



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

**Annual monitoring inspection report on  
Marlowe St David's Education Unit**

**Date of inspection: July 2017**

**by**

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

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## Context

Marlowe St David's School is a small independent school for boys and girls aged from seven to fourteen years. It is situated in a rural setting in north Pembrokeshire.

The school is owned and managed by Marlowe Child and Family Services Ltd.

The school is registered to admit up to 20 pupils with social, emotional and behavioural difficulties (SEBD). There are currently 12 pupils on the school roll. The majority of pupils are looked-after by local authorities and around half live in the company's children's homes. The majority of pupils have a statement of special educational needs (SEN).

The current headteacher joined the school in October 2016.

## Main findings

### Strengths

- The headteacher provides clear and purposeful leadership
- The school is implementing many appropriate policies and plans to address the recommendations of previous monitoring visits
- The school's 'character' curriculum provides a useful framework for pupils to develop curiosity, empathy, respect and emotional resilience
- Pupils engage well in lessons and are developing suitable skills to work independently; generally they are respectful to each other, staff and visitors
- Education and care staff now work more effectively together and this is beginning to have a positive impact on pupil behaviour

### Areas for development

- The attendance of pupils remains too low
- Assessing pupils' needs on entry to the school is at an early stage of development
- The tracking of pupil progress is at an early stage of development
- The external grounds are generally not appropriate for pupils to participate in sports related activities
- The school accepts pupils with autistic spectrum disorders (ASD), although the school is not currently registered to admit pupils with autism
- Although there are appropriate arrangements for providing outside space for pupils to play safely, these are currently underdeveloped

## **Recommendations**

R1 Comply fully with the Independent School Standards (Wales) Regulations 2003 by addressing the matter identified in Standard 4

R2 Improve attendance

R3 Ensure that there are appropriate baseline assessments for all pupils and that these inform individual education plans

R4 Further develop the school's tracking system to monitor and demonstrate clearly the progress that pupils are making

R5 Seek advice from the Welsh Government regarding the admission of pupils with ASD

R6 Consider improving the quality of the grounds of the school in order that pupils can enjoy play and recreation

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

### **Recommendation 1: Comply fully with the Independent School Standards (Wales) Regulations 2003**

This recommendation has been largely addressed.

Overall, the school is taking appropriate steps to comply with the Independent School Standards (Wales) Regulations 2003. However, there is an important gap in a very few aspects and, as a result, the school does not comply with all of the regulations

### **Recommendation 1: Address safeguarding issues identified in the report**

This recommendation has been partly addressed.

Since starting at the school in 2016, the headteacher has worked extremely hard to improve the wellbeing of pupils and staff. As a result, the school is now a calm working environment, where all staff have a shared ethos and work together well.

The school has an appropriate safeguarding policy and follows procedures effectively. All staff completing suitable safeguarding and positive handling training.

The headteacher has updated important policies which staff read and sign. For example, the school has amended its anti-bullying policy to reflect Welsh Government guidance and now keeps an electronic record of bullying incidents. This record shows that there have been no bullying incidents since this system was set up.

The school has taken useful measures to improve the safety of pupils in the outside areas of the school. These include signage to alert vehicles that they are in the immediate vicinity of the school and improved security.

The school has effective processes in place for organising outdoor activities. The headteacher works closely with the outdoor education instructor to ensure that all offsite activities are fully risk assessed and that arrangements meet the required standard.

The school has placed a clear focus on improving behaviour management. This has had a positive impact on the behaviour of individual pupils. As a result, pupils and staff are now safe in their learning environment.

Communication between education and care staff is better. Regular meetings have resulted in a stronger working partnership between the settings, including improved sharing of behaviour strategies.

### **Recommendation 2: Ensure that there are sufficient staff with relevant training at all times, so that staff and pupils are safe**

This recommendation has been largely addressed.

The school has taken appropriate action to ensure that there is a sufficient number of staff employed at the school. The school deploys staff effectively to ensure the safety of pupils and staff.

All staff receive appropriate training in behaviour management. They understand and apply principles of de-escalation. As a result, the relationships between pupils and staff are positive and respectful.

The school has useful systems in place to ensure that staff are appropriately briefed on the needs of pupils.

### **Recommendation 3: Improve the behaviour of all pupils**

This recommendation has been largely addressed.

Staff and pupils have worked together to develop a new behaviour management policy. This policy has a clear focus on rewards and consequences and includes a range of appropriate strategies. There is now a more consistent approach to behaviour management. Staff feel more confident in managing challenging behaviour and, as a result, the number of incidents has reduced significantly.

The school has introduced an emotional literacy programme that has been embedded across the school. This programme supports pupils in understanding and managing their own emotional, social, and academic success. This is beginning to have a positive impact on pupils' awareness of their own and others' emotional states and how to respond more appropriately.

The school keeps a detailed electronic record and file notes of all incidents. This includes physical intervention, bullying, threat to self and others and damage to property. Staff use this information to identify trends and put in place strategies to help pupils improve.

The school has recently introduced a revised template for recording incidents of physical restraint. This is much more detailed and suitable than previous templates used.

### **Recommendation 4: Improve the attendance and punctuality of all pupils**

This recommendation has been partly addressed.

The school now uses the correct recording codes and tracks the attendance of pupils more effectively.

As part of an agreed short-term transition arrangement, the majority of pupils receive part-time education.

Pupils and parents are aware of the importance of regular attendance and individual weekly attendance is presented prominently on display boards at the school.

Since the last monitoring visit the overall attendance of pupils has improved from around 50% to 72%. Despite this improvement, attendance remains too low.

**Recommendation 5: Ensure that all policies and documentation are up-to-date and reflect the work of the school**

This recommendation has been largely addressed.

The school has taken appropriate action to review its policies, procedures and documentation to reflect the work of the school. Most of these policies are now appropriate. They provide a clear framework that guides the work of the school, and staff are familiar with the content of the policies and procedures that they need to follow.

## **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**

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**

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**

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 proprietor has applied for an appropriate disclosure and barring certificate and that the application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997 [4(a)(a)]

### **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

<b>School</b>	Marlowe St David's Education Unit
<b>School number</b>	6686014
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	12/07/2017
<b>Proprietor</b>	Steve Miller
<b>Staff</b>	One Headteacher, One lead teacher, 3 teachers, 1 instructor, 3 Learning support assistants
<b>Number of pupils</b>	12
<b>Provision</b>	Day
<b>Type of special educational need (SEN) catered for by the school</b>	BESD
<b>Last Section 163 inspection</b>	Insert text
<b>Last annual monitoring inspection</b>	08/11/2016
<b>Last CSSIW inspection</b>	Insert text

## Team information

Mr Huw Davies	Reporting Inspector
Mrs Caroline Rees	Team Inspector