



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

**Annual monitoring inspection report on
Craig Y Parc School**

Date of inspection: January 2018

by

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

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Context

Craig y Parc is an independent day school for pupils from age 3 to 19 years. It is situated alongside Ty Cwtch registered children's home, which provides residential care for 16 young people including 52 week placements and respite care. Currently, there are 29 pupils on roll at the school. This includes three pupils from the children's home and 26 who are day pupils. All pupils have statements of SEN and three pupils are looked-after children (LAC).

The school provides education for pupils with a range of complex physical needs and associated learning difficulties. These include cerebral palsy, dysphagia, and epilepsy.

The school's proprietor is the Scope charity, which provides services for young people and adults with complex support needs. Scope is managed by a board of trustees. The school has a board of governors that oversees its performance. Most pupils at the school are placed by authorities in south Wales. A very few pupils are placed by authorities in England.

The current acting principal has been in post for six months.

Main findings

Strengths

- The acting principal has created an open culture and ethos at the school. This has led to a calm and supportive atmosphere in the school where all staff feel valued.
- Nearly all staff engage well in the training opportunities provided by the school and most have welcomed the opportunity to contribute to school development planning.
- Teachers and learning support assistants (LSAs) work well together to provide a nurturing learning environment. They communicate well in lessons to ensure that the needs of all pupils are met appropriately.
- All staff make very good use of in-class technology and assisted communication technologies to support pupils' learning. This provides pupils with a broad range of learning opportunities that are planned well to meet their needs and interests.
- Nearly all pupils enjoy their learning. They respond promptly to instructions from teachers and LSAs and engage well with staff and each other.

Areas for development

- The school does not meet fully the Independent School Standards (Wales) Regulations 2003.
- The school has improved processes to assess pupils' starting points and to record their progress. However, overall, the use of data is in the early stages of development.

- The school development plan is a useful document that contains clear areas for development. The acting principal identified at an early stage the important steps needed to secure the quality of provision at the school. However, the process for self-evaluation is in the early stages of development. The school development plan does not sufficiently prioritise the areas for development or contain the small steps needed to monitor their achievement.
- Classroom observations and learning walks are planned appropriately across the school year. However, it is not clear how well these are used to inform improvements in teaching or standards of pupil achievement.

Recommendations

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Ensure that data collection is robust enough to measure pupil progress and achievements fully
- R3 Improve self-assessment across the school to inform improvement planning
- R4 Make sure that classroom observations focus on pupil standards and the quality of teaching

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

Recommendation 1: Implement an effective management information system to enable staff to monitor, record and evaluate pupils' small steps of progress more effectively to inform their planning

This recommendation has been partly addressed.

The school collects information on pupils' small steps of learning, which they use well to measure learners' progress against the IEP targets. This is in addition to collecting information on pupils' progress in literacy and numeracy. The school has recently improved arrangements to identify and record pupils' starting points. However, the use of this range of information to inform planning is in the early stages of development.

Recommendation 2: Ensure that pupils have better ease of independent wheelchair access to classrooms

This recommendation has been partly addressed.

Doors across the school have been fitted with plates to allow doors to remain open. This has improved access for wheelchair users. However, the open door system prevents pupils from choosing to open doors themselves. This creates a missed opportunity for pupils to develop their thinking and independence skills.

Recommendation 3: Continue to develop the self-evaluation process with a focus on teaching and learning, and ensure that it identifies appropriate priorities for school development

This recommendation has been partly addressed.

The school development plan has a clear focus on improving teaching and learning. However, the process for self-evaluation is in the early stages of development.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

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:

- Have a curriculum policy set out in writing supported by appropriate plans and schemes of work and implement this effectively. [1(2)]
- Provide personal, social and health education which reflects its aims and ethos. [1(2)(f)]

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:

- Prepare and implement a written policy relating to the health and safety of pupils on activities outside the school which has regard to Welsh Assembly Government guidance. [3(2)(c)]
- Maintain an admissions 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 this visit, Estyn did not inspect Standard 6.

Standard 7: The manner in which complaints are to be handled

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:

- Make sure that If parents are not satisfied with the response to a written complaint there is provision for the establishment of a hearing before a panel

appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint. [7(f)]

- Make sure that where there is a panel hearing of a complaint there is provision that one person on the panel is independent of the management and running of the school [7(g)]
- Allow for parents to attend the panel hearing, and, if they wish, to be accompanied [7(h)]
- Make sure the complaints procedure provides for the panel to make findings and recommendations and that the procedure stipulates that the complainant, proprietors and headteachers, and, where relevant, the person complained about, should be given a copy of any findings and recommendations [7(i)]

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	Craig Y Parc School
School number	6816087
Purpose of visit	Annual monitoring inspection
Date of visit	15/01/2018
Proprietor	Scope
Staff	8 teachers, 35 learning support assistants, 2 physiotherapists, 2 speech and language therapists, 2 occupational therapists, 3 therapy technicians, 2 nurses, 8 ancillary staff, 6 office staff, 3 maintenance staff
Number of pupils	29
Provision	Day/residential and 52 week residential
Type of special educational need (SEN) catered for by the school	Cerebral Palsy, Autism, Epilepsy and associated learning difficulties
Last Section 163 inspection	01/02/2015
Last annual monitoring inspection	13/11/2017
Last CSSIW inspection	09/10/2017