



Annual monitoring inspection report on

Red Rose School

Date of inspection: March 2015

by

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

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Publication date: 12/05/2015

Context

Red Rose School is an independent special school in the Heath area of Cardiff. It provides day placements for pupils aged eight to 19 years who have moderate to severe learning difficulties. The school opened in December 2009.

There are currently 10 pupils on the school roll. The first language of all the pupils is English. No pupils are from minority ethnic groups. All pupils have a statement of special educational needs. No pupils are looked after by the local authority. Cardiff Council funds all the placements currently.

The school is based in a community building. The school is developing an additional building on the premises as an art studio. The current headteacher has been in post since the school opened in 2009.

Main findings

Strengths

The school's strengths are that:

- Pupils make good progress with their social and communication skills
- Pupils learn how to manage their behaviour successfully
- The curriculum meets the needs of individual pupils well
- All staff work together effectively to provide a caring, supportive environment
- The school is developing a culture of self-evaluation and including all staff and a wide range of stakeholders in this process

Areas for development

The school's areas for development are that:

- The school does not always use the data it collects on each pupil efficiently and systematically to assess pupil progress and inform planning
- Although it has made progress in addressing all of the recommendations from the previous inspection, work relating to two of the recommendations is still at an early stage
- Although all pupils have individual education plans (IEPs), pupils are unaware of their individual targets; staff do not use IEPs well enough to inform their planning
- The school has not yet applied for a material change to use the additional building as an art room

Recommendations

The school should:

- R1 Use the data collected on each pupil more efficiently and systematically to assess their progress and inform planning
- R2 Involve all pupils in setting and monitoring specific and measurable targets relevant to their individual needs
- R3 Increase opportunities for pupils to influence decisionmaking in the school
- R4 Apply for material change to use the additional building

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

Recommendation 1: Ensure that self-evaluation processes clearly identify areas for development, and establish robust formal processes for school improvement

This recommendation has been largely addressed.

The school has improved its processes of self-evaluation. The headteacher and staff work together well to identify strengths and areas for development. All staff have the opportunity to add their comments on a development board in the school office. These comments inform whole school planning when appropriate.

The school has introduced recently, a system of formal lesson observations. As part of this process, members of staff evaluate their own lessons and identify specific areas to improve. The headteacher collates this information carefully in order to secure whole school improvements in teaching and learning.

Recommendation 2: Improve the planning and co-ordination for the development of pupils' key skills to ensure effective continuity and progression for all pupils

This recommendation has been partly addressed.

The planning and co-ordination of skills across the curriculum are at an early stage of development. Although staff assess pupils' literacy and numeracy skills regularly, they do not always use this information well enough to inform their planning across the curriculum. The school has recently introduced a template for lesson planning and staff are beginning to plan lessons more carefully.

Recommendation 3: Ensure that planning consistently takes account of the needs of more able pupils

This recommendation has been largely addressed.

The school has reorganised its classes into three separate groups. This means that staff now focus more effectively on meeting individual pupils' needs. Staff have received training on preferred learning styles. This has helped them to plan appropriate activities for individual pupils. The school has introduced useful strategies to help pupils who are more able develop their thinking and comprehension skills.

Recommendation 4: Develop more effective partnerships with other schools, so that staff are able to increase their knowledge and expertise through sharing good practice

This recommendation has been partly addressed.

The school has developed links with a few local mainstream and special schools. These opportunities have enabled staff to share ideas and strategies. However, it is too early to measure the impact of these visits on improving the school's provision or pupils' standards.

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 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:

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	Red Rose School
School number	6816095
Purpose of visit	Annual monitoring inspection
Date of visit	05/03/2015
Proprietor	Red Rose School Cardiff Ltd
Staff	6
Number of pupils	10
Provision	Day Only
Type of special educational need (SEN) catered for by the school	Moderate to severe learning difficulties
Last Section 163 inspection	20/01/2014
Last annual monitoring inspection	09/11/2012
Last CSSIW inspection	N/A

Team information

Elizabeth Ann Dackevych	Reporting Inspector
Mrs Caroline Rees	Team Inspector