



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

A report on

Craig Y Parc School

Date of inspection: January 2019

by

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

About Craig Y Parc School

Craig Y Parc is an independent day school for pupils from age 3 to 19 years. It is situated alongside Ty Cwtch registered children's home, which provides residential care for 16 young people including three on 52 week placements, one pupil on a 38 week placements and 11 pupils from the school accessing short term placements. Currently, there are 22 pupils on roll at the school. This includes 11 pupils from the children's home and 11 who are day pupils. All pupils have statements of SEN and three pupils are looked-after children (LAC).

The school provides education for pupils with a range of complex physical needs and associated learning difficulties. These include cerebral palsy, dysphagia, and epilepsy.

The school's proprietor is 'Ambito Education' operating under the parent company 'Salutem Healthcare', which provides services for young people and adults with complex support needs. Most pupils at the school are placed by authorities in South Wales. A very few pupils are placed by authorities in England.

Since the last inspection an interim headteacher has taken over responsibility for the running of the school from the previous acting principal.

Main findings

Strengths

- Most pupils make strong progress in their learning against their individual starting points. During their time at the school they become more confident and independent learners, and acquire a range of valuable skills that support them well in their future lives.
- Relative to their needs, most pupils engage confidently with staff, their peers and visitors to the school. They communicate effectively using their chosen means of communication to make choices about their learning and share their achievements.
- Teachers and support staff work together very effectively to provide a stimulating and supportive environment for learning. Lessons are well planned and address pupils' individual learning targets well.
- The school provides an effective range of therapeutic interventions which promotes pupils' ability to access the curriculum successfully. This includes physiotherapy, speech and language therapy and occupational therapy. Education, care and therapy staff work together cohesively to address pupils' highly complex needs. This aspect of the school's work is a significant strength.
- The recently appointed interim headteacher has a clear understanding of the school's strengths and areas for development. Together with the restructured leadership team he has strengthened important aspects of the school's provision. For example, he has reviewed the school's staffing structure and has implemented key actions to ensure compliance with important aspects of the Independent School Standards (Wales) Regulations 2003 that were not met at the time of the last monitoring visit.

Areas for development

- Over the last few years there have been successive changes in the leadership and management of the school. These changes, and a recent change to the ownership of the school, have hindered the school's ability to make sufficient progress against the recommendations from the previous visit and to plan confidently for improvement over the long-term.
- The interim headteacher has restructured the school leadership team to draw on the experience of existing staff members. Many of these are new in post and therefore do not have recent experience of school leadership.
- The school does not comply fully with the Independent School Standards (Wales) Regulations 2003.

Recommendations

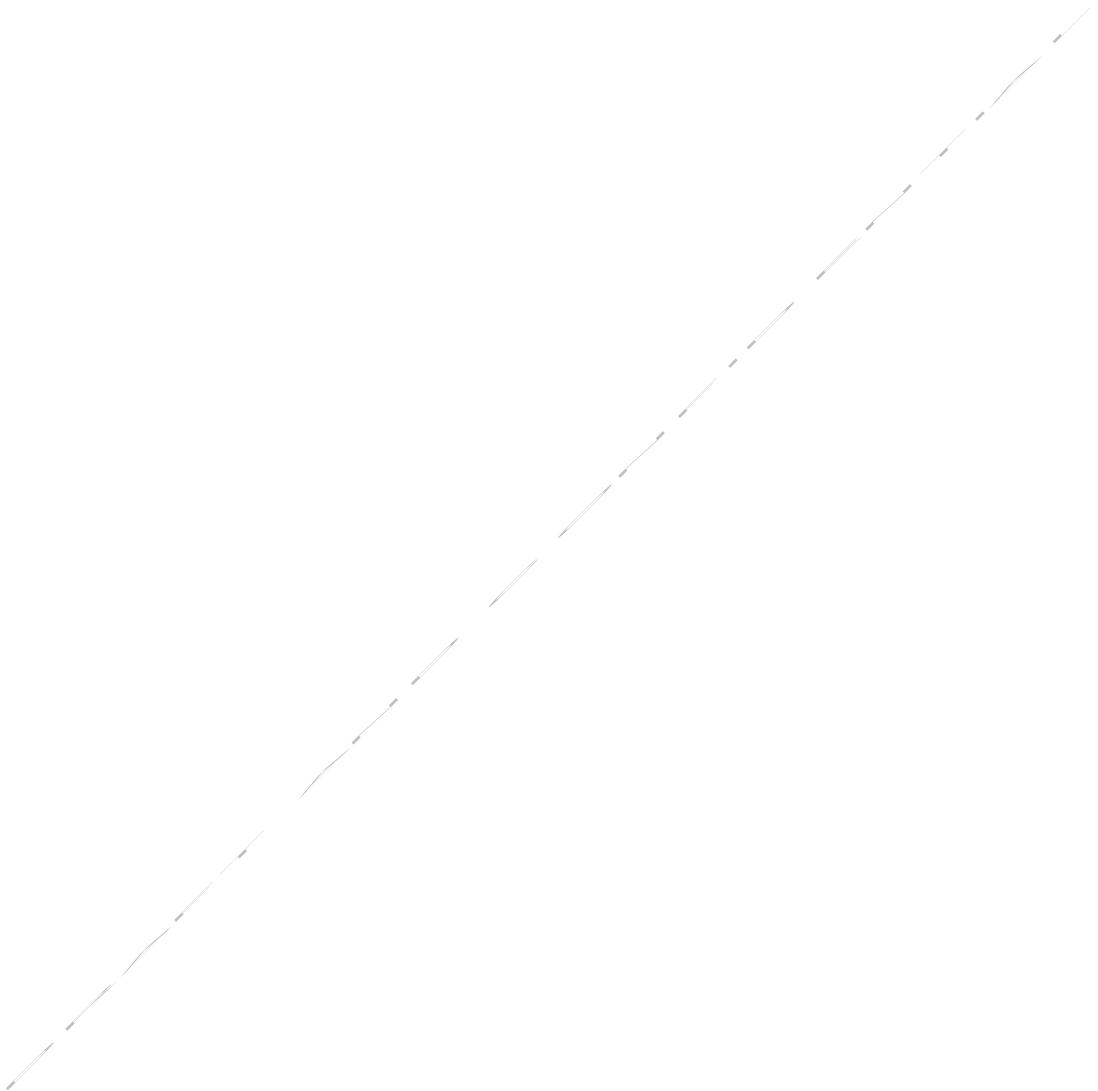
The school should:

