



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

A report on

Genus Education

Date of inspection: March 2020

by

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

About Genus Education

Genus Education is registered as an independent school to provide in-house education for children resident in the company's four children's homes who are not able to access mainstream education. The company has recently reduced educational provision from four to three schools attached to three of its care homes. Each of these homes has its own classroom accommodation.

The school initially opened in February 2010 and operated only at the Ynys-y-Bwt site. The company set up a classroom at Knowle House in 2012 and Station Cottage in 2013.

A head of education, appointed in March 2019, oversees education across the three school sites. In addition, he has a full-time teaching commitment. The sites share common approaches that include school policies, self-evaluation processes, and arrangements for the assessment, planning, and delivery of lessons. Each classroom has a full-time teacher.

In November 2019, the school successfully applied to the Welsh Government for a material change to alter the age-range of the pupils to include primary aged children. The school now provides education for pupils aged 7 to 18 years.

The last full inspection by Estyn was in February 2016.

Main findings

Strengths

There are positive and purposeful working relationships between staff and pupils. As a result, pupils engage well in learning and settle quickly into the routines of the school day. Nearly all teachers use questioning and feedback effectively to progress and consolidate pupils' learning.

The beneficial communication and interaction between care and teaching staff strongly supports pupils' wellbeing and strong progress during their time at the school.

The classroom accommodation across the three school sites are well resourced and provide pupils with stimulating learning environments.

Nearly all pupils' individual education plans (IEPs) include a range of worthwhile targets for improvement across learning, behaviour, and attendance. Nearly all teachers plan well for the delivery of pupil IEP targets within lessons.

All pupils have valuable opportunities to use their literacy and numeracy skills in the community on a regular basis. For example, planning and budgeting a shopping trip to make a meal, and using a bus timetable to access football training independently.

The increased emphasis on the development of pupil's independent living skills positively supports their readiness for transition to post school placements.

Areas for development

The frequent breaks during the day impact on pupils' resilience and their ability to extend the time they focus on their learning.

The company's therapeutic model, which operates primarily in the care homes is shared effectively with teachers and offers opportunities for aspects of the personal, and social development of pupils to be delivered in the school settings. However, the school scheme of work is under developed.

Recommendations

The school should:

R1. Provide a school wide scheme of work for personal and social education to complement the therapeutic model operating in the care home settings

R2. Reduce behaviour breaks during teaching time to develop pupils' resilience

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

Recommendation 1: Ensure that self-evaluation and improvement planning processes consider the work of the school as a whole

Across the school, the head of education is establishing effective systems and processes to unify school practices and ensure all pupils experience effective learning activities that are in line with their abilities.

The head of education has implemented regular quality assurance activities in all schools. A whole school calendar of events sets clear expectations of the activities teachers will engage in throughout the school year. For example, appropriate systems are in place to ensure teachers track and monitor pupil progress across the curriculum. The head of education also monitors pupil progress and supports teachers well to ensure planning for pupil progression is effective. As a result, schemes of work and teacher planning activities are becoming more consistent.

The appropriate use of a whole school software package strengthens the collection of suitable evidence by teachers to show progress towards meeting the school improvement targets. Useful monthly teacher meetings review progress against these targets successfully.

Recommendation 2: Ensure that policies are up-to-date and accurately reflect the school's practices

Since the last visit, many school policies have been reviewed and they now reflect the school's practice and current Welsh Government guidance, for example the school safeguarding and first aid policies. Review dates are now included in these policies to ensure they remain up to date.

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 this visit, Estyn did not inspect Standard 4.

Standard 5: Premises of and boarding

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

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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