context

Maes Werdd 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 10 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. Maes Werdd employs one part time teacher. However, the permanent teacher recently left the school to take up another post. The school is currently employing a qualified supply teacher.

During this inspection, the pupils did not engage in education. Therefore, HMI were unable to judge the school's compliance with all of the Independent School Standards (Wales) Regulations 2003.

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 Maes Werdd did not provide education.

On this visit, HMI judged that the school's main priorities have changed since Estyn's monitoring inspection in 2011. The recommendations from that report are no longer the most important issues for the school.

## Main findings

### Strengths

#### The school's strengths are that:

- pupils have opportunities to gain accredited qualifications, for example GCSE;
- since the last inspection, the lead teacher has introduced a system of termly lesson observations and provided written feedback to the previous teacher; and
- the classroom and outdoor space provide an appropriate learning environment with suitable resources.

### Areas for development

#### The school's areas for development are that:

- there is not enough focus on the educational provision for young people attending the school and, as a result, they do not make enough progress;
- school staff do not work closely enough with the care team to ensure that everyone has a consistent approach to ensuring that pupils engage in education. There are no clearly planned strategies that involve the whole team to address the issue of lack of pupil engagement nor any evidence of the evaluation of methods tried;
- although school staff provide a timetable, they do not provide detailed plans of lessons with clear learning objectives for other staff to deliver. They do not review the outcomes of activities and lessons that they have not delivered directly themselves; and
- the school does not always implement its policies and procedures well enough. For example, there is a written policy to promote good behaviour amongst pupils that sets out the sanctions to be adopted in the event of pupils misbehaving. However, staff have not implemented the policy consistently. The policy does not place enough emphasis on giving rewards for appropriate behaviours.

## **Recommendations**

- R1** Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2** Work with care staff to develop strategies and consistency in improving pupils' attendance and punctuality in education
- R3** Ensure that leaders and managers promote the value of the education provided, to all staff and pupils, so that pupils will understand that it is important and worthwhile
- R4** Plan a programme of activities that will capture pupils' interests and improve their sense of wellbeing
- R5** Introduce a more structured reward system to encourage good behaviour and attendance, and ensure that all staff are consistent in its application

**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

This recommendation has been largely addressed.

The lead teacher has introduced a system of classroom observations and provided written feedback to the teacher. However, that teacher is no longer in post and there is no permanent replacement. Therefore, the system is not currently in operation.

**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 detailed 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. The report is descriptive and lacks enough evaluation.

**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 marking consistently gives pupils advice on how to improve their performance

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)]
- provide full-time supervised education for pupils of compulsory school age; [1(2ai)]
- 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(2aii)]
- ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement; [1(2b)]
- ensure that the curriculum provides the opportunity for all pupils to learn and make progress; [1(2i)] and
- provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.[1(2j)]

HMI were unable to judge the school's compliance with the regulations concerning teaching and assessment [1(3a-h)] as the pupil did not engage in education during the inspection.

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

HMI were unable to judge the school's compliance with the regulations concerning the spiritual, moral, social and cultural development of pupils [2 (a-e)] as the pupil did not engage in education during the inspection.

### 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)]
- prepare and implement a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving; [3(2c)]
- deploy staff in such a way as to ensure the proper supervision of pupils; [3(7)]
- 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 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**

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 information concerning the number of staff employed at the school, including temporary staff, and a summary of their qualifications is available for parents and prospective parents. [6(2k)]

**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.