



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Annual monitoring inspection report on

Tŷ Cariad

Date of inspection: January 2016

by

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

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Context

The school operates within a small children's home that opened in October 2013. The school's accommodation is in a detached modern house in a rural setting in south Pembrokeshire. The premises are in very good condition throughout. One room is allocated as an appropriate dedicated classroom. The house has generous garden space and a few acres of grass meadow.

When the school opened, the proprietor, who is a qualified, experienced teacher, delivered education herself. A full-time experienced teacher was appointed in November 2014. The current residential care manager joined the team as acting residential care manager in January 2014 and gained her registration with CSSIW, to confirm her position, in October 2014.

Main findings

Strengths

Pupils respond well to the nurturing ethos of the school. Staff and pupils have very strong working relationships that help develop pupils' confidence and support their general wellbeing.

Teaching has an appropriate focus on developing pupils' oracy and reading skills. As a result, pupils make sound progress in developing their communication skills.

Staff know the individual needs of the pupils well and have high expectations of pupils' work and behaviour. Teachers plan activities that are well matched to pupils' interests and abilities.

There is an effective working partnership between the school and care staff. This allows for a continuity of approach in developing pupils' life skills effectively.

The school provides pupils with an appropriate balance of classroom based and outdoor activities. Pupils have useful opportunities to learn in the local environment, through participating for example in a bird watching project and the Coastal Clean week.

Areas for development

The school does not have a robust system of self-evaluation to inform the improvement planning process.

The school has appropriately detailed schemes of work to support the delivery of English, mathematics and ASDAN units. However, schemes of work and planning documents for other subject areas lack detail.

Pupils complete a useful range of assessments that provide staff with valuable

information on pupils' strengths and areas for improvement in relation to the development of literacy and numeracy skills. The teacher uses this information well to set relevant targets and plan the next steps in learning. However, the school has no formal framework to measure and track the progress that pupils make in subjects across the curriculum.

Pupils make suitable progress in developing their number skills and learn to use and apply the four rules of number effectively in everyday situations. For example, they learn to tell the time and understand the value of coins and the use of money. However, there are not enough opportunities for pupils to develop their data handling skills and to learn about shape, space and measure.

Pupils do not make suitable progress in developing their information and communication technology (ICT) skills. Planning does not identify opportunities for pupils to develop these skills across the curriculum.

The management of documents, including important policies, requires improvement. For example, the policy for the health and safety of pupils on off-site visits does not reflect day-to-day practice within the school well enough.

Recommendations

The school should:

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Improve the provision for numeracy through increasing opportunities for pupils to develop their data handling skills and learn about shape, space and measure
- R3 Improve opportunities for pupils to develop their ICT skills across the curriculum
- R4 Develop a robust system of school self-evaluation that draws on the effective monitoring of all aspects of the school's work
- R5 Ensure that school policies are reviewed effectively and shared with staff, reflect day-to-day practice and take account of the most recent Welsh Government guidance

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

Recommendation 1: Develop a system of school self-evaluation that includes regular and effective monitoring of planning and curriculum delivery

This recommendation has not been addressed.

The school's current process of self-evaluation lacks rigour. There is no formal system to identify areas of strength and those requiring development in order to produce an appropriate plan for continuous improvement.

The school's improvement plan covers the period from October 2014 to October 2016. Although the plan identifies areas for improvement, these are almost all based on Estyn's recommendations from previous monitoring and registration inspections.

The plan specifies details of the work to be carried out, persons responsible and start dates. The headteacher updated the plan in January 2016. However, the plan describes most of the work as 'ongoing' and there is not enough detail about the next steps that the schools should take.

Recommendation 2: Develop a formal system for lesson observations and provide staff with written feedback

This recommendation has been partly addressed.

The proprietor/headteacher visits the school each month. She carries out lesson observations and provides oral feedback to the staff. She provides written feedback for the teacher's annual performance management review. However, this does not include specific information from lesson observations to help the teacher improve his practice. The review does not include any agreed targets for professional development.

The school does not use first-hand evidence from lesson observations effectively to inform self-evaluation or develop an appropriate school improvement plan.

Recommendation 3: Ensure that pupils' written work is organised so that there is a clear record of their achievement and progress

This recommendation has been partly addressed.

The school has collected work completed by pupils over a two year period in mathematics, English and science. This provides a clear record of pupils' achievements over time in these subject areas. The teacher has used this information to identify pupils' strengths and areas for development with numeracy and literacy skills.

There is photographic evidence of pupils' work in horticulture, animal care and environmental studies. However, there is less evidence of written work completed by pupils in other subject areas.

Recommendation 4: Ensure that pupils have suitable experience of the world of work to help them develop their life-skills and independence

This recommendation has been largely addressed.

The school has established links with three local work providers. However, pupils have not responded well to the opportunities provided by these links. The school is revising its approach to include a gradual introduction to placements with increased support from school staff.

Recommendation 5: Improve the recording of risk assessments for school activities by ensuring that a second responsible person signs that they approve the activity

This recommendation has been fully addressed.

The teacher writes risk assessments for off-site activities. The registered manager then reviews and signs the risk assessment to approve the activity.

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:

- have a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and implement it effectively [1(2)]
- put in place in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or, by national norms [1(4)]

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

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 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:

- prepare and implement a written policy relating to the health and safety of pupils on activities outside the school which has regard to Welsh Assembly Government Guidance: 'Educational Visits – A safety guide for learning outside the classroom' 2008; [3(2)(c)]

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.

School information

School	Tŷ Cariad
School number	6686019
Purpose of visit	Annual monitoring inspection
Date of visit	11/01/2016
Proprietor	United Care Wales
Staff	1 headteacher, 1 teacher, 1 learning support assistant
Number of pupils	2
Provision	Day linked to children's home
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorders
Last Section 163 inspection	Insert text
Last annual monitoring inspection	04/02/2015
Last CSSIW inspection	Insert text

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Rosemary Lloyd Lait	Team Inspector