



Annual monitoring inspection report on:

Ty Cariad

Date of inspection: July 2014

by

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

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Context

The school operates within a small children's home that opened in October 2013. The school's accommodation is in a detached modern house in a rural setting in south Pembrokeshire. The premises are in very good condition throughout. One room is allocated as an appropriate dedicated classroom. The house has generous garden space and a few acres of grass meadow.

There have been several changes of staff since the children's home and school opened. Initially, the proprietor/headteacher delivered education herself. From January she employed a teacher for this purpose. However, that teacher left the school in May. A supply teacher and learning support assistant joined the staff at the beginning of June.

The supply teacher has limited information about pupils' previous learning and achievement to inform her planning.

The school is still in its first year of operation and is therefore at an early stage in developing all aspects of its provision.

Main findings

Strengths

The school's strengths are that:

- pupils have made good progress in gaining confidence since joining the school in October 2013. Their ability to converse appropriately with the staff and visitors has improved since Estyn's last visit;
- during the last month, the supply teacher has helped pupils to achieve good standards in their work, across a range of subjects;
- the current timetable provides pupils with good opportunities to develop their key skills and have experience of the seven areas of learning as required by the Independent School Standards (Wales) Regulations 2003;
- pupils have recently followed a course offered by the Pembrokeshire National Trust to develop their knowledge of the countryside and were awarded the John Muir Certificate for their work;
- staff have very good relationships with pupils and each other. They create a comfortable working environment. They place appropriate emphasis on developing and reinforcing pupils' communication skills;
- taking account of the limited information available, the supply teacher plans suitable activities and prepares resources well. For example, in mathematics and English, work is differentiated appropriately to meet the needs of the individual pupils;
- the LSA provides effective support in accordance with the teacher's planning;
- the school's accommodation and resources are of particularly good quality; and

- the school is developing appropriate opportunities for pupils to gain qualifications in accredited courses.

Areas for development

The school's areas for development are that:

- there have been several changes of teaching and care staff since the school opened in October 2013. These changes have disrupted the continuity of pupils' learning;
- the proprietor / headteacher has not monitored the planning and delivery of the curriculum well enough during the last six months. Consequently, until recently, there was no clear evidence of what pupils have learned or the progress they have made across all subjects;
- although the school has a curriculum policy, it is not a useful document to help staff plan appropriately. In a few areas, the detail is not relevant to the school's work;
- sex education is not currently included in the curriculum;
- planning for pupils does not take enough account of the requirements set out in their statements of SEN. However, Estyn acknowledges that the school only received one statement of SEN very recently; and
- the pace of the lesson is not always sufficiently challenging to meet the needs of the more able.

Recommendations

- R1 Take steps to ensure that the school complies with the Independent School Standards (Wales) Regulations 2003
- R2 Regularise staffing to ensure that pupils' education is not disrupted by change
- R3 Monitor the planning and delivery of the curriculum more effectively
- R4 Ensure that the pace of lessons meets the needs of more able pupils
- R5 Continue to develop opportunities for pupils to gain qualifications in accredited courses

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

Recommendation 1: Ensure that there are adequate security arrangements for the buildings by improving security of the front door

This recommendation has been fully addressed.

The front door is now locked and there is a bell for entry.

Recommendation 2: Ensure that all school policies are signed, dated and include a date for review to provide a basis for self-evaluation and school improvement

This recommendation has been fully addressed.

The school has appropriate policies that were all signed and dated in April 2014.

Recommendation 3: The proprietor should advise the NAFW that she wishes to make a material change to the school's registration if she decides to develop the school premises and/or accept day pupils or to increase number on roll

This recommendation has not been addressed.

At this stage, the proprietor has not proceeded with her plans to develop the school premises.

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 accurately reflects the practice in the school and is implemented effectively;
- ensure that where pupils have a statement, the education provided fulfils its requirements;
- provide personal, social and health education, including sex education; [1(2f)]
- ensure that teachers show a good understanding of the aptitudes, needs and prior attainment of the pupils, and take these into account in planning lessons; and
- develop a framework to assess pupils' work regularly and thoroughly, and use information from such assessment to plan teaching so that pupils can make progress.

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.

The team did not inspect Regulations 3(4), 3(5) or 3(6) on this visit.

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 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 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	668/6019
Purpose of visit	Annual monitoring inspection
Date of visit	2 and 3 July 2014
Proprietor	United Care in Wales
Staff	<ul style="list-style-type: none"> • 1 x principal/headteacher • 1 x f/t supply teacher with QTS • 1 x p/t LSA (0.8) • 1 x acting residential care manager • 1 x deputy residential care manager • 5 x care staff
Number of pupils	2 on roll
Provision	The school is registered to admit up to 3 boys or girls aged 11 – 18 years. Termly education provision, in line with local authority term-times, for pupils in 52 week residential placements.
Type of special educational need (SEN) catered for by the school	Pupils with autistic spectrum disorders (ASD) and/or severe learning disorders.
Last Section 163 inspection	N/A
Last annual monitoring inspection	Second registration inspection: 11 and 12 December 2013
Last CSSIW inspection	June and July 2014

Team information

Reporting Inspector	Rosemary Lait HMI
Team Inspector	Michelle Gosney HMI (TI)