



**Annual monitoring inspection report on:**

**Craig y Parc School**

**Date of inspection: November 2013**

**by**

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

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
  - paragraphs 1-8: granting/removing approval;
  - paragraph 42: changes in character, management or control of the school; and
  - 37/94 paragraph 43: significant differences from approved number.

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## Context

Craig y Parc School is an independent residential and day special school that provides education for pupils aged from three to 19 years. The school is approved by the National Assembly for Wales for the admission of pupils with statements of special educational need who have complex physical and associated learning difficulties.

The school's proprietor is the Scope charity which provides services for young people and adults with complex support needs. Scope is managed by a board of trustees and the school has a governing body which oversees the performance of the school.

In September 2013, the previous principal left the school to take up another post. Subsequently, the proprietor has reorganised the management of the school and created the new post of executive principal. The executive principal now oversees the work of three Scope schools and a college across the UK. She took up her post at the beginning of November 2013. The vice principal, who was appointed in August 2013, has responsibility for the day-to-day management of the school. She had previously been employed as a teacher at the school for several years. The proprietor provides a range of useful support, for example in personnel and finance.

The school is organised into eight class groups of between three and seven learners. Four classes follow a conductive education approach and two classes provide a sensory motor curriculum.

The school's outreach teacher supports pupils who attend local mainstream schools.

## Main findings

### Strengths

#### The school's strengths are that:

- pupils make good progress in their learning and achieve good standards in line with their abilities;
- pupils use information and communication technology effectively to support their learning and this enhances their ability to communicate and participate in the lessons;
- almost all pupils are enthusiastic and engage well in their lessons;
- teachers plan lessons well to meet the individual and very varied learning needs of pupils;
- pupils' individual education plans provide appropriate detail and include helpful strategies to help teachers with their planning;
- teachers use a multi-sensory approach effectively and make good use of an appropriate range of resources;
- where pupils with relevant needs are identified, the school offers a specialised conductive education programme that benefits their learning and encourages them to reflect on their progress;
- there is good teamwork between staff in lessons; and

- a few pupils have appropriate opportunities to follow aspects of the curriculum alongside their mainstream peers via dual school placements.

### Areas for development

#### The school's areas for development are that:

- since the last annual monitoring inspection, the school has undergone significant changes to its management structure. The executive principal's aim is to have a strategic overview of the school and provide support for the vice principal in her role as the day-to-day manager. However, it is too early to judge the effectiveness of the arrangements. These managers are only just establishing their new roles and determining lines of responsibility;
- since the promotion of the vice principal to her new role, the school has no deputy headteacher to provide formal cover in her absence;
- the school has a self-evaluation report and school improvement plan drawn up by the previous principal. However, these documents may no longer be appropriate as the new managers may choose to identify different priorities to take the school forward;
- the school keeps a log of concerns raised by staff, or others, which are not raised as formal complaints. This is good practice. The log outlines the nature of the concerns and how they were dealt with. However, the records do not always provide enough detailed information. For example, it is not clear who has dealt with each issue. This limits the school's ability to identify any significant patterns in behaviour;
- the school has been unable to make full use of the former school house premises for at least two years. There are delays with listed building planning consent and the fire regulations concerning the redevelopment of those premises. The school is only able to make limited use of this resource; and
- Scope is currently updating the school's prospectus and information it makes available to parents as required under Standard 6 of the regulations. A few other school policies have not been amended to refer to the new managers.

### Recommendations

- R1** Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2** Establish clear lines of responsibility for the new management team and develop effective management structures to ensure the smooth running of the school
- R3** Review the current self-evaluation report and school improvement plan so as to identify current priorities to move the school forward
- R4** Ensure that the school's records of any concerns addressed include enough detail
- R5** Over time, review school policy documents to ensure that all details are up-to-date
- R6** Aim to resolve the issue regarding redevelopment of the former school house so as to make better use of the premises

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

**Recommendation 1:** Continue to increase appropriate opportunities for more able pupils to attend their local schools and colleges

This recommendation has been fully addressed.

There is a designated member of staff who oversees the placement of pupils in mainstream schools. Another staff member provides links with local colleges and oversees transition arrangements. Seven pupils attend their local school for between 0.5 and 3 days per week. Four pupils attend local further education colleges for one day a week. The teams around each child liaise with the schools and colleges to develop positive and productive experiences.

**Recommendation 2:** Take steps to strengthen senior management arrangements so as to ensure the smooth running of the school at all times, for example during any absence of the headteacher

This recommendation has been partly addressed.

The school's management has undergone significant change in the last year. The newly appointed executive principal aims to develop a strategic overview of the school and intends to provide guidance and support for the vice principal and other managers. The structure of a new senior management team is currently under review. The vice principal knows the school and its day-to-day routines well.

Managers have plans to develop the school's systems, for example in relation to performance management, lesson observation and action planning. However, these are at a very early stage.

**Recommendation 3:** Review the policy for physical restraint and ensure that staff receive appropriate training

This recommendation has been largely addressed.

In May 2013, managers arranged for a group of school and residential staff to attend a training course in appropriate use of crisis prevention intervention. The school has arranged for two members of staff to attend a course in December 2013 to become trainers so as provide training in-house in the future.

**Recommendation 4:** Review the policy for child protection to include the procedure if an allegation is made against the headteacher or a member of staff

This recommendation has been fully addressed.

The school reviewed the policy for child protection in September 2013. It now includes guidance on procedures if an allegation is made against a member of staff.

## 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**

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 the information available for parents is updated to include:

- particulars of the school's policy on and arrangements for admissions, discipline and exclusions; [6(2e)] and
- the number of staff employed at the school, including temporary staff, and a summary of their qualifications.[6(2k)]

### **Standard 7: The manner in which complaints are to be handled**

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:

- the complaints procedure provides for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint; [7e] and
- the procedure includes the statement that written records of complaints indicate whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing. [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

<b>School</b>	Craig y Parc School
<b>School number</b>	681/6087
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	11 and 12 November 2013
<b>Proprietor</b>	Scope Cymru
<b>Staff</b>	6 f/t teachers; 3 p/t teachers; 24 f/t learning support assistants; 10 p/t learning support assistants; 1 f/t therapist; 5 p/t therapists; 2 f/t therapy technicians; 4 p/t therapy technicians; 1 p/t pupil advocate; 33 care staff; and 5 nurses.
<b>Number of pupils</b>	45 (23 girls and 22 boys)
<b>Provision</b>	Day education for 38 or 41 weeks per year. Residential (38/41/52 weeks) Respite care
<b>Type of special educational need (SEN) catered for by the school</b>	All pupils have complex needs associated with the impact of cerebral palsy on their cognitive, visual, fine and gross motor, language and communication skills.
<b>Last Section 163 inspection</b>	January 2009
<b>Last annual monitoring inspection</b>	November 2012
<b>Last CSSIW inspection</b>	August 2012

## Team information

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<b>Team Inspector</b>	Anne Dackevych AI