



**Annual monitoring inspection report on
Prospects School**

Date of inspection: June 2015

by

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

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Context

Prospects School is an independent special school for pupils with social, emotional and behavioural difficulties. The school provides education for young people who live in the company's children's homes as well as offering day placements.

The school has a 'continuum of provision'. Pupils are assessed on entry and placed in the different settings according to their individual needs. The provision includes home tuition in the children's homes, supported by the teachers, and nurture provision or a full timetable of educational activities in the school.

The school currently has 16 pupils on roll. They come predominantly from English authorities with a few pupils from Welsh authorities. All pupils have 52-week residential placements and at present there are no day pupils. All pupils have 'looked-after child' (LAC) status and 11 pupils have a statement of special educational needs (SEN).

Since the last visit, the school has appointed a new headteacher.

Main findings

Strengths

The school's strengths are that:

- In the lessons observed, pupils were motivated, engaged and polite
- Pupils discussed subject matter in a mature and considered manner
- The leadership is committed to securing school improvement
- Documentation at the school is clear and well organised
- The school is structured effectively into five different areas of provision to meet the needs of all pupils
- Where appropriate, the school provides support for pupils to return to mainstream provision

Areas for development

The school's areas for development are that:

- The school has made insufficient progress in addressing the recommendations from the 2014 monitoring visit
- Pupils' attendance and the recording of attendance cause concern
- Skills are not embedded across the curriculum
- The school does not address the additional learning needs of pupils well enough

Recommendations

The school should:

- R1. Ensure compliance with the Independent Schools Standards (Wales) Regulations 2003
- R2. Liaise closely with care staff to improve pupils' attendance
- R3. Improve the co-ordination of skills across the curriculum
- R4. Ensure that the additional learning needs of all pupils are met successfully

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

Recommendation 1: Continue to develop the school's policy and procedures for improving pupils' literacy and numeracy skills across the school

This recommendation has been partly addressed.

Planning for skills is still at an early stage and is not yet an integral part of planning across the curriculum. Individual education plans (IEPs) do not place a strong enough focus on literacy and numeracy skills.

Subject teachers have started to work together to ensure that pupils are able to transfer skills successfully from one curriculum area to another. Recently introduced literacy and numeracy intervention schemes have begun to impact positively on the standards achieved by a minority of pupils.

Recommendation 2: Make sure that pupils' individual education plans (IEPs) include specific literacy and numeracy targets which show small steps of progress that can be reviewed effectively across the school

This recommendation has not been addressed.

Most individual education plans (IEPs) do not contain specific and measurable academic targets and do not address pupils' additional learning needs well enough. Although the targets are broadly based on objectives from the statements of special educational need, the emphasis is largely on behaviour. The outcomes section nearly always concentrates on the level of engagement rather than academic outcomes. As a result, IEPs are not used as effective working documents to inform future planning.

Recommendation 3: Broaden the range of accredited courses to meet the changing and diverse needs of the pupils

This recommendation has been partly addressed.

Since the last monitoring visit, pupils have attained a range of accreditation including GCSEs in art and design and entry level qualifications in English, mathematics, information and communication technology (ICT) and science. This year, the school broadened opportunities for pupils through offering a few pupils accredited learning in child development and physical education. However, not enough progress has been made in relation to this recommendation and the school appropriately acknowledges that this remains an area for development.

The school has not made effective links with other providers who can offer vocational accredited learning experiences.

Staff at the school do not have enough opportunities to develop their expertise in delivering a broader range of accreditation.

Recommendation 4: Further develop the self-evaluation report as a comprehensive and evaluative document, which clearly identifies areas for improvement with a focus on raising pupils' standards

This recommendation has been largely addressed.

The headteacher prepared a self-evaluation report prior to the monitoring visit. This follows the Estyn common inspection framework. The headteacher used the Estyn guidance to support the writing of the report.

However, the report does not evaluate accurately enough some important areas in need of development. For example, data relating to pupils' attendance and exclusions is inaccurate. The report does not identify issues to do with punctuality and engagement in lessons. As a result, the school does not plan effectively enough how to address these areas of serious weakness.

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:

- keep appropriate written records of sanctions imposed upon pupils for serious disciplinary offences [3(8)]
- maintain an admission and an attendance register in accordance with The Education (Pupil Registration) (Wales) Regulations 2010 [3(9)]

Standard 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4

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	Prospects School
School number	665/6039
Purpose of visit	Annual monitoring inspection
Date of visit	22/06/2015
Proprietor	Prospects for Young People Ltd
Staff	5 teachers, 1 tutor, 4 learning support assistants, 1 part-time examination/ administration officer
Number of pupils	16
Provision	Day
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	27/02/2012
Last annual monitoring inspection	29/01/2014
Last CSSIW inspection	N/A

Team information

Mrs Elizabeth Ann Dackevych	Reporting Inspector
Mrs Sw Roberts	Team Inspector