



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

**A report on
Tŷ Cariad**

Date of inspection: October 2017

by

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

About Tŷ Cariad

Tŷ Cariad is a registered independent school that opened in October 2013. The school operates within a small children's home and provides education for up to three pupils aged 11 to 19 who are resident at the home. Pupils at Tŷ Cariad have a range of special educational needs including: autism; and social, emotional and behavioural difficulties.

There are currently two pupils on the school roll. Both pupils have a statement of special educational needs and are looked after by their local authority.

Since the annual monitoring visit of January 2016 there have been two headteachers. The current headteacher was appointed in September 2017.

Summary

Ty Cariad provides a safe and nurturing environment where pupils are respectful of one another, staff and visitors.

The curriculum for pupils is generally broad and balanced and meets the requirements of the independent school standards. However, the range of learning experiences on offer for learners aged 14-19 is too limited and there are insufficient opportunities for pupils to gain accreditation. There is a lack of transition planning for these pupils.

Teaching is effective in a only a minority of lessons and the school cannot demonstrate well enough the progress that pupils make in their learning. Between May to September 2017, there has been a lack of continuity of approach in important aspects of teaching and learning. The newly appointed headteacher has usefully started to develop strategic goals that match the agreed vision for the school.

The school does not meet all of the Independent School Standards (Wales) Regulations 2003

Inspection area	Judgement
Standards	N/A
Wellbeing and attitudes to learning	N/A
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school does not meet the regulatory requirements for this standard.

Although the school meets a minority of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- Ensure that the curriculum policy is supported by appropriate plans and schemes of work, and implement them effectively. 1(2)
- Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs. 1(2)(b)
- Ensure that the education provided fulfils the requirements of pupils' statement of special educational needs. 1(2)(e)
- Provide appropriate careers guidance for secondary age pupils. 1(2)(g)
- Provide an appropriate programme of activities, for pupils above statutory school age, that is appropriate to their needs. 1(2)(h)(i)
- Prepare pupils for the opportunities, responsibilities and experiences of adult life. 1(2)(j)
- Ensure that lessons are well planned, teaching methods are effective and suitable activities used. Also to ensure that class time managed wisely. 1(2)(c)
- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these are taken into account in the planning of lessons. 1(3)(d)
- Ensure that teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. 1(3)(e)
- Implement a framework to assess pupils' work regularly and thoroughly and to use information from such assessments to plan teaching so that pupils can make progress. 1(3)(g)
- Implement 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)

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school does not meet the regulatory requirements for this standard.

Although the school meets many of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- Prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with Welsh Assembly Government Circular 005/2008 – Safeguarding Children in Education, Welsh Government Guidance 158/2015 – Keeping Learners Safe and Welsh Government Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of abuse against teachers and other members of staff 3(2)(b)
- 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. This document incorporates and supersedes previous guidance Health and Safety of Pupils on Educational Visits. (HASPEV) 3(2)(c)

The suitability of proprietors and staff

The school does not meet the regulatory requirements for this standard.

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003 the school should:

- Update systems to ensure that prior to the confirmation of the appointment of staff all have appropriate checks carried out to confirm their identity, medical fitness, previous employment history, character references and where appropriate qualifications and professional references and that such information has been taken into account in determining whether their appointment will be confirmed. 4(c)

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

- R1 Comply with the Independent School Standards (Wales) Regulations 2003
- R2 Address the safeguarding concerns identified during the inspection

- R3 Improve the quality of teaching
- R4 Establish appropriate systems to assess and track pupil progress
- R5 Improve the overall quality assurance of the work of the school

What happens next

Since the school does not meet the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan will set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Main findings

Standards: Judgement

Inspectors did not make a judgement for standards.

