



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

A report on

Mynydd Haf

Date of inspection: October 2018

by

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

About Mynydd Haf

Mynydd Haf is an independent special school situated in Trethomas near Caerphilly. The school opened in March 2016 and is part of the Keys group. The school provides full-time education for young people with social emotional and behavioural difficulties.

The school has 14 pupils on roll. There are four pupils at key stage 3 and 10 pupils at key stage 4. Four children are resident in Keys children's homes. Most pupils have a statement of special educational needs or an education, health care plan. A majority of pupils are looked after by local authorities in England and Wales.

Estyn made a focused visit to the school in November and December 2017.

The headteacher has been in post since October 2017.

Main findings

Strengths

Generally, the school has made strong progress in addressing many of the areas for improvement identified by Estyn at the focused visits of November and December 2017. For example, leaders have reviewed the curriculum to provide clear learning pathways that link well to the National Curriculum and suitable accreditation. Staff have improved the learning environment, are more confident about their responsibilities and work together effectively.

Leaders have improved the recording and monitoring of important aspects of pupil wellbeing such as behaviour and are beginning to evaluate the effectiveness of interventions used at the school.

Staff have a clear understanding of their safeguarding responsibilities and apply the school's safeguarding policy and procedures robustly. There are strong arrangements for interagency working to safeguard pupils.

The proprietors provide beneficial support and challenge to the school's leaders. This has helped them to become more confident and effective in their roles.

Areas for development

The school does not comply fully with the Independent School Standards (Wales) Regulations 2003.

Teachers and support workers provide consistent encouragement and support for pupils, which helps them to feel valued and secure. However, the provision for pupils' identified therapeutic needs is underdeveloped.

Teachers provide a calm learning environment and plan well-structured lessons. However, teachers' planning does not support pupils to build on prior learning or to consolidate and extend their skills progressively. There are limited opportunities for pupils to apply their learning and solve problems that they may encounter in life.

There are worthwhile opportunities for pupils at key stage 3 to learn about important issues that relate to their personal safety such as keeping safe on line. However, overall, the school lacks a co-ordinated strategic approach to the delivery of personal social and health education for all pupils.

Recommendations

The school should:

- R1 Ensure that the school complies fully with the Independent School Standards (Wales) Regulations 2003
- R2 Ensure that teachers' planning provides pupils with appropriate opportunities to develop and apply their skills.
- R3 Improve the support for pupils' identified therapeutic needs
- R4 Improve the provision for pupils' personal, social and health education needs

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 where pupils have a statement that the provision fulfils its requirements. 1(2)(e)
- Provide personal social and health education that reflects the school's ethos. 1(2)(f)
- 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 lessons are well planned, teaching methods are effective and suitable activities are used. 1(3)(c)

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

On this visit, Estyn did not inspect Standard 2.

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 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 this visit, Estyn did not inspect Standard 6.

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 Welsh Government 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 limited inspection should not prejudice the findings of a future full Section 163 inspection.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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