



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

**Annual monitoring inspection report on**

**The Haven**

**Date of inspection: December 2015**

**by**

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

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## Context

The Haven is an independent school providing education for up to eight pupils aged 11 to 19 who have a diagnosis of autistic spectrum disorder (ASD). It is owned and managed by the charity Autism Initiatives.

The school opened in November 2013 and is situated on the outskirts of Mold in north Wales.

The accommodation includes three learning areas that are comfortable and well resourced to meet the learning and social needs of the pupils. There are extensive grounds that staff and pupils use effectively to support the curriculum.

There are currently eight pupils on roll. All pupils are placed by Flintshire local authority and all have a statement of special educational needs (SEN).

During the visit, a supply teacher taught all lessons. This teacher will be taking on a permanent position at the school in January 2016.

The school provides full-time education and follows local authority term times. The lead teacher has been in post since September 2014.

## Main findings

### Strengths

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

- The school provides a caring and supportive learning environment where staff and pupils have good working relationships
- The classrooms and outdoor spaces provide appropriate learning environments with suitable resources
- There is a strong focus on developing pupils' speaking and listening skills
- 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 cafés, a swimming pool and a leisure centre

### Areas for development

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

- The attendance of pupils is too low
- Teachers' planning does not identify in enough detail suitable opportunities for

pupils to develop their reading, writing and numeracy skills

- Targets in individual education plans (IEPs) are too general and do not focus well enough on pupils' individual learning needs and skills development
- The school does not track pupil progress across the curriculum well enough
- Teachers do not plan lessons carefully enough to provide pupils with stimulating and challenging age-appropriate activities
- At the time of the visit, the safeguarding policy was out-of-date and did not reflect recent staff changes; the policy has now been updated
- Not all staff have received safeguarding training; those recently appointed are scheduled to receive training in January
- Although the school has a policy for health and safety of pupils on off-site visits, staff do not always follow the procedures outlined in it, for example not risk assessing off-site activities

## **Recommendations**

### **The school should:**

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Improve the development of reading, writing and numeracy skills across the curriculum and make sure that planning includes opportunities for the application of these skills
- R3 Improve pupils' attendance and engagement in learning
- R4 Develop an appropriate tracking and assessment process and ensure that IEP targets relate more closely to pupils' individual learning needs

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

**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:

- produce appropriate plans and schemes of work to support the curriculum policy 1(2)
- include subject matter appropriate for the ages and aptitudes of pupils 1(2)(b)
- ensure that teaching enables pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught 1(3)(a)
- ensure that lessons are well planned, teaching methods effective, suitable activities used, and class time managed wisely 1(3)(c)
- ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons 1(3)(d)
- assess pupils' work regularly and thoroughly and use information from such assessment to plan teaching so that pupils can make progress 1(3)(g)

**Standard 2: The spiritual, moral, social and cultural development of pupils**

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:

- provide pupils with a broad general knowledge of public institutions and services 2(d)
- assist pupils in acquiring an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions 2(e)

### **Standard 3: Welfare, health and safety of pupils**

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:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with Welsh Assembly Government Circulars 005/2008 and 158/2015 3(2)(b)
- prepare and implement a written policy relating to the health and safety of pupils on activities outside the school, which has regard to Welsh Assembly Government Guidance: 'Educational Visits – A safety guide for learning outside the classroom' 2008. 3(2)(c)
- prepare and implement a written policy to promote good behaviour amongst pupils, which sets out the sanctions to be adopted in the event of pupils misbehaving 3(2) (d)
- maintain an admission and an attendance register in accordance with the Education (Pupil Registration) (Wales) Regulations 2010 3(9)

### **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 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:

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

<b>School</b>	The Haven
<b>School number</b>	6646006
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	07/12/2015
<b>Proprietor</b>	Autism Initiatives
<b>Staff</b>	1 lead teacher 3.4 teaching assistants
<b>Number of pupils</b>	8
<b>Provision</b>	Day
<b>Type of special educational need (SEN) catered for by the school</b>	Autistic spectrum disorder
<b>Last Section 163 inspection</b>	N/A
<b>Last annual monitoring inspection</b>	N/A
<b>Last CSSIW inspection</b>	N/A

### Team information

Mr Anthony Mulcahy	Reporting Inspector
Mrs Margaret Elisabeth Davies	Team Inspector