



**A report on:**

**Red Rose School**

**Date of inspection: January 2014**

**by**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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: 25/3/2014**

## Context

Red Rose School opened in December 2009. It is an independent special school that is situated in the Heath area of the city of Cardiff. It provides day placements for pupils aged eight to 16 years who have moderate to severe learning difficulties.

There are currently seven pupils on the school roll. The first language of all the pupils is English. None of the pupils are from minority ethnic groups. All of the pupils have statements of special educational needs. None of the pupils are looked after by the local authority. Cardiff Council currently funds all the placements of pupils at the school.

Many of the pupils have missed significant periods of education before starting at the school. The school motto is 'Learning from where we are to get to where we want to be'. The main aim of the school is to help pupils re-engage in education and, where appropriate, return to schools maintained by the local authority.

The school is based in a community building. There is also an allotment area which has been developed by the pupils.

It is not possible to compare the school's performance with national averages, as there is no benchmark data available. Pupils' attainment and achievement are judged on an individual pupil basis.

The current headteacher has been in post since the school opened in 2009.

This is the first full inspection that the school has received under Section 163 of the Education Act 2002.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Red Rose School is a good school because:

- all pupils make good progress against their individual targets and in line with their abilities;
- the behaviour of all pupils is excellent;
- pupils make good progress in developing life skills, which enable them to become more independent;
- all pupils show a very positive attitude towards their learning;
- the school places a clear focus on promoting pupils' wellbeing, which enables them to become less anxious and gain in confidence;
- the school tracks pupil progress effectively; and
- the school works very effectively with a range of partners to support pupils' learning and wellbeing.

### Prospects for improvement

The school has adequate prospects for improvement because:

- the headteacher provides purposeful leadership and has very high expectations of pupils and staff;
- the school has developed self-evaluation processes which take account of the views of a range of stakeholders; and
- the school has made good progress in addressing recommendations from the previous annual monitoring inspection.

However:

- planning for school improvement is too informal;
- self-evaluation does not identify areas for development clearly enough;
- formal performance management is at an early stage; and
- the school does not carry out formal lesson observations to help staff know what they need to do to improve.

## **Compliance with the regulations for registration**

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

### **The quality of education provided by the school**

- The school meets the regulatory requirements for this standard.

### **The spiritual, moral, social and cultural development of pupils**

- The school meets the regulatory requirements for this standard.

### **Welfare, health and safety of pupils**

- The school meets the regulatory requirements for this standard.

### **The suitability of proprietors and staff**

- The school meets the regulatory requirements for this standard.

### **Premises of and boarding accommodation at schools**

- The school meets the regulatory requirements for this standard.

### **The provision of information**

- The school meets the regulatory requirements for this standard.

### **The manner in which complaints are to be handled**

- The school meets the regulatory requirements for this standard.

## Recommendations

- R1 Ensure that self-evaluation processes clearly identify areas for development, and establish robust formal processes for school improvement
- R2 Improve the planning and co-ordination for the development of pupils' key skills to ensure effective continuity and progression for all pupils
- R3 Ensure that planning consistently takes account of the needs of more able pupils
- R4 Develop more effective partnerships with other schools, so that staff are able to increase their knowledge and expertise through sharing good practice

### **What happens next?**

Estyn advises the proprietor to amend its current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

All pupils make good progress over time in line with their individual abilities. They are successful in achieving the targets identified in their individual education plans.

All pupils make good progress in developing their communication skills. They are keen to participate in discussions and ask questions. Many pupils make effective use of appropriate vocabulary, for example when learning about the weather and gravity. Pupils communicate effectively with each other in lessons and during unstructured times. During group activities they enjoy helping each other with tasks and talking about the work they are doing.

Pupils communicate confidently with visitors to the school as well as members of the community. For example, they order food and drinks at a local café and talk to the local policeman about his work.

Nearly all pupils listen well and remain focused throughout lessons. They follow instructions carefully. They demonstrate a good understanding of the topics that they study and are able to recall information that they have learned in a previous lesson. Pupils learn to remember and repeat important information, for example their addresses and telephone numbers.

