



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

A report on

Bryn Tirion Hall School

Date of inspection: December 2018

by

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

About Bryn Tirion Hall School

Bryn Tirion Hall School is located in a large country house in a rural area between Wrexham and Flintshire. The proprietor is QEwC Ltd. The school provides day and 52-week residential provision for pupils with a range of needs, including social, emotional and behavioural difficulties and autism spectrum disorders.

There are currently 35 pupils on roll. Pupils range in age from 7 to 16 years. Most pupils have a statement of special educational needs or an education, health and care plan. Around half of pupils have looked-after child status. Both English and Welsh local authorities place pupils at the school.

The school was inspected in September 2013. The last annual monitoring visit was in January 2016.

Main findings

Strengths

The senior leadership team provides highly effective strategic leadership for the school. Leaders at all levels understand their roles and responsibilities well and work with enthusiasm. They communicate a clear vision, share a strong commitment to continuous school improvement and have high expectations of pupil attainment and behaviour. Leaders use the school's information management system well to monitor and track important aspects of pupil wellbeing such as engagement in learning and behaviour.

The processes and systems at the school are well established. Initial assessments are relevant and provide staff with comprehensive information to plan effectively for the individual needs of all pupils. The school has a robust tracking system across the school. Monitoring processes to assess and evaluate the progress pupils make are highly effective.

Strong relationships between staff and pupils impact positively on the confidence and behaviour demonstrated by the pupils throughout the school. Pupils play an active part in the life of the school and local community. They respond favourably to having leadership roles in school, such as surveying pupil attitudes towards equality, bullying and the rewards system. Leaders respond well and have made beneficial changes to provision following the outcomes of these pupil lead surveys.

The speech and language therapist, employed by the school, develops the understanding and skill set of staff effectively to support pupil's progress in communication. The combined roles of the outdoor education, careers staff and the independent living skills leader provide valuable experiences to strengthen pupil learning across a variety of environments. This approach is beginning to equip pupils with the essential skills they will need for post-school placements.

Since the last monitoring visit, the school has made important improvements to the curriculum. For example, they have strengthened the provision for work-related learning and have introduced an ambitious programme of outdoor education that provides pupils with a high level of challenge and valuable opportunities to develop problem solving and thinking skills.

Areas for development

The school has made important improvements to the curriculum to include valuable opportunities for pupils to develop a wide range of independent living and work-related skills. Teachers who deliver these programmes record and track pupil progress in the individual courses well. However, whole school planning of these skills across the curriculum is underdeveloped.

Recommendations

The school should:

R1. Improve the whole school planning of independent living and work-related skills across the curriculum to ensure that pupils develop these skills progressively.

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

Recommendation 1: Ensure that there are effective partnerships in place that allow pupils to transfer smoothly to local schools and further education, where this is appropriate

The school has made strong progress towards meeting this recommendation.

For most of the pupils at Bryn Tirion Hall School, access to mainstream lessons is not appropriate. However, senior leaders have forged positive links with local schools and this has led to worthwhile opportunities to share good practice.

All pupils across key stages 2 and 3 access a career carousel. This involves six-week blocks of taster sessions in work related education, including for example 'the business of football' and 'history meets technology' initiatives. Pupils have the opportunity to develop skills across these areas in preparation for the world of work.

A comprehensive work-related programme has been recently introduced for all pupils in years 10 and 11. Pupils access this programme for at least one day per week to develop an understanding of the world of work and how to apply the valuable skills they have acquired in practical situations. Programmes include computer programming, information technology and 3D printing and construction skills. Pupils work to gain suitable qualifications and additional industry training, alongside the GCSE qualifications offered at the school.

These programmes reflect the needs and interests of the pupils within each cohort and allow flexibility in the pathways offered, as the pupils' needs change 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, 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 Welsh Government 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 limited inspection should not prejudice the findings of a future full Section 163 inspection.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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:

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Publication date: 18/02/2019