



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

**Annual monitoring inspection report on
Ynystawe Lodge**

Date of inspection: March 2017

by

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

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Context

Ynystawe Lodge is an independent special school with an attached children's home situated in the village of Ynystawe, on the outskirts of the city of Swansea. It provides education for young people who are diagnosed as being on the autistic spectrum or who have a range of social, emotional and behavioural difficulties.

There are currently six pupils between 11 and 17 years of age educated at the school. A majority of pupils are resident at the on-site children's home. All pupils have a statement of special educational needs and a majority are looked after by their local authority.

The proprietors have recently appointed a new temporary head of education to support the strategic direction of the school.

Main findings

Strengths

Over time, most pupils make suitable progress in achieving the learning targets identified in their individual development plans (IDPs).

All pupils attend school regularly and most participate well in lessons.

The curriculum offers a wide range of experiences that meet the learning needs of most pupils appropriately. These include well-planned opportunities for pupils to develop and apply their social and communication skills in real life situations such as in bicycle sessions in the local park.

The school has recently introduced an appropriate cycle of quality assurance activities. The self-evaluation report is generally an accurate analysis of the school's main strengths and areas for development. There are clear links between the self-evaluation report and the improvement priorities identified by the school. All education staff contribute appropriately to these processes.

Areas for development

Since the last visit, nearly all staff have attended an appropriate range of training on de-escalation strategies and managing challenging behaviour safely. As a result, staff manage most incidents confidently. However, in a few cases, the behaviour management strategies are ineffective. In these cases, there is insufficient therapeutic support and intervention available to support pupils' complex needs. As a result, for a few pupils, there has been a notable increase in the frequency and length of challenging incidents at the school.

The range of specialist therapeutic interventions available at the school to support pupils' emotional and behaviour needs is limited.

A few pupils make insufficient progress in achieving the behaviour targets identified in their IDPs.

The school is at the very early stages of developing a curriculum that meets the needs and interests of more able pupils. This includes introducing worthwhile opportunities for pupils to achieve entry level qualifications when appropriate.

The temporary head of education is beginning to develop useful links with similar providers locally. However, the school is yet to formalise the opportunities for all education staff to observe practice in similar settings and share best practice with other teachers.

Recommendations

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Continue to develop the curriculum to meet the needs of all pupils, especially the more able
- R3 Secure a range of specialist therapeutic interventions to support pupils' emotional wellbeing and improve behaviour over time for a few more complex pupils
- R4 Develop opportunities for all education staff to observe best practice in other similar settings

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

Recommendation 1: Ensure compliance with the Independent School Standards (Wales) Regulations

This recommendation has been largely addressed.

The school has fully addressed the compliance issue identified in the previous annual monitoring visit. However, a few compliance issues were identified during the monitoring visit.

Recommendation 2: Develop the outside area to make it appropriate to the needs of the pupils and a safe space for activities

This recommendation has been largely addressed.

Since the last visit, the school has improved the outside areas. Problems with drains have been addressed and remedial work undertaken to make the area more attractive. The pleasant gardens have sturdy pieces of play equipment including a trampoline and swing. Education staff are beginning to incorporate the outdoor area appropriately in their daily lesson planning.

Recommendation 3: Establish a permanent staffing structure

This recommendation has been largely addressed.

The school is developing a permanent team of experienced education staff. Since the previous monitoring visit, the school has appointed a permanent full-time teacher and senior education co-ordinator. These are supported well by a temporary part-time teacher. The school has firm plans to appoint an additional full-time teacher in the summer term. Residential care staff support pupils learning well in lessons and off-site education activities.

Recommendation 4: Seek relevant advice from health care professionals for the use of specialist equipment

This recommendation is no longer relevant

The specialist equipment referred to in the previous report is no longer in use.

Recommendation 5: Review the school's behaviour management policy and practice

This recommendation has been partly addressed.

The school has a suitable behaviour management policy and it is implemented consistently by education staff. The proprietor has very recently invested in an online behaviour tracker, which is used to record all incidents of challenging behaviour.

However, it is too early to evaluate its impact on analysing patterns of behaviour and improving behaviour management practice at the school.

Since the last visit, nearly all staff have attended an appropriate range of training on de-escalation strategies and managing challenging behaviour safely. As a result, staff manage most incidents confidently.

All pupils have appropriate risk assessments and detailed development plans that include useful information for staff on effective de-escalating strategies. Over time, many pupils improve their behaviour in school and apply the skills they learn successfully in the community. However, in a few cases, the behaviour management strategies are ineffective. In these cases, there is insufficient therapeutic support and intervention available to support pupils' complex needs. As a result, for a few pupils, there has been a notable increase in the frequency and length of challenging incidents at 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 written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with Welsh Assembly Government Circular 005/2008: **Keeping Learners Safe 158/2015** [3(2)(b)]

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 the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

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 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	Ynystawe Lodge
School number	6706025
Purpose of visit	Annual monitoring inspection
Date of visit	30/03/2017
Proprietor	Gerald and Alison Williams
Staff	1 full-time teacher, 1 part-time teacher (0.4 FTE), 1 full-time senior learning co-ordinator
Number of pupils	6
Provision	Residential and day provision
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorder and social, emotional and behavioural difficulties
Last Section 163 inspection	
Last annual monitoring inspection	04/04/2016
Last CSSIW inspection	April 24 2015 and September 8 2015

Team information

Ms Margaret Elisabeth Davies	Reporting Inspector
Mrs Susan Roberts	Team Inspector