All pupils enjoy reading for pleasure. They read aloud enthusiastically. More able pupils read short novels and talk about what is likely to happen at the end of the story. Less able pupils read simple stories, with varying levels of support. They are able to answer questions about the pictures in the book, using appropriate words and phrases.

Nearly all pupils develop their writing skills in line with their ability. All pupils present their work neatly. Less able pupils learn to hold a pencil and overwrite or copy work accurately. More able pupils write sentences independently although they do not produce examples of extended writing regularly enough.

Nearly all pupils use their numeracy skills effectively outside the school environment, for example managing their money at the local bank and shops. The more able pupils keep detailed records of how they have spent their money. Pupils on work experience develop these skills further through selling goods and using a till at local businesses. All pupils practise their weighing and measuring skills well during weekly cookery lessons.

All pupils develop basic information and communication technology (ICT) skills. More able pupils produce posters and letters, and search for information and pictures on the internet. They produce presentations to share with the class. Less able pupils learn how to use a mouse and keyboard and produce simple pieces of accurate work.

Nearly all pupils show good thinking skills, for example deciding what they want to have for lunch or how they are going to spend their money in the local shop.

At key stage 4, pupils effectively learn about the world of work through weekly work experience at a local business and a café. They learn important skills such as dressing appropriately and getting to work on time.

Last year, three of the pupils each achieved 14 ASDAN credits at Entry 1. These included units in Personal Safety in the Home and Community; Managing Own Money; and Preparation for Work. All of the school leavers successfully moved on to local authority mainstream schools, which they continue to attend regularly. This is a significant achievement.

### **Wellbeing: Good**

Attendance at the school is very good. With very few exceptions, pupils arrive at school punctually. They all settle down to their lessons promptly.

The behaviour of pupils at Red Rose School is excellent. They are all polite and show care and consideration for other pupils and staff. On the very few occasions that pupils become over-excited, they quickly learn to manage their behaviour and calm down.

All pupils show a very positive attitude towards their learning. They show enthusiasm and interest in their lessons. They all take pride in their work, which they enjoy showing to their teachers and to visitors.

All pupils take part in regular physical exercise. They have a good understanding of the importance of healthy eating, and grow their own fruit and vegetables in the school garden. They know the importance of personal hygiene.

All pupils feel safe in school and know who to go to if they are worried or upset. They learn to manage their anxiety, and gain in confidence and self-esteem.

All pupils develop important life skills, for example doing the washing up at lunchtime and going to the bank or local shops. They are proud to carry out these tasks, and are keen to practise their skills at home.

Pupils learn how to keep themselves safe, through road crossing classes and cycling sessions. More able pupils successfully go to the local shop without adult support. Pupils learn to take responsibility through caring for animals at the school. This includes buying food for the rabbits in the school garden.

Although there is not a school council, pupils have daily opportunities to express their opinions and contribute to decisions that affect them, for example creating their own art gallery to display their work.



<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The school provides an appropriate range of activities that are well matched to the needs of all pupils. This includes a combination of formal class-based lessons and a wide variety of learning experiences in the community. Extra-curricular visits, for example to Cardiff Airport and a local power station, enrich the learning opportunities for pupils successfully. At key stages 3 and 4, pupils follow a range of appropriate ASDAN accredited programmes.

The curriculum meets the requirements of the Independent School Standards (Wales) Regulations 2003.

The school provides pupils with opportunities to develop their knowledge and understanding of the world around them, through activities such as attending a local care home and visiting a coal mine. The school places a focus on activities that help pupils develop their independence. Work experience and regular visits to local shops and cafés prepare pupils appropriately for the responsibilities and experiences of adult life. Regular sessions at the local road safety centre help them learn to cross the road independently.

The school provides regular opportunities for all pupils to take part in physical exercise. These include weekly sessions at the local swimming pool and leisure centre. The school also makes good use of its small outside area, including the allotment, to extend pupils' learning experiences.

