



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

**Annual monitoring inspection report on  
Red Rose School**

**Date of inspection: September 2017**

**by**

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

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## Context

Red Rose School is an independent special school in the Heath area of Cardiff. It provides day placements for pupils aged eight to nineteen years who have moderate, severe learning difficulties or social and emotional difficulties. The school opened in December 2009.

There are currently 19 pupils on the school roll. The first language of nearly all the pupils is English. A few pupils are from minority ethnic groups. All pupils have a statement of special educational needs (SEN). Very few pupils are looked after by the local authority. Cardiff local authority funds all the placements currently.

The school is based in a community building. The school has extended its accommodation through the use of two additional buildings on the site. Since the last monitoring visit, the school has appointed a deputy headteacher and new teaching staff. The current headteacher has been in post since the school opened.

## Main findings

### Strengths

- The school provides a calm and nurturing environment for pupils, in which they feel safe and happy.
- Pupils respond well to the positive and supportive ethos within the school. They show respect and consideration for each other and for staff. Pupils make good progress in developing their social skills and self-confidence while at the school.
- Staff build strong working relationships with pupils. This supports pupils very well to improve their behaviour and attitudes towards learning.
- The school has recently appointed a deputy headteacher to strengthen the leadership of the school. The headteacher and deputy headteacher are realistic about where the school is and what the school needs to do to improve.

### Areas for development

- The school does not fully meet the Independent School Standards (Wales) Regulations 2003.
- Since the last monitoring visit, the proprietor has prioritised the induction of new staff to ensure that they understand the vision, purpose and values of the school and are able to demonstrate this in their day-to-day work with the pupils. However, this has impacted on the progress the school has been able to make against the recommendations from the last monitoring visit.
- The school's systems to assess pupils on entry and measure their progress over time remain underdeveloped.

- Overall, the school offers pupils a suitable range of subjects for which they can receive accreditation. However, the range of accreditation opportunities available for a very few more able pupils is too limited.
- Senior leaders are beginning to develop important links with other providers to extend the range of learning experiences. However, these are at an early stage of development and have not had an impact on improving outcomes for pupils.
- Schemes of work and lesson planning for most subjects are underdeveloped. They do not provide a coherent experience for pupils or support the progression of skills, knowledge and understanding between lessons and key stages.

## **Recommendations**

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Continue to improve the baseline assessment process to take account of all available information including behaviour, attendance and engagement in learning
- R3 Ensure that all pupils who are more able achieve qualifications in accredited courses appropriate to their needs and abilities
- R4 Continue to increase opportunities for pupils to work alongside others in work placements, mainstream schools and colleges where appropriate
- R5 Plan for the progression of pupils skills across the curriculum

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

### **Recommendation 1: Improve the baseline assessment process to take account of all available information including behaviour, attendance and engagement in learning**

This recommendation has been partly addressed.

The school has implemented new procedures to assess pupils' skills on entry and establish a baseline from which to measure progress. These include the support of an educational psychologist to assess pupils' numeracy, literacy and language skills. However, these procedures are newly in place and the school has accurate information for only a few pupils.

Senior leaders have introduced a tool to measure pupils' attitudes towards school and their engagement in learning. However, the descriptors in the tool are too broad to capture accurately the small steps in progress that pupils make. The tool is in the early stages of development and pupils have not been reassessed in order to establish if they have made progress in these areas.

### **Recommendation 2: Ensure that pupils who are more able achieve qualifications in accredited courses appropriate to their needs and abilities**

This recommendation has been partly addressed.

The school has completed a review of its current accreditation offer. It is extending the range of accreditation to include additional modules. These cover topics that are broadly relevant to pupils' needs and interests. However, they do not represent a progression in terms of level of attainment. The school is at the early stages of developing partnerships with external providers to extend opportunities for a few pupils to access accreditation at a higher level. It is soon to assess the impact of this development.

### **Recommendation 3: Increase opportunities for pupils to work alongside others in work placements, mainstream schools and colleges where appropriate**

This recommendation has been partly addressed.

The school has not yet increased the opportunities for pupils to work alongside others in work placements, mainstream schools and colleges. However, the school has detailed plans to expand its provision off-site to provide additional accommodation for pupils. This development has the potential to provide valuable opportunities for pupils from the school to access purposeful work experience opportunities in a community café.

## **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 that it implements it effectively [1(2)]
- ensure that lessons are well planned, teaching methods are effective and suitable activities are used. [1(3)(c)]

### **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**

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 this visit, Estyn did not inspect Standard 7.

## 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>	Red Rose School
<b>School number</b>	6816095
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	11/09/2017
<b>Proprietor</b>	Mr Huw Pockett
<b>Staff</b>	1 headteacher, 1 deputy headteacher, 2 teaching & learning managers, 1 pastoral support, 11 learning guides,
<b>Number of pupils</b>	19
<b>Provision</b>	Day
<b>Type of special educational need (SEN) catered for by the school</b>	Moderate learning difficulties, severe learning difficulties and social, emotional and behavioural difficulties
<b>Last Section 163 inspection</b>	06/01/2014
<b>Last annual monitoring inspection</b>	04/04/2016
<b>Last CSSIW inspection</b>	Insert text