



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

**A report on**

**Red Rose School**

**Date of inspection: February 2020**

**by**

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

## About Red Rose School

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

The school opened in December 2009. There are currently 25 pupils on the school roll. The first language of nearly all the pupils is English. All pupils have a statement of special educational needs. A few pupils are looked after by the local authority. Cardiff local authority funds most of the placements with a few placements funded by the Vale of Glamorgan and Neath-Port Talbot.

The school is based in a community building. The school has extended its accommodation with one additional building on the site and through the acquisition of an additional property on an adjacent street. Since the last monitoring visit in November 2018, there has been a change in the leadership of the school. The current headteacher and deputy headteacher have been in these posts since September 2019.

## **Main findings**

### ***Strengths***

The recently appointed head and deputy head teachers have established a clear vision for the school, which is shared well with staff, pupils, and parents.

School leaders have improved communication strategies effectively across the school. Overall, this improvement has helped to ensure a consistent approach by staff in the implementation of recently updated school policies. This is particularly evident in the management of pupil behaviour across the school.

Staff have a robust understanding of the social, emotional, and behavioural needs of the pupils. They develop strong working relationships with pupils and consistently promote positive behaviours across the school. As a result, nearly all pupils make significant progress in managing their behaviours as they progress through the school.

Staff provide extremely positive role models for the pupils. Their approach helps pupils to demonstrate increased levels of confidence and, in many cases, to become resilient learners who are willing to broaden their learning and challenge themselves to improve.

Recently introduced learning walks and lesson observations by senior leaders is strengthening the process of quality assurance. It has been particularly effective in providing staff with regular and immediate feedback on teaching and learning. Pupil feedback from lesson walks about their learning and progress is used by leaders effectively and is beginning to strengthen the quality of teaching and learning across the school.

The headteacher has established useful links with local colleges, a secondary school, and places of work. These links have already had an early success in catering for the wider interests and aspirations of individual pupils at the school.

### ***Areas for development***

The head and deputy head teachers are establishing and refining quality assurance processes and systems across the school appropriately. However, a consistent approach to the collection, monitoring, and analysis of evidence by senior leaders is under-developed. As a result, leaders cannot robustly evaluate the impact of these new or refined processes and systems effectively.

The current curriculum on offer to pupils is beginning to meet the needs of the pupils better. However, several aspects of this curriculum such as ICT, work experience, and independent living skills are at very early stages of development.

Systems for tracking pupil progress are relatively new. While assessments for literacy and numeracy are now in place, a robust whole-school tracking system is under-developed. As a result, teachers do not consistently identify the next steps in learning for pupils well enough.

## **Recommendations**

### **The school should:**

- R1 Further develop the curriculum building on the good practice already established
- R2 Strengthen tracking and monitoring processes to improve consistency and better inform planning
- R3 Strengthen processes to effectively collect, monitor and analyse evidence

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

### **Recommendation 1: Ensure that pupils' learning targets link clearly to their long-term goals and aspirations**

The school is placing a high priority on ensuring that pupils' learning targets are consistently focused on progress within literacy and numeracy as well as wellbeing targets. Overall, suitable targets are set within many pupils' target sheets following individual literacy and numeracy assessments. These targets are reviewed by staff and pupils formally on a half-termly basis and informally consistently within lessons. However, a minority of literacy and numeracy targets are too broad and do not focus on skill progression closely enough.

Since the last monitoring visit, targets and actions for pupil transition planning are clearer, with an increased level of collaboration between school and other agencies. Pupils' transition annual review meetings now provide useful opportunities for pupils, their parents and the school to set and review targets for future destinations and long-term goals.

### **Recommendation 2: Ensure that quality assurance processes focus on the standards of pupils' work and progress, and the quality of teaching**

The recently appointed head and deputy head teachers are making suitable progress in reviewing and refining quality assurance processes focusing on standards of pupils work and progress, and the quality of teaching and learning.

Systems to share pupil information effectively are at the early stages of development. Recently introduced assessment materials are in place to provide staff with useful baseline information on pupil's literacy and numeracy levels. This information is beginning to inform the selection of pupil progress targets. However, teachers do not consistently use the assessment information well enough to identify the most relevant next steps in pupils learning and the setting of targets.

Leaders have a formal calendar of lesson observations and learning walks in place. This is at an early stage of implementation. Informally, both leaders are regularly observing and working with staff each day across the school. As a result, leaders are developing valuable knowledge about the quality of teaching and learning across the school. Leaders are working positively with staff to utilise their strengths and areas of expertise. For example, a recent audit of staff skills is helping leaders to ensure that staff have the appropriate skills and subject knowledge to deliver an effective curriculum.

## **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, 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 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 Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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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