



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

A report on

Eastward House School

Date of inspection: June 2022

by

Estyn, Her Majesty's Inspectorate for Education

and Training in Wales

About Eastward House School

Eastward House is an independent special school located in Cardiff, established in September 2021. The proprietor currently owns three independent schools in Wales.

The school provides education for children and young people between the ages of seven to sixteen years who have specific learning difficulties including; dyslexia, dyspraxia, dysgraphia, dyscalculia, as well as learning difficulties associated with autistic spectrum condition (ASC) and attention deficit disorder (ADD). In addition, the school provides education for pupils who have no specific learning need but whose parents wish to enrol their child as an alternative to local state schools, for example as part-time provision where parents have elected to educate their child at home.

There are currently 19 pupils on roll, 17 pupils have statements of special educational needs and two are undergoing statutory assessment. There are 16 pupils are placed by a local authority. Currently, the school is registered to admit 20 pupils.

The school manager has been at the school since 2021 and is supported by a team of two teachers and seven learning support assistants.

Main findings

Strengths

Since the school opened in November 2021 it has taken great care to plan the individual transition of each pupil. As a result, pupils have been well supported as they settled into their new school and any anxieties eased. Many pupils have positive attitudes to their learning and build beneficial relationships with staff and their peers.

Nearly all staff work together successfully to build a nurturing community that promotes engaging learning experiences for pupils. The curriculum is flexible to meet the needs and interests of pupils. Pupils benefit from a broad range of learning outside the classroom including visits to farms, parks and museums. For example, pupils visit local beaches to explore the effects of weather, coastal changes and investigate native wildlife. As a result, many pupils arrive at school excited to learn and ready to engage in activities.

Older pupils at the school benefit from valuable opportunities to make choices about their learning and develop their independence skills. For example, through a recent trip to London, pupils effectively planned and budgeted for the visit, whilst working collaboratively with peers from another school.

Staff know their pupils very well. They take time to build positive working relationships with them, based on a sound understanding of their emotional and well-being needs. Staff use this thorough understanding of individual pupils to engage them well.

Recommended areas for action

Refine assessment and planning processes so that staff have a clear understanding of pupil progress and skills development across the curriculum.

Strengthen the performance management and professional learning arrangements for staff at the school.

Embed quality assurance processes to evaluate the standards of pupils' work, progress and the quality of teaching.

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 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 the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

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 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 continued 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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