



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

**Annual monitoring inspection report on
Ty Cariad**

Date of inspection: April 2018

by

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

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Context

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 four pupils aged 11 to 19 who are resident at the home. The school is registered with the Welsh Government for the provision of education for pupils with autistic spectrum disorders.

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.

The current headteacher was appointed in September 2017. The school was last inspected in October 2017. Following the core inspection, the Welsh Government advised the school that they must not increase the number of pupils above the two pupils currently on roll.

Main findings

Strengths

Staff understand the social and emotional needs of pupils well. They build positive working relationships with pupils and provide them with valuable support and reassurance. This helps to create a nurturing environment for pupils.

The classroom accommodation is well maintained and provides a suitable environment for learning.

The recently appointed headteacher has taken suitable steps to address important concerns identified during the core inspection. He has written detailed action plans and has begun to implement these. For example, he has implemented a beneficial programme of professional development to improve the quality of teaching in the school.

Areas for development

The school does not meet fully the Independent School Standards (Wales) Regulations 2003.

The school is at the early stages of developing a curriculum that meets the needs and interests of its pupils. For example, the headteacher has introduced opportunities for one pupil to access external work experience. Generally, however, schemes of work do not reflect the identified needs of pupils or help them to develop the skills they will need for future life well enough.

In many lessons, there are useful opportunities for pupils to practise and develop their literacy and numeracy skills. However, the school does not have a well-coordinated approach to the development of pupils' wider skills. In particular,

the school does not plan consistently enough to develop pupils' problem solving skills, social skills and independence skills.

The range of specialist therapeutic interventions available at the school to support pupils' emotional and behaviour needs is limited. As a result, pupils' engagement with learning is too variable and they do not make the progress they are capable of.

The school maintains an attendance register but the information recorded does not provide an accurate pattern of pupils' engagement in learning through the school day.

The school is registered with the Welsh Government to admit pupils with autistic spectrum disorder. This does not reflect accurately the identified needs of pupils currently at the school. The school needs to make a material change request to the Welsh Government to amend its registration details in this respect.

Overall, the school has made slow progress in addressing the recommendations from the core inspection. Therefore, there is no change in the recommendations from this visit.

Given the slow rate of progress and the outstanding areas of non-compliance with the Independent School Standards (Wales) Regulations 2003, the Welsh Government may wish to consider maintaining the current requirement that the school should not increase the number of pupils above the two pupils currently on roll.

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

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

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

This recommendation has been partly addressed.

The recently appointed headteacher has taken suitable steps to address a few areas of non-compliance with the Independent School Standards (Wales) Regulations 2003 identified during the core inspection of October 2017.

Overall, however, the school has made slow progress in addressing areas of non-compliance, particularly those that relate to the quality of education provided by the school. In addition, further areas of non-compliance to do with this standard and with the welfare, health and safety of pupils were identified during this monitoring visit.

Recommendation 2: Address the safeguarding concerns identified during the inspection

This recommendation has been partly addressed.

The school has addressed successfully the majority of health and safety concerns raised during the core inspection. There are now comprehensive policies in place to safeguard and promote the welfare of pupils in the school and for pupils on educational visits. However, the implementation of these policies is at an early stage.

As a result, a minority of concerns identified during the core inspection remain. For example, the school's risk assessments are not specific enough to the needs of pupils and do not provide staff with clear strategies on how best to support pupils.

The school has implemented a single central record for staff teaching at the school. However, this does not cover care staff from the children's home supporting in lessons.

Recommendation 3: Improve the quality of teaching

This recommendation has been partly addressed.

The headteacher has implemented a number of beneficial changes to improve the quality of teaching. These include regular meetings to review pupils' behaviour and engagement in learning as well as relevant training for staff on lesson planning. Lesson observations and learning walks have begun to impact positively on the quality of teaching.

There is now a more consistent approach to lesson planning than at the time of the core inspection. However, teachers' planning does not consistently address pupils' individual targets or ensure that learning activities are matched closely enough to pupils' needs and abilities. This means that pupils do not make the progress they are capable of during their time at school.

Recommendation 4: Establish appropriate systems to assess and track pupil progress

This recommendation has been partly addressed.

Since the core inspection, the headteacher has implemented a variety of relevant assessment tools to assess and track pupil progress. He has used these suitably to complete baseline assessments and set targets for literacy and numeracy for both pupils. The school has appropriate procedures in place to review pupils' progress against the targets on their individual education plans (IEPs).

However, the school does not have a consistent approach in place to track pupils' progress against the broad range of skills they will need in their future lives. In addition, systems to track pupils' progress against their literacy and numeracy targets are at an early stage of development. As a result, the school is able to provide only limited information on the progress pupils make.

Recommendation 5: Improve the overall quality assurance of the work of the school

This recommendation has been partly addressed.

The headteacher has introduced helpful initiatives to improve quality assurance procedures at the school. These include lesson observations and assessment frameworks to evidence the progress made by pupils in literacy and numeracy. This work is beginning to provide the headteacher with information to evaluate the work of the school.

The headteacher has written detailed and relevant action plans to address the recommendations left by inspectors following the recent core inspection. These identify suitably what needs to be done and the resources required, specify appropriate timescales and name the responsible individuals. However, these plans are at early stage of implementation and have not had sufficient impact on the quality of provision at the school.

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 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 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. Ensure that class time managed wisely. 1(3)(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)
- Ensure teachers provide education which enables all pupils within a class to make progress including pupils with statements and those for whom Welsh or English is an additional language. 1(5)

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

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety 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:

- Prepare and implement a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving. 3(2)d
- Ensure a satisfactory level of fire safety, identified by its risk assessment under Part II Fire Precautions (Workplace) Regulations 1997, as amended 1999, and by any report from the Fire Authority (although the Fire Authority is not obliged to visit). 3(5)
- Ensure school staff are deployed in such a way as to ensure the proper supervision of pupils. 3(7)

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:

- 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)

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

School	Ty Cariad
School number	6686019
Purpose of visit	Annual monitoring inspection
Date of visit	18/04/2018
Proprietor	Pat Maddy
Staff	1 headteacher, 1 teacher
Number of pupils	Two
Provision	Education provision is 38 weeks a year. Pupils are resident in the children's home for 52 weeks a year.
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorders (ASD)
Last Section 163 inspection	10/10/2017
Last annual monitoring inspection	02/01/2017
Last CSSIW inspection	08/01/2018