



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

**A report on**  
**Summergil House School**  
**Date of inspection: May 2019**

**by**

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

## About Summergil House School

Summergil House is an independent special school situated near the Powys and Herefordshire border in Presteigne. The school opened in March 2017 and is part of the Orbis Education and Care Group.

The school provides education for pupils aged 5 to 19 years who have a diagnosis of autistic spectrum disorder. Nearly all pupils have a statement of educational needs.

Currently, there are 15 pupils attending the school, 13 boys and two girls. Many pupils are placed by local authorities in England and the remainder from Wales. Most pupils have English as their first language. Most reside at the registered on-site children's home.

The head of education was appointed in May 2017. The school has four class teachers and six learning support assistants. A clinical team, including a speech and language therapist, behaviour specialist and occupational therapist, supports the education team.

The school's aim is to 'provide a safe and secure school environment that encourages individuality, confidence and self-esteem'.

This is the school's first monitoring visit since registration.

## Main findings

### **Strengths**

The school has made good progress against the recommended areas for action following the second registration visit. For example:

- The school has ensured that all policies are now specific to its site. Policies are comprehensive and easy to follow with clearly defined responsibilities. Where appropriate, for example the anti-bullying policy, useful pupil-friendly versions contribute effectively to the pupils' understanding and involvement in school life. The school has established suitable processes to ensure that they keep up-to-date with Welsh Government guidance.
- The school has improved reports to parents to ensure they show clearly individual pupil progress as well as future targets. Where appropriate, there is a wide range of supporting information, for example, from specialist services including speech and language therapy. The positive behaviour support plans provide valuable guidance for parents and this enables a consistent approach across home and school. The important pupil review section provides a suitable format allowing most pupils to contribute their views on the things they like doing in school, what they find hard and what can help them.
- The headteacher has improved the quality assurance processes across the school. In book scrutiny activities, the focus identifies effectively the progress pupils make over time, the standards pupils achieve, how feedback supports pupils, and if the work is suitably challenging. Learning walks inform the process of quality assurance and promote staff dialogue on pupil standards.

In addition, the recent introduction of a periodic service review (PSR) supports the school's quality assurance processes further. External consultants and company staff, independent of the school, complete a review on the quality of education and support provided to pupils, as well as the quality of the school environment. The headteacher draws on this information successfully to improve standards across the school.

### **Areas for development**

In many lessons teachers establish clear lesson objectives with pupils. However, the way they use lesson objectives and provide relevant feedback to pupils to support their progress is inconsistent across the school.

All staff know their pupils very well and provide a safe and nurturing learning environment. However, in a minority of cases, staff intervene too soon to support pupils in learning activities. This hinders the development of pupils' own independence in learning.

## **Recommendations**

**The school should:**

- R1 Strengthen teachers' use of learning objectives and feedback to support pupil progress**
- R2 Ensure that staff encourage pupils to complete activities independently wherever possible**

## **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 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 this visit, Estyn did not inspect Standard 7.

## **Recommendation regarding 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](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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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