



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

**Annual monitoring inspection report on
The Haven**

Date of inspection: September 2016

by

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

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

The Haven is an independent school providing education for up to eight pupils aged 11 to 19 who have a diagnosis of autistic spectrum disorder (ASD). It is owned and managed by the charity Autism Initiatives.

The school is situated on the outskirts of Mold in north Wales.

The accommodation includes three learning areas that are comfortable and well resourced to meet the learning and social needs of the pupils. There are extensive grounds that include a greenhouse and vegetable gardens. Staff and pupils use this space effectively to support pupils' wellbeing and the curriculum.

There are currently three pupils on roll. All pupils are placed by Flintshire local authority and all have a statement of special educational needs (SEN).

Since the last visit, the school has appointed a permanent part-time teacher.

Main findings

Strengths

The school has a clear focus on meeting the needs of individual pupils. Staff take good account of pupils' interests, prior learning and individual needs to plan a person centred curriculum.

Pupils develop their motivation and enthusiasm for learning well. They learn to stay on task and engage in activities.

The lead teacher has a clear understanding of the strengths and development needs of staff.

There is a clear focus on teaching, particularly in developing pupils' skills in engagement, motivation and learning to allow them to access the curriculum.

Staff work well as a team. They meet regularly to discuss their practice and how this impacts on pupils' learning. They adapt and modify lessons effectively to meet the daily needs of the individual pupils.

Formal lesson observations are a new feature of quality assurance following the appointment of a new permanent part-time teacher. These have an appropriate focus on teaching and learning and are used effectively to inform staff development activities.

Areas for development

The school considers regular attendance to be a high priority for all pupils. Staff liaise well with parents to promote regular attendance for pupils who have previously missed extensive periods of school learning. However, attendance remains an issue for a few pupils.

The school carries out an informal scrutiny of pupils' work. This is carried out with the pupil and informs their future learning appropriately. However, work scrutiny does not focus on the quality of teaching and assessment to inform school improvement planning.

The school has an appropriate policy for staff and pupils use of the internet. However, this does not include enough detail about keeping pupils safe online. Targets on individual education plans (IEPs) are not tracked well enough to assess pupils' progress.

Recommendations

- R1 Ensure compliance with the Independent School Standards (Wales) Regulations 2003
- R2 Improve pupil attendance
- R3 Improve the scrutiny of pupils' work to inform school development planning
- R4 Ensure that pupils have appropriate advice and guidance for keeping safe online
- R5 Make sure that targets on pupils' IEPs are reviewed effectively to track pupil progress and inform future planning

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

Recommendation 1: Ensure compliance with the Independent School Standards (Wales) Regulations 2003

This recommendation has been largely addressed.

Recommendation 2: Improve the development of reading, writing and numeracy skills across the curriculum and make sure that planning includes opportunities for the application of these skills

This recommendation has been partly addressed.

The school has developed appropriate schemes of work for English and mathematics. Teachers develop pupils' reading, writing and numeracy skills through many areas of the curriculum such as exploring poetry through music. However, IEPs do not clearly identify the specific reading, writing and numeracy skills pupils need to develop. Therefore, it is not clear how lesson planning takes account of the needs of individual pupils.

Recommendation 3: Improve pupils' attendance and engagement in learning

This recommendation has been partly addressed.

The school has introduced a pupil incentive scheme that is directly linked to attendance. Staff meet regularly with parents to address individual concerns. However, pupils at the school do not have a history of consistent school attendance and this remains an area for improvement.

When pupils attend, they engage well in lessons.

Recommendation 4: Develop an appropriate tracking and assessment process and ensure that IEP targets relate more closely to pupils' individual learning needs

This recommendation has been partly addressed.

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

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:

- provide pupils with a broad general knowledge of public institutions and services 2(d)
- assist pupils in acquiring an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions 2(e)

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 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:

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	The Haven
School number	6646006
Purpose of visit	Annual monitoring inspection
Date of visit	13/09/2016
Proprietor	Autism Initiatives
Staff	1 full-time lead teacher (35 hours) 1 part-time teacher (24.5 hours) 2 full-time teaching assistants (35 hours) 2 part-time teaching assistants (28 hours & 14 hours)
Number of pupils	3
Provision	Day
Type of special educational need (SEN) catered for by the school	Autistic spectrum disorder
Last Section 163 inspection	N/A
Last annual monitoring inspection	07/12/2015
Last CSSIW inspection	N/A

Team information

Mrs Gill Sims	Reporting Inspector
Mrs Sw Roberts	Team Inspector