



Annual monitoring inspection report on

Tŷ Cariad

Date of inspection: February 2015

by

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

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.uk

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

© Crown Copyright 2015: 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: 13/04/2015

Context

The school operates within a small children's home that opened in October 2013. The school's accommodation is in a detached modern house in a rural setting in south Pembrokeshire. The premises are in very good condition throughout. One room is allocated as an appropriate dedicated classroom. The house has generous garden space and a few acres of grass meadow.

When the school opened, the proprietor/headteacher, who is a qualified, experienced teacher, delivered education herself. Since January 2014, she has employed a teacher for this purpose. However, there have been a few staff changes since January 2014. In July 2014, when Estyn last visited the school, a supply teacher was in post. The supply teacher had limited information about pupils' previous learning and achievement to inform her planning. As a result, at that time, the school did not meet all the Independent School Standards (Wales) Regulations 2003.

The staff team is now more stable. A full-time experienced teacher joined the school in November 2014 on a permanent contract. The current residential care manager joined the team as acting residential care manager in January 2014 and gained her registration with CSSIW, to confirm her position, in October 2014.

Main findings

Strengths

The school's strengths are that:

- There is good overall progress in meeting the recommendations of Estyn's last inspection. This is because the school has appointed a permanent full-time teacher who has addressed many of the issues raised in the report. In addition, there is stability in the care team.
- Planning provides pupils with a wide range of exciting opportunities that help them to engage well in learning and develop their life skills appropriately. For example, they learn about shopping when buying wood that they use to build a chicken enclosure.
- Staff and pupils have very good working relationships that help to develop pupils' confidence and support their general wellbeing.
- Pupils make good progress in their learning and concentrate well on the tasks. They begin to discuss their progress effectively with staff at the end of the lesson.
- The school is well resourced, with good quality books and equipment.

Areas for development

The school's areas for development are that:

- Because of staff changes, the school is still at an early stage of development. There is no system of self-evaluation to help the school identify areas for improvement. The proprietor monitors the school's work informally but does not always keep written records of this work or of feedback to the teacher.
- In the last few months, pupils have completed a good range of varied work. However, their work is not always organised chronologically or well.
- The school has developed a few local contacts to provide pupils with suitable experience of the world of work, at their own level. However, this is at an early stage of planning.
- Although the school maintains a log of risk assessments for activities, these are only signed by the teacher and are not approved or signed by a second responsible person.

Recommendations

The school should:

- R1 Develop a system of school self-evaluation that includes regular and effective monitoring of planning and curriculum delivery
- R2 Develop a formal system for lesson observations and provide staff with written feedback
- R3 Ensure that pupils' written work is organised so that there is a clear record of their achievement and progress
- R4 Ensure that pupils have suitable experience of the world of work to help them develop their life-skills and independence
- R5 Improve the recording of risk assessments for school activities by ensuring that a second responsible person signs that they approve the activity

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

Recommendation 1: Take steps to ensure that the school complies with the Independent School Standards (Wales) Regulations 2003

This recommendation has been fully addressed.

The school has developed an appropriate curriculum policy that is based on the QCA 'Equals' scheme of work for pupils with learning difficulties. The policy's stated aims are to provide a broad and balanced range of learning experiences across a 'waking day' curriculum for pupils with autistic spectrum disorders. It places appropriate emphasis on developing pupils' communication, independence and personal and social skills, as well as academic provision. Pupils' timetables demonstrate that they follow a programme that is appropriate to their needs. [1(2)]

Pupils' record files are maintained in good order. These include copies of the objectives in their statements of special educational needs. The school uses these appropriately to develop pupils' individual education plans (IEP) and plan the curriculum. [1(2b)]

The curriculum includes a personal, social and health education scheme of work. As part of this, pupils learn about body awareness and how to keep themselves safe. [1(2f)]

Pupils' record files confirm that the new teacher has a good understanding of the aptitudes, needs and prior attainment of pupils, and takes these into account in planning lessons. [1(3d)]

In November 2014, the new teacher carried out a baseline assessment of pupils to establish their individual learning needs. He produced detailed summaries of pupils' skills levels for their record files. These summaries provided a useful basis for planning the next steps. Each pupil has a detailed IEP that identifies appropriate specific and measurable targets. [1(3g)]

Recommendation 2: Regularise staffing to ensure that pupils' education is not disrupted by change

This recommendation has been fully addressed.

A full-time teacher took up a permanent post in November 2014. He has previous experience of teaching pupils and adults with special educational needs. Since his appointment, the school has made good progress in addressing Estyn's recommendations from the inspection in July 2014. In addition, the residential care manager's appointment is now permanent and there have been very few changes in the care staff team.

Recommendation 3: Monitor the planning and delivery of the curriculum more effectively

This recommendation has been partly addressed.

The proprietor monitors the work of the school by observing lessons, talking to staff and pupils, and looking at pupils' work. However, there is no formal record of these practices to provide staff with information about how the school can improve.

Recommendation 4: Ensure that the pace of lessons meets the needs of more able pupils

This recommendation has been fully addressed.

The school plans appropriately to meet the different needs of individual pupils. Teaching is adapted well to take account of the pupils' abilities and preferred learning styles. Pupils make good progress over time and build on their previous learning. For example, more able pupils learn to tell the time using analogue and digital displays before transferring this knowledge to real life situations such as reading a train timetable.

Recommendation 5: Continue to develop opportunities for pupils to gain qualifications in accredited courses

This recommendation has been largely addressed.

The school's curriculum policy provides details of the accredited courses that the school offers. These are mainly based on the ASDAN Award scheme. In addition, the school makes provision for Entry level and GCSE courses for more able pupils. Pupils also have opportunities to gain a local certified environmental award.

Current pupils are working towards Entry level awards in literacy and numeracy and are working at levels appropriate to their individual needs.

Although the school has introduced appropriate accredited courses, it is too early to judge the effectiveness of the provision.

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	Tŷ Cariad
School number	668 6019
Purpose of visit	Annual monitoring inspection
Date of visit	05/02/2015
Proprietor	United Care in Wales
Staff	1 full-time teacher with QTS Children's home staff: residential care manager; deputy residential care manager; 5 x care staff
Number of pupils	School is registered for up to 3 boys or girls aged 11 – 18 years
Provision	Day provision linked to children's home
Type of special educational need (SEN) catered for by the school	Pupils with autistic spectrum disorders (ASD) and/or severe learning disorders.
Last Section 163 inspection	N/A
Last annual monitoring inspection	07/07/2014
Last CSSIW inspection	01/07/2014

Team information

Mrs Rosemary Lait	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector