



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

**Annual monitoring inspection report on
Cilddewi Uchaf**

Date of inspection: May 2016

by

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

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Context

Cilddewi Uchaf is a small independent special school situated in a rural location in Carmarthenshire. The school is registered to educate up to three boys or girls aged from 8 to 16 years who live in the organisation's linked children's home. Currently the school has one pupil on roll.

In April 2016, ownership of the school transferred from Castlecare Cymru to the Priory Education and Children's Services. An education operations manager oversees the education provision at Cilddewi Uchaf and other schools belonging to the proprietor.

Most educational activities are planned for and delivered by a teacher. The teacher also plans lessons that are delivered by members of the care support team, one of whom has recently completed a teaching assistant's qualification.

Main findings

Strengths

The pupil is responding well to a curriculum that is tailored to her individual needs. As a result, she has grown in confidence and has improved her numeracy skills, attendance and behaviour.

The curriculum is broad and provides for a wide range of subjects and learning experiences. These include practical activities such as cooking, design technology and gardening that meet the pupil's interests and engage the pupil well.

Education and care staff work well as a team and have high expectations of the pupil's attendance and behaviour

Areas for development

The school does not have effective strategies to support the additional learning needs of pupils who require focused support with language and literacy skills.

Opportunities for the pupil to work alongside and socialise with peers are underdeveloped.

Arrangements for the pupil to acquire an appreciation of their own and other cultures and traditions need strengthening.

There is uncertainty about the strategic direction for the school.

Recommendations

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| <p>R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003</p> <p>R2 Increase opportunities for pupils to work and socialise alongside peers</p> <p>R3 Ensure that effective strategies are in place to support the development of pupils' language and literacy skills</p> <p>R4 Develop a clear strategic direction for the school</p> |
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Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Improve the planning and co-ordination of key skills across the curriculum to ensure effective continuity and progression for all pupils

This recommendation has been partly addressed.

The school carries out a useful baseline assessment of pupils' skills and abilities on entry. This includes an assessment of numeracy, spelling and reading skills. The assessments provide the school with accurate age-related information on pupils' skills and abilities. However, the information gathered does not help the school to identify effective strategies to improve specific skills.

The teacher's planning identifies suitable opportunities for the pupil to use numeracy and literacy skills in subjects and activities across the curriculum. The pupil has made sound progress in developing her numeracy skills. However, the school does not provide suitable strategies and resources to ensure that the pupil makes effective progress in developing spelling and reading skills.

Recommendation 2: Improve the use of data to track pupil progress and inform planning

This recommendation has been largely addressed.

The school now collects data on the pupil's progress in each subject area and uses this information to set clear targets in an appropriately detailed individual education plan (IEP). The teacher monitors the pupil's progress in reaching these targets and produces monthly progress reports to the education operations manager. The teacher uses this information to review the curriculum and produce medium-term plans with learning activities that relate well to the targets in the pupil's IEP.

The school also collects data and tracks the pupil's progress with attendance, engagement in learning and behaviour. Leaders use this information well when reviewing the pupil's placement plan.

Recommendation 3: Develop effective strategies to improve pupils' attendance and punctuality

This recommendation has been fully addressed.

Leaders have established effective strategies to improve the pupil's attendance and engagement in learning. These strategies include tailoring the curriculum to the individual needs, interests and abilities of the pupil. For example, the school has altered the length of lessons, introduced a reward system and planned learning activities based around the pupil's interests. As a result, the pupil has grown in confidence, improved her attendance and is engaging in new activities.

Recommendation 4: Ensure that leaders and managers provide a clear strategic direction for the school

There is too little evidence to make a judgement in relation to this recommendation. Key managers have been appointed, but they are still developing the strategic direction for the school.

Recommendation 5: Strengthen self-evaluation processes so that all staff have a clear understanding of strengths and areas for development at the school

This recommendation has been largely addressed.

Senior leaders and managers have reviewed and strengthened the self-evaluation processes. The most recent self-evaluation document focuses on the areas in the Estyn common inspection framework. It is comprehensive and provides occasional contextual commentary on areas of difficulty. However, it is not consistently evaluative. It does not always identify areas for improvement such as identifying and meeting the pupil's additional learning needs, or ensuring that the pupil has enough opportunities to meet and work alongside young people of her own age.

Recommendation 6: Ensure that all staff have a clear understanding of their role within education during the school day

This recommendation has been fully addressed.

Since the last inspection, the school has identified staff to provide specific support to education. This has resulted in all staff now having a clear understanding of their role within education. The school facilitated appropriate training for support staff to improve their understanding of their role when in school. Staff at Cilddewi Uchaf work well as a team to support the pupil's learning experiences both within the school day and outside of school hours.

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, 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 [2(e)]

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 this visit, Estyn did not inspect Standard 4.

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 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	Cilddewi Uchaf
School number	6696012
Purpose of visit	Annual monitoring inspection
Date of visit	11/05/2016
Proprietor	Priory Education and Children's Services
Staff	1 teacher, 8 care staff including two trained as teaching assistants
Number of pupils	1
Provision	Day education linked to children's home
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	18/06/2015
Last annual monitoring inspection	10/07/2015
Last CSSIW inspection	

Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Sw Roberts	Team Inspector