There are opportunities in many lessons for pupils to develop their literacy and numeracy skills. The school offers further opportunities for pupils to develop their skills through a range of appropriate practical activities, such as regular visits to pay money into a local bank. However, at a strategic level, planning to ensure the development of pupils' skills across the curriculum is not co-ordinated effectively enough to ensure progression.

All pupils have opportunities to practise their ICT skills in the designated ICT suite. However, the school does not provide enough opportunities for pupils to improve their ICT skills across the curriculum.

**Teaching: Good**

Staff plan lessons carefully and use a good range of resources in all lessons. In all lessons, they provide a clear introduction, with objectives and a summary of previous learning. They give clear explanations and instructions, and use questioning effectively to make sure that pupils understand the work they are doing.

Staff establish very good working relationships with the pupils. As a result, pupils gain in confidence and engage well in their learning. Staff manage pupils' behaviour positively and effectively in all lessons.

Where teaching is good, staff use a wide range of strategies to keep the pupils' interest and meet the individual needs of all pupils. However, in a few lessons, they do not provide enough challenge for more able pupils and the pace of the lessons is too slow.

The school has effective assessment arrangements in place. The school analyses the assessment findings regularly and uses the information to set targets for the pupils' individual education plans (IEP). Staff review these targets each half-term.

The school keeps detailed records on individual pupils. Staff use these effectively to track pupils' progress. However, they do not consistently use this information well enough to extend the learning of more able pupils.

The school has very effective systems in place for sharing pupils' progress with parents and carers. It provides clear, consistent and informative reports on each pupil.

Staff give pupils regular oral feedback on their work. However, assessment for learning processes are at an early stage.

### **Care, support and guidance: Good**

The school has effective arrangements for supporting pupils' health and wellbeing. All pupils take part in physical activities regularly and they learn the importance of healthy eating and personal hygiene.

The school makes good provision to promote pupils' spiritual, moral, social and cultural awareness, through regular well-planned sessions. These help pupils to reflect on the lives and beliefs of other people, as well as themselves. Interaction with the local community enriches the pupils' social development. Visits by the local policeman help pupils to learn the difference between right and wrong.

The school has a comprehensive programme of personal and social education in place, which includes sex and relationships education.

Pupils and staff make effective use of professional support from a range of specialist services and organisations, for example Barnado's Cymru and the Down's Syndrome Association. Pupils are also able to access school-based counselling.

The school places a strong emphasis on supporting parents and carers, which has a very positive impact on pupils' wellbeing. Pupils and parents and carers receive helpful guidance and advice regarding their child's learning and wellbeing, including transition to the next stage of education.

Behaviour management is a very strong feature of the school. Staff help pupils to manage their feelings and develop self-awareness, respect and confidence. This has had a positive impact on pupils' attendance and their behaviour both at school and at home.

The school carries out its statutory duties in relation to pupils with statements of special educational needs effectively. Parents and pupils contribute regularly to the annual review process. IEP targets are appropriate and are reviewed regularly.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a positive ethos where pupils and staff treat each other with respect. The calm environment enables pupils to learn and make progress. Clear boundaries and high expectations promote good behaviour. The school deals effectively with each individual pupil, some of whom have complex medical needs.

The accommodation is sufficient for the number of pupils who currently attend the school. Resources are well matched to pupils' learning needs. Reading books are well-organised and a comfortable reading corner provides pupils with a quiet area in which they can enjoy reading for pleasure. The school has a well-equipped ICT suite, but there are limited ICT resources to support teaching and learning across the curriculum. There are colourful, well-labelled displays that are used appropriately to reinforce the classwork and celebrate pupils' success.

The school buildings and grounds are secure. The outside area, for example the allotment, is used effectively to extend learning opportunities.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides purposeful leadership and has very high expectations of staff and pupils. He works very effectively with staff and parents. Together, they have developed clear and appropriate aims that focus on developing pupils' wellbeing and individual progress within a highly supportive and caring environment. All staff have a shared vision for the school, including a commitment to re-integrating pupils back into local authority schools wherever possible.