Wellbeing and attitudes to learning: Judgement

Inspectors did not make a judgement for wellbeing and attitudes to learning.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

The curriculum for pupils of statutory school age is generally broad and balanced and includes the seven areas of learning required of independent schools. The school provides pupils with an appropriate range of learning experiences that develops a sense of belonging and ownership in their school and home. This includes animal care, gardening and decorating to improve the premises. The school works closely with care staff to develop pupils' independent living skills, for example preparing meals, cleaning bedrooms and personal hygiene. The school is beginning to use these experiences to develop pupils' skills in other areas of the curriculum, particularly numeracy.

However, the range of learning experiences on offer for pupils aged 14-19 is too limited. There are no opportunities for pupils to follow accredited courses or to access colleges of further education and other learning experiences within the community. This limits pupils' understanding of wider learning options and their aspirations.

Nearly all schemes of work do not reflect the school context or the needs of the pupils well enough, particularly where pupils are working significantly below expected levels. For example, the scheme of work for literacy does not develop pupils' functional life skills.

Overall the quality of teaching is adequate and needs improvement. In nearly all lessons there are positive relationships between staff and pupils which have a positive impact on pupils' behaviour and wellbeing. Staff are effective in praising pupils to celebrate their achievement. Pupils respond well to this and are motivated to stay on task and complete their work

Teaching is effective in only a minority of lessons. In these lessons, teachers plan well and use a variety of strategies and learning activities and there is good pace to lessons. This ensures that pupils remain motivated and interested in their learning.

However, in the majority of lessons, where teaching is less effective, lesson objectives are not always clear and they are not always tailored well enough to the needs of the pupils. In these lessons, there is an over reliance on a limited range of approaches to teaching, for example the use of work books and sheets. These do not allow pupils to deepen their understanding of subject matter. As a result, the progress of the pupils is limited.

In the majority of lessons, teachers' questioning is ineffective in extending pupils' knowledge and understanding. For example, questioning is limited to the recall of facts and does not encourage pupils to extend their thinking. The re-teaching of skills is not always appropriate and does not develop what pupils already know and can do.

Staff are positive in providing verbal feedback to pupils. They celebrate what pupils do well and discuss with pupils aspects of their work that need improving. However, the overall quality of written feedback to pupils is inconsistent.

Whilst the provision for numeracy is stronger than literacy and ICT, there is no coherent structure to plan for how skills will be developed across the curriculum and key stages. As a result, pupils do not develop skill in literacy, numeracy and ICT well enough.

The school offers appropriate opportunities for pupils to develop their understanding of Welsh culture through visits to places of interest, for example local castles, rivers and churches. These experiences generally support pupils' learning well.

Care, support and guidance: Unsatisfactory and needs urgent improvement

The caring, supportive ethos created by the teachers and support staff provides a safe and nurturing environment for pupils. Staff at the school create a culture where individuals are valued and this impacts positively on pupils' behaviour and attendance. Staff understand and are empathetic to the emotional needs of their pupils. They take time to listen to their concerns and provide them with reassurance. As a result, pupils are respectful of one another, staff and visitors. This is a particular strength of the school.

Generally, when pupils join Tŷ Cariad, the school has access to a range of information regarding the pupils' past learning experiences, their strengths, aspects of learning they find difficult and their ability level. However, the school does not use this information well enough. In addition, the school does not establish pupils' skills levels in, for example, numeracy and literacy. Consequently, approaches to support pupils are not always specific enough to meet their individual need and the school cannot demonstrate well enough the progress that pupils make across all aspects of the curriculum including their social and independence skills.

The school has recently introduced a suitable target tracking system. This system identifies targets for pupils in relation to numeracy, literacy and personal development. However, this is not based on any secure understanding of pupils' learning or social and emotional needs. Currently, there are no individual education plans (IEPs) in place for any of the pupils.

Pupils benefit from the services of a learning support assistant and are supported well in their learning. However, the frequency of support provided is variable due to staff commitments in the care home. This has a negative impact on the ability of the school to plan lessons and provide the necessary level of support for pupils.

