



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

A report on

Birribi

Date of inspection: May 2019

by

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

About Birribi

Birribi Education is registered as an independent special school. The school provides education for up to ten pupils aged 8 to 18 years resident in the company's children's homes who are not able to access mainstream education. It operates in classrooms attached to each of the company's three children's homes across Pembrokeshire. The school opened in April 2016.

The school provides full-time education for pupils who have social, emotional and behavioural difficulties (SEBD), autistic spectrum disorder (ASD) and associated learning difficulties. There are currently five pupils on the school roll, four of whom have a statement of special educational needs (SEN). All of the pupils are looked after by the local authority and are placed by local authorities in Wales. No pupils are from Welsh-speaking backgrounds.

The most recent monitoring visit took place in February 2018. Since that visit, the school has extended its provision to include a classroom on the site of each children's home and has increased the number of pupils on roll from one to five.

The headteacher was appointed in September 2017. The headteacher is supported by three full-time teachers and three learning support assistants.

Main findings

Strengths

Teachers and learning support assistants have a strong understanding of the needs and abilities of their pupils. They work together effectively to provide a calm and supportive learning environment for pupils with a range of social, emotional and behavioural difficulties.

Teachers and learning support assistants build effective and purposeful working relationships with pupils that enable them to develop resilience, gain in confidence and improve their readiness for learning. This helps pupils to make steady progress in their learning and personal development skills.

The classrooms are well-maintained with colourful displays that provide a stimulating learning environment. The use of outside areas is developing suitably. For example, outside one of the classrooms, pupils are growing vegetables and providing feeding stations and nesting boxes for birds.

The school is establishing useful processes to identify pupils' starting points and individual learning needs. Teachers make creative use of this information to plan enjoyable learning experiences that are well-matched to pupils' abilities and interests.

The school is developing its curriculum and provision to meet the needs of individual pupils appropriately. These include valuable opportunities for pupils to improve their literacy, numeracy and information and communication technology skills, and to develop important life skills such as cooking and managing money. There are beneficial arrangements for pupils to attend work experience placements and keep fit and active through outdoor learning experiences and visits to the leisure centre.

Areas for development

The school proposes a clear rationale for the role of outdoor learning as a key feature of its provision. However, it does not have suitable arrangements to track the progress pupils make through these activities. Overall, the planning and schemes of work for outdoor learning, as well for subjects such as art and craft, humanities, and cookery are at an early stage of development.

The school does not have a sufficiently strong understanding of the purpose of self-evaluation. As a result, quality assurance activities do not reflect the nature and requirements of the school well enough or support the school to plan effectively for improvement.

The school does not comply fully with the Independent School Standards (Wales) Regulations 2003.

Recommendations

The school should:

- R1 Comply fully with the Independent School Standards (Wales) Regulations 2003
- R2 Strengthen the planning for all areas of the curriculum, including outdoor learning
- R3 Refine quality assurance processes and their use to inform improvement planning
- R4 Continue to review policies and ensure they guide practice at the school

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

Recommendation 1: Continue to develop appropriate schemes of work for subjects across the curriculum

The school is developing schemes of work that are well-matched to the specific needs of pupils. The schemes of work for English, mathematics and science are detailed and support medium and short-term planning appropriately. There are also suitable schemes of work for information and communication technology and personal, social and health education.

The schemes of work for subjects such as art and craft, humanities, cookery and outdoor learning are at an early stage of development. In particular, the current outline schemes for these subjects do not identify how they will develop pupils' literacy, numeracy and personal and social skills.

Recommendation 2: Review off-site risk assessments to ensure that they include sufficient and detailed information about the visit

The school has reviewed risk assessments for off-site activities to ensure these include sufficient detail about the proposed visit. The headteacher visits each venue used for off-site activities to assess the risks and ensure that risk assessments appropriately identify specific features such as the location, any significant hazards and actions necessary to reduce potential risks.

Off-site risk assessments are complemented by detailed individual assessments which identify clearly the specific risk factors for each pupil. Overall, these processes provide teachers with sufficient information to enable teachers to plan and manage safely a wide range of interesting off-site activities.

Recommendation 3: Update all policies regularly and ensure that they are specific to the school

The school has a suitable range of policies in place to support its work. Since the last monitoring visit, the headteacher has begun to review these to ensure they are specific to the school. However, given the time since the last monitoring visit, progress against this recommendation has been too slow. A minority of policies are too generic and do not reflect relevant guidance or practice at the school well enough. This means they are not clear enough to guide consistent good practice at the school, or to provide a useful framework to help the school evaluate its work.

Recommendation 4: Ensure that self-evaluation processes are based on a wide range of first-hand evidence and focus sufficiently on standards and pupil progress

Generally, teachers use their knowledge of individual pupils successfully to ensure their planning is appropriate to pupils' needs and supports their future progress effectively. This important aspect of the school's self-evaluation is developing well.

This year, the school has introduced a range of self-evaluation activities to quality assure its work. These include lesson observations, pupil lesson evaluations, teacher lesson evaluations and reflection, and pupil wellbeing questionnaires. The school has also established suitable baseline assessments and has developed a useful pupil profile form to record aspects of pupil progress to support its self-evaluation. However, the link between these activities and the school's overall evaluation of standards, progress, wellbeing and teaching is underdeveloped. In particular, the school does not make effective use of the information it collects to evaluate what it does well and identify priorities for improvement.

Recommendation 5: Seek advice from the Welsh Government regarding admission of pupils with SEBD

The school has amended the details of its registration with the Welsh Government to include the admission of pupils with SEBD.

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

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 it provides to parents of pupils and prospective pupils the school's address and telephone number and the name of the headteacher [6(2)(a)]
- Ensure it provides to parents of pupils and prospective pupils particulars of the school's policy on and arrangements for admissions, discipline and exclusions [6(2)(e)]
- Ensure it provides to parents of pupils and prospective pupils particulars of educational and welfare provision for pupils with statements and for pupils for whom English or Welsh is an additional language [6(2)(f)]

In addition the school should ensure the following information is available and make it clear to parents of pupils and of prospective pupils that they may request it:

- Particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (see paragraph 3 (2) of the Regulations) [6(2)(h)]
- Details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year [6(2)(j)]
- The number of staff employed at the school, including temporary staff, and a summary of their qualifications [6(2)(k)]

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 Welsh Government 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 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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2019: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 24/07/2019