



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

A report on
Marlowe St David's Education Unit

Date of inspection: June 2019

by

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

About Marlowe St David's Education Unit

Marlowe St David's Education Unit is an independent special school situated in north Pembrokeshire. The proprietor is Marlowe Child and Family Services Ltd,. The school is registered to admit up to 20 pupils with social, emotional and behavioural difficulties (SEBD), moderate learning difficulties (MLD) and autistic spectrum disorder (ASD). The school provides education for young people aged 8-16 years, who live in the company's children's homes as well as offering day placements. Around half of pupils attending the school are placed by Pembrokeshire local authority.

There are seven pupils on the roll of the school. Five pupils have a statement of special educational needs (SEN) or an education, health and care (EHC) plan. Most of the pupils are looked after by local authorities in England or Wales and most reside in one of the proprietor's children's homes. All of the pupils have English as their first language.

The headteacher has been in post since September 2018 and the school's last core inspection was in January 2018.

Main findings

Strengths

The school provides a nurturing environment where nearly all pupils respond positively and thrive. The close collaboration between teaching staff, care staff and on-site clinical psychologists at the school provides an effective approach to meeting the needs of all pupils.

Nearly all pupils show significant improvement in their attendance levels over time and there has been a marked decrease in their incidents of challenging behaviour. The school has a well understood and positive approach to behaviour management.

Pupil voice is a strength of the school, consequently nearly all pupils develop high levels of trust in staff and are motivated to engage in learning. The headteacher successfully promotes a culture of trust and tolerance at the school. As a result, nearly all pupils are polite to each other, staff and visitors.

The school has improved the range of qualifications particularly at key stage 4. As a result, pupils access qualification routes that are relevant and effectively support their post school pathways.

Teachers and learning support assistants encourage pupils well to take interest, enjoy their learning and challenge themselves. They know the pupils very well and make highly effective use of this knowledge to tailor learning in order to interest and ensure pupils make suitable progress. This is a strength of the provision.

All staff, led confidently by the headteacher, contribute fully to the school self-evaluation and development planning processes. There are robust systems in place to monitor and evaluate progress against specific actions.

Areas for development

The current personal, social, health and education policy and schemes of work do not meet the needs of pupils.

On this visit, inspectors considered the school's progress against recommendations 1, 2 and 3 only. Therefore, recommendations 4, 5 and 6 from the core inspection remain in place.

Recommendations

The school should:

- R1 Finalise the personal social health and education policy to reflect the needs of the pupils and amend the scheme of work in line with the amendments to the policy
- R2 Review the curriculum offer, especially for older pupils
- R3 Plan effectively for the development of literacy, numeracy and information and communication technology skills across the curriculum
- R4 Strengthen self-evaluation and improvement processes by evaluating all available data

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

Recommendation 1: Comply with the Independent Schools Standards (Wales) Regulations 2003

The school has made significant progress in addressing this recommendation. The school is now fully compliant with all the standards inspected during this visit.

Recommendation 2: Improve attendance

The school has made very good progress towards meeting this recommendation. The school has appropriate procedures to register pupil's attendance for each session. This information is used well to monitor attendance and report on this to the management of the company.

Nearly all pupils have good attendance and their attendance has improved over the year. Pupils' attendance is much better than in their previous schools. Non-attendance is followed up robustly and the school liaises with parents and care home staff on a daily basis to ensure good attendance.

Recommendation 3: Ensure that teaching consistently meets the needs of all pupils

The school has made extremely good progress towards meeting this recommendation.

Teachers have reviewed and improved their planning to focus on the delivery of interesting learning experiences for all pupils based on a thorough understanding of their needs. They work well with the on-site psychology team, focusing on pupils' emotional development. This has helped to strengthen their engagement in learning.

Planning for literacy and numeracy is effective. This ensures that, across the curriculum, nearly all pupils have regular opportunities to develop skills in literacy and numeracy.

Staff develop positive working relationships with pupils. They set challenging learning objectives and have high expectations of them.

Recommendation 4: Review the curriculum offer, especially for older pupils

Recommendation 5: Plan effectively for the development of literacy, numeracy and information and communication technology (ICT) skills across the curriculum

Recommendation 6: Strengthen self-evaluation and improvement processes by evaluating all available data

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

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

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety 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 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 this visit, Estyn did not inspect Standard 6.

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

On this visit, Estyn did not inspect Standard 7.

Recommendation regarding registration

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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