



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

Annual monitoring inspection report on
Woodlands Children's Development Centre
7 Pierces Square
Wrexham
LL13 7NE

Date of inspection: February 2018

by

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

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Context

Woodlands Children's Development Centre provides highly specialised education and therapy for boys aged between 11 and 18 who have significant and complex social, emotional and behavioural needs.

There are 18 pupils, between 13 and 18 years of age on roll at the school. Ten of the pupils have statements of special educational needs (SEN). All pupils are looked after children (LAC) and are resident at the Woodlands Children's homes in the local area.

The school is located within the town of Wrexham close to local amenities and leisure facilities. The school has recently extended the premises to improve facilities and to increase the number of classrooms.

The headteacher has been in post for four years and the school has recently appointed an assistant head to join the senior leadership team.

Main findings

Strengths

- Pupils have positive attitudes to their learning. They listen well in class and most are motivated to achieve to the best of their ability. Many are achieving GCSE and A level qualifications and a few have secure plans to progress to higher education.
- Pupils' education and wellbeing is supported very well by the close liaison between the care homes, the therapists, the teachers and the behaviour support assistants. This contributes very well to pupils' attendance and achievement.
- The school has a very clear focus on continuous professional development. This includes useful opportunities for staff to visit other providers and a 'co-coaching' initiative for staff to share and improve their practice.
- The proprietor, headteacher and senior leadership team have a very clear and ambitious vision for the school. They provide a positive ethos and culture that allows pupils to feel safe, make progress and develop beneficial skills for life.

Areas for development

- The school does not meet fully the Independent School Standards (Wales) Regulations 2003.
- The school carries out a wide range of self-evaluation activities. The self-evaluation report is informative and makes suitable reference to a wide range of evidence. However, in a few areas, such as the progress pupils make in their work and the standards of their wellbeing, the report does not evaluate this information well enough.
- The school has a comprehensive range of policies which form a sound basis for much of the school's work. However, a few policies are too generic and do not

provide an accurate guide to the school's practices. They do not identify staff with relevant responsibilities or who has overall responsibility for the policy itself. A few policies are not clear enough about the procedures for staff to follow.

Recommendations

- R1 Ensure compliance with the Independent School Standards (Wales) Regulation 2003
- R2 Revise school policies to make sure they are specific to the school and identify clearly procedures for staff to follow
- R3 Revise the self-evaluation report to make sure it fully reflects the work of the school, particularly in respect of pupils' progress and achievement

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

Recommendation 1: Revise relevant policies to include reference to the Prevent duty guidance

This recommendation has been largely addressed.

The school has amended the child protection policy to include appropriate reference to the Prevent duty. This includes the actions taken to mitigate risks of radicalisation to young people at the school. Staff have had relevant and recent training. However, there are no clear guidelines for staff on how to recognise the warning signs or what steps to take if they identify possible issues.

Recommendation 2: Make sure there is a consistent approach to planning opportunities for pupils to assess the quality of their own work and the work of their peers

This recommendation has been largely addressed.

The school has introduced progress logs that allow pupils to reflect on their own learning. All pupils are involved in the review of their individual education plans (IEP) targets and the school has implemented 'make a difference' time for pupils to address teachers' suggestions for improvement. Pupils record what went well in lessons and what aspects of their work needs to be improved on newly implemented self and peer assessment sheets. Teachers use these strategies consistently across the school.

Recommendation 3: Make sure that the self-evaluation report refers and relates to pupils and their outcomes

This recommendation has been partly addressed.

The school has improved the monitoring and tracking of pupil progress. There are sound systems in place to track the progress of pupils against their IEP targets, attitudes to learning and academic achievement. The school uses this information well to provide effective individual learning plans for the pupils. However, an evaluation of this information is not captured well enough in the self-evaluation report to reflect the work of the school.

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

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 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)]
- Maintain a satisfactory written policy on First Aid and implement this across the school [3(6)]

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 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 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

School	Woodlands Children's Development Centre
School number	6656042
Purpose of visit	Annual monitoring inspection
Date of visit	07/02/2018
Proprietor	Woodlands Limited
Staff	1 headteacher, 8 teachers; 1 cover supervisor; 3 behaviour support assistants; 2 outdoor education tutors; 2 part-time self-employed tutors
Number of pupils	18
Provision	42 week education provision
Type of special educational need (SEN) catered for by the school	Social emotional and behavioural difficulties.
Last Section 163 inspection	01/07/2013
Last annual monitoring inspection	27/04/2016
Last CSSIW inspection	