Tŷ Cariad is not consistent in reporting on pupil progress. In addition, the school does not routinely provide annual reports to parents.

Generally the school plans an appropriate range of activities that develop pupils understanding of healthy lifestyles. Pupils learn the importance of healthy eating and drinking through class discussions and preparing their own meals. Through the recently introduced personal and social education (PSE) curriculum, pupils are beginning to develop an understanding of humanitarian issues such as the European refugee crisis.

Physical education lessons have recently been introduced on the timetable and this includes the delivery of basic rugby and football skills.

Despite the regular discussions staff have with pupils, the extent to which pupils' views impact on what and how they study is generally limited.

The school, historically, has engaged with other professionals to provide impartial careers advice and guidance, including planning for transition. However, there are no secure transition plans in place for the current cohort of pupils, who are due to leave the school in the current academic year. This is a significant shortcoming.

The school is developing an appropriate range of opportunities for pupils to develop independence. They visit local shops and become more confident in using money. In addition, they visit places of historic interest. However, links with the community to support leisure, recreation and personal interest are limited overall.

The school's arrangements for safeguarding generally meet requirements but a few areas give cause for concern. These were raised with the school at the time of the inspection.

Leadership and management: Unsatisfactory and needs urgent improvement

The proprietor has a clear vision for the school set out in policy and shared by the staff team. The school aims to provide a nurturing environment where pupils' achievements are celebrated and staff tailor learning experiences to individual pupils' needs. The newly appointed headteacher has usefully started to align the school's strategic goals to the main elements of this vision.

The education team has recently undergone significant changes. The proprietor appointed a new teacher in May 2017 and a new headteacher took up post in September 2017. A lack of information at the school hampered the induction process for these staff. For example, key policies, procedures, schemes of work and records of pupils' achievement were not available to these staff when they took post. As a result, there has been a lack of continuity of approach in important aspects of teaching and learning from May 2017 to September 2017.

The proprietor knows the individual needs of the pupils well and holds senior leaders to account for the quality of the provision and the outcomes that pupils achieve. The proprietor appointed additional staff to support teaching and learning through the transitional period covering the departure of the previous headteacher and the new appointment. This minimised the impact of the staff changes on pupils' wellbeing.

The school's self-evaluation activities draw on a small range of quality assurance activities including lesson observations that focus appropriately on the quality of teaching and pupil progress. The proprietor uses information from these

observations during annual staff performance reviews. However, the schools does not analyse pupil performance or scrutinise pupils' work in subjects across the curriculum. This limits the schools understanding of aspects of its work that need improving.

The school development plan (SDP) contains clear targets for improvement that link well to the recommendations set at the last two Estyn annual monitoring visits. Appropriate resources and timescales support the targets in the SDP. However, around half of the targets do not link well to the areas for development identified in the self-evaluation report and the school's analysis of its success in achieving these targets is overly generous. The school has made limited progress in addressing a majority of these targets including the recommendations from previous annual monitoring visits. The proprietor and newly appointed headteacher are reviewing the accuracy of the self-evaluation report.

The school has started to build strategic partnerships with similar providers to learn from them and share good practice. However, staff who visit other schools have not shared the learning from these visits with the wider team. It is unclear how these visits link to the priorities set out in the school development plan.

Whilst staff receive useful and relevant training as part of their induction, there is not enough emphasis on providing professional learning opportunities for staff to meet the specific educational needs of the pupils.

The curriculum is appropriately resourced with two spacious classrooms and the use of the kitchen in the residential accommodation to support food technology lessons. The grounds provide space for pupils to care for small animals and to grow vegetables. However, the garden area is not well cared for and is not a safe environment for pupils to work in.

The proprietor has increased the school's staffing, which enables pupils to receive individual support and tuition for approximately half of their timetables. It is too early to evaluate any impact of this on the progress that pupils make or on pupils' wellbeing.

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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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