R1 Ensure compliance with the Independent School Standards Wales Regulations 2003

R2 Ensure stability in the leadership and management of the school

R3 Provide training and support for the newly appointed school leadership team to fulfil their roles effectively

R4 Strengthen systems to quality assure the work of the school



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 with the Independent School Standards (Wales) 2003 identified during the previous monitoring visit. In addition there were no areas of non-compliance identified on this visit.

Recommendation 2: Ensure that data collection is robust enough to measure pupil progress and achievements fully

The school uses a suitable variety of means to measure pupil progress and achievements, including a commercial assessment tool to help set targets and measure pupils' progress in literacy, numeracy, and personal, social and health education. The school also tracks pupils' progress through their individual education plans (IEPs), which include beneficial targets for pupils' wider therapeutic goals. Teachers and support staff review the progress pupils make against these goals regularly using the 'small steps of progress' evidence boards.

These approaches are beginning to provide the school with useful evidence of the progress pupils make in these areas. However, recent changes in roles and responsibilities have meant that the school has made inconsistent progress to date in addressing this recommendation. In particular, the monitoring and quality assurance of data collection are not robust enough.

Recommendation 3: Improve self-assessment across the school to inform improvement planning

Since the last monitoring visit, the school has strengthened its self-evaluation and improvement planning processes. Regular meetings ensure that staff communicate effectively and share information well about their areas of responsibility. This helps to ensure that they meet the day-to-day needs of their pupils well.

The school's self-evaluation report is a useful document, written by the teaching staff, which provides a helpful and detailed overview of the work of the school. However, the range of evidence to inform this work, including the analysis of pupil progress data and learning walks, remains at an early stage of development.

Since the last monitoring visit, leaders have taken appropriate actions to address the most urgent areas for action. For example, they have strengthened policies and practice at the school to ensure that the school complies with areas of non-compliance with the Independent School Standards (Wales) Regulations 2003 identified at the previous monitoring visit. The interim headteacher has identified a suitable range of priorities to address the most important areas for further development. However, much of this work is very recent and, in a few cases, priorities do not specify the precise actions to be undertaken, or identify the timelines for achievement clearly enough.

Recommendation 4: Make sure that classroom observations focus on pupil standards and the quality of teaching

The leadership team conducts regular learning walks with an identified focus on relevant areas of teaching and learning. Leaders share feedback with the wider staff team and identify suitably the key strengths and areas for development.

Lesson observation templates include appropriate opportunities to comment on pupil standards and the quality of teaching. The interim headteacher has recently observed most teachers. However, this initiative is very recent. Overall arrangements for the observation and moderation of teaching and learning remain at an early stage of development.

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 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

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 in the case of a proprietor which is a corporation, Scottish firm or body of persons, the responsible individual has applied for an appropriate disclosure and barring certificate and that application has been countersigned by the National Assembly for the purposes of Part V of the Police Act 1997. (4[aa])

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 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:

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