



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

**Annual monitoring inspection report on
Options Kinsale School**

Date of inspection: November 2017

by

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

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Context

Options Kinsale School offers an integrated residential education and care package for pupils aged between 8 and 19 years who have an autistic spectrum disorder (ASD) and complex needs. The school currently educates 21 pupils from Year 6 to post-16.

All pupils have a statement of special educational needs (SEN) or education, health and care plan (EHC). Nearly all pupils have looked-after child (LAC) status.

Nearly all current pupils have residential placements.

The school is in the process of increasing its classroom provision. It has applied to the Welsh Government for a material change to its registration.

A new headteacher and deputy are in post since the last visit

Main findings

Strengths

Staff know pupils well and understand their needs. There is a nurturing culture, which helps pupils gain in confidence and self-esteem. Over time, this supports them to develop their communication and improve their behaviour.

The new leadership team are enthusiastic to make improvements to support pupils' learning.

Curriculum planning is developing well and incorporates the planning of individual curriculum pathways for all pupils.

The analysis of data relating to incidents is a strength.

Processes for assuring the quality of teaching and learning are developing and are beginning to have a suitable focus on pupils' progress.

Areas for development

There are many recently introduced procedures at the school. These need time to embed before further changes are made.

Staff do not always access appropriate training to develop their teaching techniques and support them to develop pupils' communication.

Positive behaviour support plans are rigorous, but targets are not specific enough. This means that it is not easy for staff to monitor pupils' progress against set targets.

Processes for self-evaluation and improvement planning have progressed. However, there is no established on-going and coherent cycle of school improvement. Improvement planning does not always accurately identify the areas the school needs to prioritise.

Recommendations

- R1 Prioritise areas for development and monitor impact before introducing further change
- R2 Refine positive behaviour support plans to ensure targets are achievable
- R3 Make sure staff receive appropriate specialist training to enhance their skills and support their teaching

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

Recommendation 1: Appoint a permanent headteacher

This recommendation has been fully addressed.

Since the last visit, the proprietor has appointed a permanent headteacher and deputy. These leaders are beginning to make a positive difference to practice and procedures at the school. For example, they have introduced a consistent format for lesson and curricular planning, weekly staff meetings to discuss pupils' progress and the work of the school and learning walks to monitor teachers' practice.

The Options Group has taken a number of appropriate steps to support the new leadership team. These include appointing the previous headteacher as chair of the school's scrutiny board in order to provide a consistent approach and assigning an experienced school improvement partner to support and challenge leadership at the school.

Recommendation 2: Further develop self-evaluation and planning processes to ensure continuous improvement at a strategic level

This recommendation has been partly addressed.

The school carries out a suitable range of activities, which inform the self-evaluation and development planning processes. These include lesson observations, learning walks, peer observations, work scrutiny and data analysis. A recently established quality assurance group provides helpful input into these processes.

The self-evaluation report and the school development plan are useful documents that identify appropriate strengths and areas for development. However, they fail to identify as priorities important actions in need of improvement. Due to frequent changes in leadership, the school has not yet developed a robust cycle of self-evaluation and improvement planning.

Staff at the school are beginning to contribute to the self-evaluation process. For example, the headteacher has carried out an analysis of the school's work with the whole staff to identify what the school is doing well and what needs to be improved.

The school does not seek the views of parents as part of its improvement processes.

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

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:

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 annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

School information

School	Options Kinsale School
School number	6646004
Purpose of visit	Annual monitoring inspection
Date of visit	08/11/2017
Proprietor	Graham Baker (Options Autism4 Ltd)
Staff	1 headteacher, 1 deputy headteacher, 5 full-time teachers, 1 part-time teacher (0.6), 2 full-time tutors
Number of pupils	21
Provision	Day and 52 week residential
Type of special educational need (SEN) catered for by the school	Autism and complex needs
Last Section 163 inspection	05/03/2012
Last annual monitoring inspection	07/09/2015
Last CSSIW inspection	07/03/2016