



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

**Annual monitoring inspection report on
Prospects School**

Date of inspection: May 2016

by

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

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Context

Prospects School is an independent special school for pupils with social, emotional and behavioural difficulties. The school provides education for young people who live in the company's children's homes as well as offering day placements.

The school has a 'continuum of provision'. Pupils are assessed on entry and placed in the different settings according to their individual needs. The provision includes home tuition in the children's homes, supported by the teachers, nurture provision and a full timetable of educational activities in and out of the school.

The school currently has 11 pupils on roll. They are predominantly from English authorities with a few pupils from Welsh authorities. Nearly all pupils have 52-week residential placements and at present there is one day pupil. All pupils have 'looked-after child' (LAC) status and seven pupils have a statement of special educational needs (SEN).

Since the last visit, the proprietors have changed and a new headteacher has been appointed

Main findings

Strengths

- The new proprietors provide good levels of support and challenge to the school.
- The school has an improved focus on literacy and numeracy.
- Staff have benefited from recent training in important areas such as curriculum development and additional learning needs (ALN).
- There are improved resources to support learning and teaching.
- Pupils can gain an appropriate range of accreditation.

Areas for development

- The improved strategies across education and care to manage behaviour are not having a good enough impact.
- The school has introduced a number of useful initiatives to improve attendance. However, poor attendance remains an issue.
- On occasions, pupils choose to leave classrooms in order to work in a calm environment. These occasions are not recorded well enough in a central record. As a result, staff do not analyse patterns of behaviour in enough detail.

Recommendations

R1. Consistently implement effective strategies to improve the behaviour of young people

R2. Improve young people's attendance

R3. Keep careful records of pupils' time out of classrooms

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

Recommendation 1: Ensure compliance with the Independent Schools Standards (Wales) Regulations 2003

This recommendation has been fully addressed.

The school now has an admissions and attendance register. Appropriate procedures are in place for recording absences and analysing trends. These records show a recent slight improvement in pupils' attendance. Despite this, attendance remains an issue at the school.

The school maintains written records of sanctions. It provides the company with daily reports of sanctions and other data, such as attendance. The school is beginning to make use of this data to inform improvements.

Recommendation 2: Liaise closely with care staff to improve pupils' attendance

This recommendation has been partly addressed.

The school has introduced a more rigorous approach to improving pupils' attendance. This includes a requirement that care staff be more persistent in waking pupils up for school. There are incentive plans such as financial rewards and trips to encourage pupils to improve their attendance. Where there is an issue, teaching staff visit care homes with work for pupils to complete.

The school provides pupils with individualised curriculum packages, designed to reengage and motivate. However, poor attendance remains an issue for the school

Recommendation 3: Improve the co-ordination of skills across the curriculum

This recommendation has been largely addressed.

The school has appointed skills co-ordinators for literacy and numeracy. The coordinators work well with staff to ensure medium term plans contain an appropriate literacy and numeracy focus for individual pupils. The plans are comprehensive and contain clear learning objectives, strategies and resources. These plans also take into account the learning style and strengths of each pupil. Weekly evaluations of their implementation are diagnostic and enable teachers to plan further work based on pupils' progress.

The school has recently introduced a published literacy scheme, which is helping pupils to make progress.

Recommendation 4: Ensure that the additional learning needs of all pupils are met successfully

This recommendation has been largely addressed.

The school has appointed a SENCO and developed initial baseline assessment for all pupils. All pupils joining the school now receive assessments in mathematics, English and science. Staff use the results well to inform individual education plans (IEPs) and lesson planning. As a result, staff plan suitable focused interventions for pupils. An appropriate staff training programme in additional learning needs is underway. The programme includes specific training on autistic spectrum disorders, attention deficit hyper-activity disorder and dyslexia.

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	Prospects School
School number	Insert text
Purpose of visit	Annual monitoring inspection
Date of visit	19/05/2016
Proprietor	Keys Group
Staff	1 Head Teacher 5 Teachers 1 Tutor 5 Learning Support 1 Part time admin officer
Number of pupils	11
Provision	Day provision linked to Children's Home
Type of special educational need (SEN) catered for by the school	Social, Emotional and Behaviour Difficulties (SEBD)
Last Section 163 inspection	01/02/2012
Last annual monitoring inspection	01/06/2015
Last CSSIW inspection	17/08/2015

Team information

Mrs Sw Roberts	Reporting Inspector
Mrs Claire Yardley	Team Inspector