



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

A report on

Red Rose School

Date of inspection: June 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Red Rose School

Red Rose School is an independent school in the Heath area of Cardiff. It offers additional learning provision for pupils aged seven to nineteen years who have moderate and severe learning difficulties or social and emotional difficulties.

The school opened in December 2009. There are currently 29 pupils on the school roll. The first language of nearly all the pupils is English. Nearly all pupils have an individual development plan (IDP) or equivalent.

A minority of pupils are looked after by local authorities. Cardiff local authority funds most of the placements with a very few placements funded by the Vale of Glamorgan.

The school is based in a community building. Over a period of time the school has extended its accommodation with an additional building on the main site and an additional two off site premises.

There is currently no head teacher in post. The last core inspection was in 2022.

Main findings

Strengths

Red Rose School is a nurturing community, and staff place pupils at the heart of their work. Pupils and staff develop highly effective working relationships based on trust and mutual respect.

During their time at the school nearly all pupils make strong progress in developing their attitudes to learning and social skills. Pupils engage positively with staff and visitors to the school, and most pupils work well with their peers. For example, a few older pupils support younger pupils with their reading.

Staff have high expectations of pupils' behaviour and learning. For example, pupils reflect on the perspectives of different characters in 'Much Ado About Nothing'.

During the time of the visit, pupils demonstrated consistently positive behaviour. They engage readily in lessons, transition calmly between activities and around the school and show pride in their work.

Staff are developing a flexible approach to curriculum planning, linked to pupil interests. Pupils regularly make choices about what and how they learn. For example, within the topic of Japan, pupils requested a greater focus on science and technology, which led to a study of the Bullet Train.

The school has established worthwhile links across Cardiff, for example with schools, community police and charities. Pupils are developing an understanding of their place within their local community. For example, pupils play regular football matches against peers from another school.

Areas for development

The school is currently implementing many changes to its practice. These include updates to the curriculum, assessment and the family engagement model. Many of these are in the early stages of implementation and it is too soon to evaluate their impact.

In addition, there has been a recent period of instability in leadership at the school. As a result, there has been an interruption to formal quality assurance processes.

Recommendations

The school should:

- R1 Strengthen approaches to the planning for and assessment of skills development across the curriculum
- R2 Monitor and evaluate the impact of recent changes to the school's curriculum, assessment practices and family engagement model

Progress in addressing recommendations from previous visit or inspection report

R1 Improve the opportunities for pupils to use information and communication technology (ICT) across the curriculum

Since the time of the core inspection, the school has invested in a range of ICT hardware and software to improve the opportunities for pupils to develop their digital skills. The school provides all pupils with access to a laptop to support their learning. Where this is used effectively, it relates well to the curriculum planning. For example, younger pupils use an online learning platform to support their literacy and numeracy.

R2 Improve the consistency and quality of teaching across the school

Teaching across the school is sound and more consistent in quality than at the time of the core inspection. Teachers know their pupils extremely well and they use this information effectively to provide interesting activities that meet both the academic and emotional needs of the pupils. For example, younger pupils calculate the cost of an individual ice lolly as part of a maths session and then use this information to plan for a cookery session. Older pupils are engrossed in their exploration of magnets.

In the lessons observed, planned activities are interesting, purposeful and well matched to pupils' abilities, and most pupils are fully engaged. Staff provide valuable verbal feedback swiftly to pupils and pupils value the reward system.

However, teachers' planning does not always focus well enough on the individual pupil's targets. Long-term planning for the progression of skills across the curriculum is underdeveloped.

Since the core inspection, the school has reorganised the teaching spaces and this has reduced the incidents of negative pupil behaviour. All classrooms now provide a positive learning environment. In addition, the proprietor has reviewed both the pupil grouping and allocation of staff to teaching groups to ensure that they best meet the needs of the pupils.

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 this visit, Estyn did not inspect Standard 3.

Standard 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4.

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 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 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 (<http://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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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