



**Annual monitoring inspection report on
Genus Education**

Date of inspection: March 2015

by

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

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Genus Education is registered as an independent school to provide in-house education for children resident in the company's three children's homes who are not able to access mainstream education. Each home has its own classroom accommodation.

The school initially opened in February 2011 and operated only at the Ynys-y-Bwt site. The company set up a classroom at Knowle House in 2012 and another at Station Cottage in 2013.

A Head of Education oversees the education across the three sites. The sites share common documents that include school policies, a development plan and arrangements for assessment, planning and delivery of lessons. Each classroom has a full-time teacher.

The school offers full-time education and follows local authority term times.

Main findings

Strengths

The school's strengths are that:

- Pupils make good progress in relation to their individual learning needs
- Pupils achieve improved personal and social skills
- The school provides a well-planned personal, social education programme that is tailored to individual pupils' needs, abilities and interests
- The school builds effective partnerships with a range of partners who provide valuable work experience and social learning experiences for pupils
- Education and care staff work well as a team and have high expectations of pupils' attendance, behaviour and progress

Areas for development

The school's areas for development are that:

- Self-evaluation processes do not focus well enough on the standards pupils achieve
- The self-evaluation report is too descriptive and does not bring the findings of the quality assurance process together in enough detail; it does not draw on evidence from all major stakeholders
- Arrangements for assessing pupils' reading comprehension skills are under developed

Recommendations

The school should:

- R1 Ensure that there are appropriate arrangements to develop pupils' reading comprehension skills
- R2 Improve lesson observations to provide a sharper focus on the standards pupils achieve in lessons
- R3 Improve the self-evaluation report to include specific evaluations of outcome data, pupil progress and the quality of teaching
- R4 Ensure that self-evaluation draws on evidence from a wide range of stakeholders

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

Recommendation 1: Improve the development of literacy and numeracy skills across the curriculum and make sure that opportunities for the application of these skills are clearly planned for and include targets for the development of reading comprehension, writing skills and numeracy where relevant

This recommendation has been largely addressed.

Teachers identify opportunities to develop pupils' literacy and numeracy skills in most lesson plans. They assess pupils' literacy and numeracy skills on entry and use this information well to set appropriately challenging targets. As a result, all pupils make steady progress in developing these skills. However, the reading and spelling assessments do not have a high enough ceiling. As a result, staff are not able to analyse the performance of older and more able pupils accurately. Teachers do not focus well enough on assessing and developing pupils' reading comprehension skills.

Teachers provide a wide range of opportunities for pupils to write in different styles and for different purposes and have an appropriate focus on the legibility of pupils' handwriting and the correct use of punctuation.

Recommendation 2: Continue to develop assessment processes by ensuring that marking indicates consistently what pupils do well and what they need to do to improve

This recommendation has been fully addressed.

Teachers use a useful baseline assessment to identify pupils' strengths and individual learning needs on entry. The school uses the results of these assessments to create detailed individual education plans and implement appropriate interventions to improve outcomes for all pupils.

The school has introduced a marking policy that is applied consistently well by all teachers. Teachers mark pupils' work regularly. They make positive comments that indicate what pupils have done well and what they need to do to improve.

Recommendation 3: Use the information from quality monitoring and assessment to develop a robust and regular whole school self-evaluation process

This recommendation has been partly addressed.

Leaders and managers have established a well-planned cycle of quality assurance activities to monitor and review all aspects of the school's work. Managers and teachers gather first hand evidence from lesson observations and the scrutiny of pupils' work. However, many quality assurance activities, including lesson observations, are too descriptive and do not focus sharply enough on pupil outcomes.

Leaders have started to bring the findings of self-evaluation together into a whole school self-evaluation report. The report identifies strengths and areas for improvement linked to pupils' standards, teaching and leadership. However, the report is too descriptive and not evaluative enough. It does not provide an accurate evaluation of the strengths of the school and areas for development.

The school improvement plan provides a detailed analysis of five priorities areas for development. The plan identifies the actions required to secure the planned improvements, staff with lead responsibility and appropriate timescales for the delivery of each action. Staff know the school's priorities for development well.

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

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| School | Genus Education |
| School number | 6726091 |
| Purpose of visit | Annual monitoring inspection |
| Date of visit | 23/03/2015 |
| Proprietor | Mr Gareth Hemming Mr Mark Khan |
| Staff | 3 Teachers. 1 Head of Education. |
| Number of pupils | 4 |
| Provision | 52 week residential |
| Type of special educational need (SEN) catered for by the school | Social emotional and behavioural difficulties |
| Last Section 163 inspection | |
| Last annual monitoring inspection | 01/04/2014 |
| Last CSSIW inspection | |

Team information

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|-------------------------|---------------------|
| Mr Anthony Mulcahy | Reporting Inspector |
| Elizabeth Ann Dackevych | Team Inspector |