



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

**Annual monitoring inspection report on**  
**Amberleigh Residential Therapeutic School**  
**Golfa Hall**  
**Welshpool**  
**Powys**  
**SY21 9AF**

**Date of inspection: July 2018**

**by**

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

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## Context

Amberleigh Residential Therapeutic School is an independent special school situated close to the market town of Welshpool, Powys. The school provides education, care and therapy for pupils aged between 11 to 18 years who have social, emotional and behavioural difficulties.

The school currently has 12 pupils on roll, all of whom are boys. Eight of the pupils have statements of special educational needs. All of the pupils are looked after by local authorities in Wales or England and they live in the children's home that shares the school's site.

The director of education has been in post for two years and the school has recently appointed an education manager.

## Main findings

### Strengths

- The school's holistic and nurturing approach, together with its personalised curriculum, has a positive impact on pupils' behaviour and their attitudes to learning. Overall, pupils make significant progress towards becoming competent learners when compared with their individual starting points.
- Pupils and staff have extremely positive working relationships. This working rapport helps pupils to develop confidence in their ability and social interactions with their peers and adults. For example, at the end of each day pupils participate in a community meeting with their peers, teachers and other key workers. During this meeting, individually they reflect on their progress and barriers towards their learning, such as their own behaviour or that of their peers. Pupils communicate their ideas with thoughtfulness and sensitivity, and listen and respond to others in a similar way. This type of activity is helping pupils to develop mature approaches to important learning and life skills.
- The school is developing as a strong professional learning community with a clear focus on improving practice within and beyond the classroom. Staff work successfully in supportive teams to reflect on their practice. They share different experiences and discuss better ways of working to help ensure that pupils achieve stronger outcomes.

### Areas for development

- The school has access to an increasingly wide range of data from its tracking system that captures information from pupil behaviour through to performance and progress data. However, the school is not making enough use of this data to provide more focused feedback to individual pupils or as part of self-evaluation and improvement planning.

## **Recommendations**

R1 Make better use of the school's multiple sources of data to inform teaching, learning and improvement planning
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**Progress in addressing recommendations from previous note of visit or inspection report**

**Recommendation 1: Ensure that individual education plans identify the specific needs of pupils and provide clear targets to address these needs**

This recommendation has been largely addressed.

Since the last monitoring visit, the school has improved significantly the quality of pupils' individual education plans. It has reviewed its previous processes for planning to meet pupils' additional learning needs and replaced several planning documents with a single outline for each pupil that cross-references clearly to the school's records of progress. As a result, individual education plans provide an effective record of pupils' learning across the curriculum.

**Recommendation 2: Strengthen procedures for staff to evaluate the quality of provision and share best practice in the subjects they are responsible for**

This recommendation has been largely addressed.

The school has undertaken a wide range of activities to address this recommendation. Actions include introducing an improved programme of lesson observations by line managers and peers within the school, as well as with subject specialists across the company's two schools.

Subject leaders for literacy and numeracy have also held staff training sessions to demonstrate different approaches for developing pupils' skills in these areas. This training is helping staff to gain a clearer and deeper understanding of how to support pupils effectively in these areas in their own classrooms. As a result, it makes a positive contribution towards pupils improving standards in subjects across the curriculum and achieving recognised qualifications.

## **Compliance with the standards for registration**

### **Standard 1: The quality of education provided by the school**

On this visit, Estyn did not inspect Standard 1.

### **Standard 2: The spiritual, moral, social and cultural development of pupils**

On this visit, Estyn did not inspect Standard 2.

### **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 this visit, Estyn did not inspect Standard 5.

### **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 registration

When considering this school's registration the National Assembly for Wales 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 annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

## School information

<b>School</b>	Amberleigh Residential Therapeutic School
<b>School number</b>	6666042
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	09/07/2018
<b>Proprietor</b>	Amberleigh Care – named individual: Kevin Gallagher (M.D)
<b>Staff</b>	1 director of education; 1 education manager/ALNCo; 6 teachers; 1 school administrator
<b>Number of pupils</b>	12
<b>Provision</b>	Day provision, linked to the company's children's homes
<b>Type of special educational need (SEN) catered for by the school</b>	Social, emotional and behavioural difficulties (SEBD)
<b>Last Section 163 inspection</b>	07/11/2016
<b>Last annual monitoring inspection</b>	03/07/2017
<b>Last CSSIW inspection</b>	Insert text