Staff meet regularly to discuss day-to-day matters, though this is generally on an informal basis. They understand their roles and responsibilities clearly and work together very effectively as a team. All staff are involved in discussions about the strategic development of the school. They have developed and implemented a comprehensive range of detailed, high quality policies to support individual and whole school improvement.

The headteacher has introduced formal performance management arrangements for the staff. However, this does not include regular and formal lesson observations. The school supports staff to develop their skills and practice by offering useful training and development opportunities. These include opportunities for the support staff to gain appropriate and relevant qualifications.

The proprietor has good knowledge and understanding of the running of the school. He provides effective business management and support and is committed to promoting school improvement.

The school meets all the Independent School Standards (Wales) Regulations 2003.

### **Improving quality: Adequate**

The school has made satisfactory progress in developing and embedding its self-evaluation processes. The most recent self-evaluation report is a clear document that demonstrates a good understanding of the school's strengths, including data on pupil outcomes. However, the report does not identify clearly enough a few key areas for improvement and does not focus well enough on raising pupils' standards.

The school takes into account the views of parents and staff regularly when making decisions about the school. It also seeks the views of pupils frequently through questionnaires and informal discussions.

The school collects and analyses a range of pupil data. Staff use this information to monitor progress, evaluate the effectiveness of their lessons and plan future learning experiences. For example, they developed a new programme for mathematics in order to raise standards in numeracy. However, planning for school improvement at a strategic level is too informal. Plans do not provide details of staff responsibilities, timescales or funding arrangements. The school does not systematically monitor and evaluate progress against areas identified for development. As a result, it is not able to measure effectively enough the impact of developments on pupils' outcomes.

Staff are beginning to develop links with other schools to support their professional development. However, this has not had sufficient time to enhance their practice or to impact positively on pupils' outcomes.

The school has made good progress towards meeting the recommendations from the previous monitoring inspection. For example, it has developed an effective framework for assessing pupils' progress and enhanced the curriculum so that it meets the needs of all the pupils.

### **Partnership working: Good**

Partnership working is a strength of the school and makes a positive contribution to extending the range of learning experiences offered to pupils.

The school has very good relationships with parents and carers. Parents are highly supportive of the school and are very confident that their views are valued and acted upon. The school provides regular opportunities for parents to discuss their child's progress and they support the school in identifying areas that require further development.

The school has developed effective strategic partnerships with a range of agencies, such as the local police and charities that support pupils to develop their independent

life skills. These have a positive impact on pupils' wellbeing and confidence. Careers Wales works well with individuals to support and co-ordinate transition planning, for example when pupils move back to mainstream schools.

The school has a positive relationship with the local authority. This includes training and support provided for the school by the authority's specialist education staff. Pupils regularly access a wide range of local authority facilities, for example a leisure centre, a gymnasium and the road safety centre.

There is a strong relationship with the local community. Pupils benefit from using local shops and cafés with increasing confidence to practise their skills in real life settings. In addition, the school regularly invites members of the community to visit the school, to talk about their lives.

### **Resource management: Good**

The school employs an appropriate number of qualified teachers and support staff to teach the curriculum effectively and support the emotional needs of the pupils. The school uses the expertise of individual members of staff well to lead on different areas of the curriculum, for example art and food technology.

All support staff are very knowledgeable about their work and make a valuable contribution to the pupils' learning experiences. However on a few occasions, their expertise is not used well enough in the classroom.

The recently developed formal performance management system focuses on staff strengths and achievements and identifies areas for development. The school shows a clear commitment to ensuring that all staff undertake relevant training and gain appropriate recognised qualifications.

The school provides a positive learning environment for pupils. Resources are of good quality and are well matched to pupils' interests and abilities.

The proprietor has a very clear overview of the school's financial position. In light of the good outcomes achieved by pupils as well as the standard of care, support and guidance, the school provides value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Special questionnaire (overall)

The number of responses received was fewer than 10. No data will be shown.

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The inspection team

Caroline Rees	Reporting Inspector
Ann Dackevych	Team Inspector
Ian Elliott	Peer Inspector
Huw Pockett	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at aged 16 or at aged 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at aged 16.
Proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing an independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.