



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

A report on

Red Rose School

Date of inspection: November 2018

by

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

About Red Rose School

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

The school opened in December 2009. There are currently 24 pupils on the school roll. The first language of nearly all the pupils is English. All pupils have a statement of special educational needs (SEN). A few pupils are looked after by the local authority. Cardiff local authority funds most of the placements with a few placements funded by the Vale of Glamorgan.

The school is based in a community building. The school has extended its accommodation through the use of two additional buildings on the site and through the acquisition of an additional property on an adjacent street. Since the last monitoring visit, the school has re-structured its management team to include two assistant headteachers. The current headteacher has been in post since the school opened.

Main findings

Strengths

Pupils engage enthusiastically in learning activities and respond positively to teaching staff. They engage politely with visitors to the school and are keen to discuss their work and share the progress they have made.

Teachers and staff have a strong understanding of the emotional and social needs of their pupils. They work together effectively to promote positive behaviour and to provide a supportive environment based on trust and mutual respect. This helps pupils to develop their confidence and become more effective learners.

In lessons and around the school pupils behave well. Over time, many pupils make strong progress in improving their attitudes to learning and behaviour against their starting points.

The headteacher has recently strengthened the management team to support the school's capacity for improvement through the appointment of two assistant headteachers. Leaders work well with a suitable team of partners who provide appropriate specialist support and a beneficial level of advice and challenge. This is helping the school start to address the areas for improvement identified at the last monitoring visit.

Leaders have an accurate understanding of the school's strengths and areas for development. The headteacher communicates his vision for the school very effectively and has improved the school's facilities to address the changing needs of its pupils.

Areas for development

The school has improved the quality of information it collects on pupils when they join the school. This helps the school provide a safe environment that supports pupils' social, and emotional needs well. However, the school does not use this information well enough to set learning targets for the short, medium and long-term.

The school has recently improved its self-evaluation processes. Though incomplete, the school's self-evaluation report is an honest and useful document that informs improvement planning and links well to the school's improvement priorities. The school has introduced a calendar of quality assurance activities that includes lesson observations, work scrutiny and learning walks. However, many of these processes are very recent and do not focus on the standards of pupils' skills or identify clearly enough what they need to do to improve.

Many of the actions taken by the school to address the recommendations from the previous two monitoring visits remain at an early stage of development. It is too soon to evaluate their impact.

Recommendations

The school should:

- R1 Ensure that pupils' learning targets link clearly to their long-term goals and aspirations**
- R2 Ensure that quality assurance processes focus on the standards of pupils' work and progress, and the quality of teaching**

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

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

The school has addressed successfully the areas of non-compliance identified during the last monitoring visit.

Recommendation 2: Continue to improve the baseline assessment process to take account of all available information including behaviour, attendance and engagement in learning

Since the last monitoring visit, the school has improved its processes to establish a more complete picture of pupils' starting points when they join the school. For example, the school works closely with an educational psychologist who carries out detailed assessments of all pupils. The school also employs a speech and language therapist who completes a baseline assessment of pupils' speech and language. In addition, a behavioural specialist has completed profiles on nearly all pupils to assess their social, emotional and behavioural development.

The school uses the information from these assessments suitably to help set individual pupil targets for literacy, numeracy and their social and emotional development. It has recently introduced appropriate measures to monitor pupils' progress against these areas and to review their targets accordingly. However, the tracking and monitoring of pupils' progress against these targets are at an early stage and it is too soon to evaluate the effectiveness of these processes.

Recommendation 3: Ensure that all pupils who are more able achieve qualifications in accredited courses appropriate to their needs and abilities

Since the last visit, the school has taken appropriate steps to extend the range and level of qualifications it offers. For example, it has registered with two awarding bodies, and staff are currently completing training in assessment and internal verification procedures. Additional units of accreditation now available to pupils cover topics broadly relevant to their needs and interests, such as short courses in animal care, food and science.

The school is also developing beneficial partnerships with external providers to extend opportunities for a few pupils to access accreditation at a higher level where appropriate.

However, both of these developments remain at an early stage. Overall, the school does not use its assessment of pupils' starting points well enough to set medium and long-term goals that include relevant accreditation routes.

Recommendation 4: Continue to increase opportunities for pupils to work alongside others in work placements, mainstream schools and colleges where appropriate

Since the last visit, the school has made limited progress in increasing opportunities for pupils to work alongside others in work placements, mainstream schools and colleges.

The school plans to provide valuable opportunities for pupils from the school to access purposeful work experience opportunities in a community café and a farm. However, these plans remain at an early stage of development.

Recommendation 5: Plan for the progression of pupils skills across the curriculum

Since the last monitoring visit, the school has reviewed its curriculum planning to ensure it provides a clear framework for progression over time. This has helped the school develop a more co-ordinated approach to planning for the development of pupils' skills across subjects and key stages. In addition, the school has started to use the literacy and numeracy framework to inform the setting of individual pupil targets for literacy and numeracy and to help track pupils' progress. However, both of these developments are at an early stage and it is too soon to evaluate their impact.

The school provides many opportunities for pupils to access valuable learning activities in the community. For example, they go climbing, cycling and learn karate. This helps them to develop their social skills, communication and physical skills. It has recently purchased a house near to the school to provide opportunities for pupils to practise their independence skills in a realistic setting. However, the school does not have robust processes to evaluate the progress pupils make in these areas

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, 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 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 Welsh Government 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 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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

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