



# Report summary for parents and carers on Genus Education

**Date of inspection: September 2023**

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

# Overview

Genus Education is a caring community that provides highly effective support to develop pupils' self-confidence and well-being. Teachers build very strong working relationship with pupils and, as a result, nearly all pupils settle quickly into school and engage purposefully in their learning.

Pupils feel safe and enjoy going to school. Nearly all pupils arrive at school promptly, ready to learn. They develop highly positive attitudes towards their learning and make secure progress in their learning from their initial starting points. Around half of pupils have transitioned on to mainstream school or further education within the last three years. This is a strength of the school.

Overall, teachers develop curriculum plans that support pupils well to develop the skills and knowledge to prepare them for their next stage of education. This curriculum offer is enriched with a range of engaging activities outside of the classroom, for example through visits to museums, castles or fencing sessions. However, in a few areas, such as science, the curriculum lacks rigour.

Teachers gather a range of useful information to evaluate pupil progress. Systems in relation to monitoring the progress pupils make in their learning are newly established and it is too soon to evaluate their impact.

Teachers know their pupils very well and generally plan lessons which ensure that pupils make secure progress in their understanding and skills. However, in a few lessons, learning is constrained by an overreliance on worksheets, which are not matched well enough to the needs of pupils.

School leaders have developed a clear vision, which is shared effectively with staff and guides the work of the school. They have developed worthwhile relationships with partners and their close working relationships with the residential team support pupils' learning successfully.

The headteacher has developed a suitable range of quality assurance activities as well as policies to guide the work of the school. However, these systems do not consistently identify areas for improvement or the impact that teaching has on learning.

Staff benefit from a range of beneficial professional learning opportunities, which strengthen their practice in supporting pupils' emotional and educational needs. However, opportunities for staff to share good practice internally and externally are underdeveloped.

# Recommendations

- R1 Strengthen quality assurance processes so that they focus on the impact of teaching on learning**
- R2 Ensure that teachers make greater use of the outcomes of assessment processes to plan activities that move pupils forward in their learning**
- R3 Improve opportunities for teachers to share best practice both internally and externally**

## 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.

# What happens next

Estyn advises the proprietor to amend its current development plan to show what actions 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/carers at the school.

Estyn will invite the school to prepare a case study on its work in relation to its 'finding my element' initiative, which provides pupils with opportunities to engage in new and exciting activities to build resilience and self-confidence, for dissemination on Estyn's website.

## School context

Name of provider	Genus Education
Proprietor	Genus Care Limited, a company which currently operates seven children's homes across South Wales.
Local authority	Bridgend County Borough Council
Language of the provider	English
Type of school	Independent school with provision for additional learning needs
Residential provision?	No
Number of pupils on roll	6
Pupils of statutory school age	6
Date of previous Estyn inspection (if applicable)	01/02/2016
Start date of inspection	25/09/2023

Genus Education was established in February 2010 as an independent special school for pupils with social, emotional and behavioural difficulties. The school is administered by Genus Care Limited which currently operates seven children's homes across South Wales. Genus Education provides education for children resident in the company's children's homes who are not able to access mainstream education. Currently, the school is registered for up to ten pupils between the ages of seven to eighteen years. There are currently six pupils on roll, around half of whom have a statement of special educational needs. All pupils are placed by local authorities in Wales. The head of education has been in post since 2019 and oversees education across the school sites. He is supported by a team of three teachers and care staff who are based in the residential homes. The last full inspection by Estyn was in February 2016. The last monitoring visit was in September 2022.

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