



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

A report on
Trefnanney School
Date of inspection: April 2019

by

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

About Trefnanney School

Trefnanney School is a small independent special school situated just outside Welshpool. The school provides education for pupils aged 11 to 16 years with social, emotional and behavioural difficulties who need a smaller, more structured educational placement. The school opened in September 2018 and is one of two schools owned by the Keys Child Care Group.

Currently there are six pupils attending the school. There are three male and three female pupils placed by local authorities from Wales and England. A minority of these pupils have a statement of special educational needs. All six pupils have looked after status and reside at six Keys Child Care residential homes. Nearly all pupils have English as a first language.

The headteacher has been in post since 2017. A director of education oversees the education provision across the company's two schools in Wales. The school can offer up to 12 places, with a maximum of four pupils in each class. There are two class teachers, one tutor, and two full-time learning support assistants.

This is the first annual monitoring visit since the school opened.

Main findings

Strengths

- The school has made good progress against the recommended actions from the follow up to registration visit.
- The school has a relevant range of useful policies in place, which are beginning to support and guide practice appropriately. Staff adapt policies satisfactorily to meet the needs of pupils who attend the school. For example, implementation of the behaviour policy motivates many pupils successfully to self-regulate their behaviour.
- The school has shortened lesson times to keep pupils focused and engaged more effectively. In addition, shortened break and lunch times have minimised incidents of poor behaviour at these less structured times.
- Staff use a range of strategies effectively to support pupils to gain self-control. These include opportunities to play motivational games with staff or complete craft activities helping pupils to re-focus.
- The curriculum is beginning to reflect the needs and abilities of the pupils who attend the school more clearly.
- The school uses baseline assessment information well to inform individual pupil learning plans. Teachers use these learning plans effectively to provide relevant, interesting and motivating activities that purposefully engage many pupils for the majority of the time.
- The headteacher and staff have established useful links with local colleges and places of work to cater for the interests and aspirations of individual pupils successfully.

Areas for development

- The scheme of work for personal and social education (PSE) is underdeveloped and the planning for the delivery of relevant lessons is inconsistent across the school.
- The delivery of pupils' individual education plans (IEPs) targets across lessons is inconsistent.

Recommendations

The school should:

R1 Strengthen the scheme of work for PSE

R2 Ensure a more consistent approach to the delivery of pupil IEP targets across 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 this visit, Estyn did not inspect Standard 3.

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 this visit, Estyn did not inspect Standard 7.

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: 03/07/2019