



**Annual monitoring inspection report on:**

**Kinsale School**

**Date of inspection: January 2014**

**by**

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

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
  - paragraphs 1-8: granting/removing approval;
  - paragraph 42: changes in character, management or control of the school; and
  - 37/94 paragraph 43: significant differences from approved number.

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## Context

The Kinsale School Service offers an integrated residential education and care package for pupils with an autistic spectrum disorder (ASD) or related difficulties, aged between eight and nineteen years. It also offers a few day placements. The pupils generally have a high level of need with associated social, emotional and behavioural difficulties.

The school currently educates 12 pupils from Year 8 to post-16. Pupils come predominantly from Welsh authorities and a few pupils from English authorities. All pupils have a statement of special educational needs (SEN) and nearly all pupils have 'looked-after-child' (LAC) status.

The school has gone through a period of significant change since June 2012 in terms of leadership and management. There have been two new heads of service since June 2012 and a new headteacher, formerly the deputy, since September 2012. The school appointed a new member of staff as an acting headteacher in December 2012. He has since taken up the vacant post of deputy headteacher. Despite these changes, leadership is a strong feature in the school.

Staffing changes also include the appointment of a part-time occupational therapist.

The school has developed a small playground area as an outdoor classroom. This facility is also used during break and lunch hours.

## Main findings

### Strengths

#### **The school's strengths are that:**

- the school has fully addressed the recommendations of the previous annual monitoring inspection;
- pupils make very good progress in line with their ability;
- staff manage pupils' behaviour very effectively;
- teaching is excellent, and comprehensive lessons plans meet the individual needs of the pupils;
- pupils have very good opportunities to develop their communication, literacy, numeracy and information and communication technology (ICT) skills;
- pupils receive excellent care, support and guidance;
- leaders have a strong commitment to continuous school improvement;
- leaders know the school's strengths and prioritise areas for improvement effectively; and
- education and care staff work very well as a team.

## Areas for development

### The school's areas for development are that:

- it has increased the range of ASDAN accredited courses to include entry level, and has further developed its involvement with the John Muir Environmental Award Scheme so that pupils have the opportunity to achieve the silver and the bronze award. These awards improve pupils' awareness of the local outdoor environment and provide pupils with valuable work experience placements in the local community. However, the school needs to broaden the range of accreditation to meet the changing and diverse needs of the pupils. It has identified this need and is in the process of increasing the range of external accreditation for more able pupils; and
- the school is collecting a substantial amount of high quality assessment data for all the pupils. Staff are developing further ways of analysing this data in order to improve long and medium term planning in individual subject areas. However, it is too early to judge the effectiveness of these arrangements.

## Recommendations

- R1** Provide an appropriate range of accredited courses to meet the changing and diverse needs of the pupils
- R2** Further develop ways of analysing assessment data to improve planning at all levels

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

### **Recommendation 1: Further develop provision for the development of pupils' literacy and numeracy skills across the school**

This recommendation has been fully addressed.

To address this recommendation, staff reviewed the existing provision for the development of pupils' literacy and numeracy skills across the curriculum. They followed an appropriate whole school training programme and developed comprehensive literacy and numeracy policies and procedures.

As a result, staff effectively identify specific literacy and numeracy targets for each individual pupil, which are re-enforced throughout the school day. These targets are monitored regularly and reviewed and evaluated by teachers, tutors and learning support assistants at the end of each half term.

### **Recommendation 2: Improve the equipment in the small playground area**

This recommendation has been fully addressed.

Staff and pupils have worked with a commercial company to improve the small playground area. As a result, the school has developed an appropriate outdoor learning area with suitable resources. Pupils use this area effectively during lessons and school breaks.

### **Recommendation 3: Develop comprehensive literacy and numeracy policies**

This recommendation has been fully addressed.

The school has developed comprehensive literacy and numeracy policies in line with the National Literacy and Numeracy Framework and has effectively implemented these policies and procedures across the school.

## **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**

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 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:

- 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 annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

## School information

<b>School</b>	Kinsale School
<b>School number</b>	664/6004
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	27 and 28 January 2014
<b>Proprietor</b>	New Options
<b>Staff</b>	<p>1 head of service            1 headteacher with qualified teacher status (QTS)            1 deputy headteacher with QTS            1 full time teacher with QTS            2 (0.8) teachers with QTS            3 full time tutors (vocational studies)            10 learning support assistants (LSAs)            1 part time (0.6) consultant clinical psychologist            1 full time assistant clinical psychologist            1 part time (0.6) speech and language therapist            1 part time (0.5) occupational therapist            There is a separate team of care staff in the residential children's home.</p>
<b>Number of pupils</b>	12 pupils
<b>Provision</b>	<p>Day and 38 / 52 week residential provision.            The children's home is registered with CSSIW to accommodate 25 children and young people (boys and girls) aged 8-19 in 38 or 52 week placements. The school is registered to take 30 pupils. This includes day pupils.            The school operates for 195 days, mainly in line with Flintshire County Council schools. The summer holidays are adjusted so that pupils do not have too long a break.</p>
<b>Type of special educational need (SEN) catered for by the school</b>	Pupils aged 8-19 with ASD or related difficulties, who have statements of special educational needs (SEN) and who may be looked after children (LAC).
<b>Last Section 163 inspection</b>	March 2012
<b>Last annual monitoring inspection</b>	18 and 19 February 2013
<b>Last CSSIW inspection</b>	24 and 25 April 2013

## Team information

<b>Reporting Inspector</b>	Meinir Rees
<b>Team Inspector</b>	Ann Dackevych