



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

Annual monitoring inspection report on

Craig Y Parc School

Date of inspection: January 2016

by

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

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Context

Craig y Parc is an independent residential and day school for pupils from age 3 to 19 years. Currently, there are 37 pupils on roll. A few pupils live at the school on a full-time basis and a minority receive respite care.

The school provides education for pupils with a range of complex physical needs and associated learning difficulties. These include cerebral palsy, dysphagia, autism and epilepsy. All pupils have statements of special educational needs (SEN). The school is organised into seven classes, based on pupils' ages, abilities and needs.

The school's proprietor is the Scope charity, which provides services for young people and adults with complex support needs. Scope is managed by a board of trustees. The school has a board of governors that oversees its performance.

Most pupils at the school are placed by authorities in south Wales. A very few pupils are placed by authorities in England.

The principal was appointed in December 2014. The school is currently advertising for a head of education and therapies to join the senior management team.

Main findings

Strengths

The school's strengths are that:

All pupils make good progress and show clear enjoyment in their learning.

There are good and respectful relationships between staff and pupils. Staff offer effective encouragement to pupils to help them develop their independence and communication skills.

The curriculum is appropriately broad and balanced. Older pupils are able to make choices about what they learn from a broad range of options that include, for example, drama, gardening and preparing meals.

Staff organise their class groups appropriately. They manage and support their pupils well. They plan suitable activities that are age and stage appropriate to meet pupils' individual learning needs.

Pupils' individual record files are well organised. They include details of pupils' statements, reports of annual review meetings, pupils' individual education plans and their current targets.

The school provides a stimulating learning environment.

In the last year, leaders and managers have made effective changes that include improving the curriculum for post-16 pupils, reorganising and refurbishing the accommodation and developing the staff team's expertise in the use of assistive technologies.

Areas for development

The school's areas for development are that:

Staff develop close working relationships with pupils and know pupils' individual learning needs well. They set appropriate targets for improvement on a termly basis. However, there is no consistent process to monitor, record and evaluate the progress pupils make in the short term, for example on a weekly basis. The school is introducing new systems to monitor pupils' attendance and performance. However, these are still at an early stage.

Staff encourage pupils to develop their independence in using their wheelchairs and other equipment to move around the premises. However, a few doors in the main building are heavy and do not allow for easy access.

The post of head of education and therapies is currently vacant.

The school is developing a system of self-evaluation that is based on a range of first-hand evidence. However, it is not clear how well the information is used to identify areas for school improvement.

Recommendations

The school should:

- R1 Implement an effective management information system to enable staff to monitor, record and evaluate pupils' small steps of progress more effectively to inform their planning
- R2 Ensure that pupils have better ease of independent wheelchair access to classrooms
- R3 Continue to develop the self-evaluation process with a focus on teaching and learning, and ensure that it identifies appropriate priorities for school development

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

Recommendation 1: Ensure that all pupils, where appropriate, have access to an appropriate range of assistive technology in order to improve the quality of their learning experiences

This recommendation has been largely addressed.

Since the inspection, the school has been proactive in developing the use of assistive technologies across the school. Staff have identified pupils' communication needs and successfully increased the range of appropriate equipment and technology. The coordinator trained all teaching, therapeutic, support and residential care staff in the use of equipment and she provides them with effective ongoing support. Staff work closely together to ensure that, where appropriate, speech and language therapy and support for pupils in using their assistive technologies are delivered jointly to develop a pupils' communication skills. In addition, pupils improve their confidence in using their equipment through one-to-one support and group lessons.

As a result, staff and pupils make growing use of assistive technologies to improve learning. However, much of this work is recent and staff are still developing their confidence in including this area into their curriculum planning.

Recommendation 2: Implement an effective management information system

This recommendation has not been addressed.

The school has recently invested in new electronic systems to record and monitor pupils' attendance and their performance. However, it is too early to judge their effectiveness.

Recommendation 3: Improve the quality of the indoor and external learning environment to ensure improved accessibility for all pupils

This recommendation has been largely addressed.

School leaders have reorganised the internal use of the premises. They have relocated rooms for teaching, therapy, sensory and technology activities to improve accessibility for pupils. The relocated classrooms are close to each other and this allows pupils to interact well with others from across the school. Pupils' equipment, for example tricycles and wheelchairs, is stored neatly in the main corridors. However, a few doors in the main building are heavy and do not allow pupils to have easy independent access.

Since the last inspection, the proprietor has carried out a beneficial programme of refurbishment. Main areas of the school have been redecorated. The hall floor has been repaired and re-laid to a good standard. Displays of pupils' work and photographs of their activities enhance the learning environment in the classrooms and corridors.

Over the last year, the school has made notable improvements to the outdoor learning environment with the valuable input of partners from a volunteer apprenticeship scheme. The improvements include development of a sensory garden, construction of a large decking area with raised beds and upgrading a woodland pathway. Each of these areas is wheelchair accessible. The school includes outdoor learning in the timetable for all classes and provides suitable learning activities.

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 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:

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

School	Craig Y Parc School
School number	6816087
Purpose of visit	Annual monitoring inspection
Date of visit	18/01/2016
Proprietor	Scope
Staff	Teachers: 6 full-time, 3 part-time LSAs: 26 full-time, 12 part-time Therapists: 4 full-time, 5 part-time Therapy technicians: 2 full-time, 2 part-time Pupil advocate: 1 full-time Care staff: 32 Nurses: 3
Number of pupils	37
Provision	Day education Residential: up to 52 weeks a year Respite care
Type of special educational need (SEN) catered for by the school	All pupils have complex needs associated with the impact of cerebral palsy/acquired brain injury on their cognitive, visual, fine/gross motor, language and communication functions.
Last Section 163 inspection	01/02/2015
Last annual monitoring inspection	01/11/2013
Last CSSIW inspection	01/05/2015

Team information

Mrs Rosemary Lloyd Lait	Reporting Inspector
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