



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

Annual monitoring inspection report on

**Red Rose School
Address**

Date of inspection: April 2016

by

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

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Context

Red Rose School is an independent special school in the Heath area of Cardiff. It provides day placements for pupils aged eight to nineteen years who have moderate, severe learning difficulties or social and emotional difficulties. The school opened in December 2009.

There are currently 13 pupils on the school roll. The first language of all the pupils is English. No pupils are from minority ethnic groups. All pupils have a statement of special educational needs. No pupils are looked after by the local authority. Cardiff local authority funds all the placements currently.

The school is based in a community building. The school uses an additional building on the premises as an art studio. The current headteacher has been in post since the school opened.

Main findings

Strengths

Pupils respond well to the nurturing ethos of the school. They grow in confidence and learn to manage their behaviour well. Nearly all pupils make strong progress in improving their attendance and engagement in learning.

The school provides a caring and supportive learning environment where staff and pupils have good working relationships.

The curriculum includes suitable opportunities for pupils to develop their independent living skills and social skills.

The school makes good use of facilities in the local community to enhance the curriculum and develop pupils' social skills, including visits to local shops, a swimming pool and the theatre.

The headteacher provides effective leadership for the day-to-day running of the school and communicates a clear vision for the school.

Areas for development

Arrangements for identifying and recording pupils' baseline skills and behaviours on entry are at an early stage of development. As a result, the school is unable to evidence the progress that pupils make in important areas such as attendance, behaviour and engagement in learning.

Most pupils at key stage 4 and post-16 gain appropriate qualifications in accredited

courses that match well their identified needs and abilities. However, a very few pupils who are more able follow courses that are not sufficiently challenging. Opportunities for pupils to learn about the world of work and benefit from working alongside others are underdeveloped.

Recommendations

The school should:

- R1 Improve the baseline assessment process to take account of all available information including behaviour, attendance and engagement in learning
- R2 Ensure that pupils who are more able achieve qualifications in accredited courses appropriate to their needs and abilities
- R3 Increase opportunities for pupils to work alongside others in work placements, mainstream schools and colleges where appropriate

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

Recommendation 1: Use the data collected on each pupil more efficiently and systematically to assess their progress and inform planning

This recommendation has been partly addressed.

The school's use of data to assess individual pupil progress and inform planning is at a very early stage of development. The school has started to collect data from literacy assessments and has recently introduced a new whole-school tracking system to monitor pupils' progress. Teachers are starting to use this information appropriately, for example to plan suitable interventions for pupils who need additional support in literacy.

Recommendation 2: Involve all pupils in setting and monitoring specific and measurable targets relevant to their individual needs

This recommendation has been largely addressed.

The school has improved its procedures for involving pupils in setting and reviewing targets. Targets are now written in accessible language and are displayed prominently in classrooms. A designated member of staff now meets weekly with each pupil to discuss their performance and targets. As a result, many pupils now know their targets and understand what they need to do to achieve them.

Recommendation 3: Increase opportunities for pupils to influence decision-making in the school

This recommendation has been largely addressed.

The school has improved its procedures for listening to learners. Staff make appropriate use of whole-school weekly meetings to encourage pupils to raise issues and discuss ways of improving the school. For example, pupils have chosen new information and communication technology equipment, activities for the summer fair and equipment for the outside play areas.

Recommendation 4: Apply for material change to use the additional building

This recommendation has been fully addressed.

The school has applied for and received the necessary consent for the material change to the premises.

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

School	Red Rose School
School number	6816095
Purpose of visit	Annual monitoring inspection
Date of visit	19/04/2016
Proprietor	Huw Pockett
Staff	Headteacher 5 teachers 2 learning support assistants 1 caretaker
Number of pupils	13
Provision	Day
Type of special educational need (SEN) catered for by the school	Moderate and severe learning difficulties
Last Section 163 inspection	01/01/2014
Last annual monitoring inspection	04/03/2015
Last CSSIW inspection	N/A

Team information

Mr Anthony Mulcahy	Reporting Inspector
Margaret Elisabeth Davies	Team Inspector