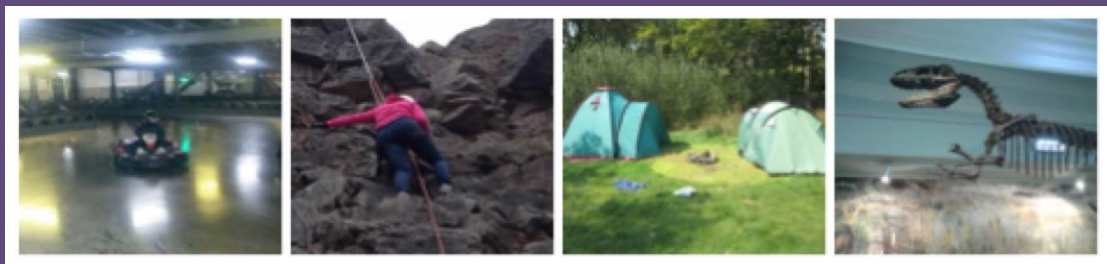


# The Potteries School

• ABERMULE NEWTOWN POWYS SY15 6JH •

Telephone: 01686 411191 • Email: [potteries.school@greenfields.uk.com](mailto:potteries.school@greenfields.uk.com)



• ANNUAL REPORT FOR THE ACADEMIC YEAR 2022 - 2023 •

A detailed guide of school performance at the Potteries School for learners, care workers, parents, HM Inspectorate and Local Authorities.

## **SCHOOL DETAILS**

**Name:** The Potteries School  
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SY15 6JH  
**Telephone:** (01686) 630176  
**Email:** potteries.school@greenfields.uk.com  
**Headteacher:** Andy Joynson (B.Sc. P.G.C.E.)  
**Registered Manager:** Luke Jarman

## **PROPRIETOR DETAILS**

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## **REGIONAL EDUCATION LEAD**

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## **INSPECTION INFORMATION**

The Potteries School was registered with the Welsh Assembly Government as of 27<sup>th</sup> July 2013. The School provides an assessment centre for up to four male learners between the ages of 10 and 18. The school educates Looked After Children who may have a Statement of Special Educational Need or Education Health and Care Plan, with the predominant support being SEBD/SEMH with Additional Learning Needs.

The School had its first core inspection from Estyn between Monday 13<sup>th</sup> and Thursday 16<sup>th</sup> November 2017 and the report findings were published on 11<sup>th</sup> January 2018. Overall, the School was rated as good.

The School had its last Annual Monitoring Visit (A.M.V.) between Wednesday 14<sup>th</sup> and Thursday 15<sup>th</sup> December 2023. where the inspectors examined the progress in addressing recommendations from the previous A.M.V. in 2019. Their focus this time around was on the following Independent School Standards (2003):

**1. The quality of the education provided by the school**

**4. The suitability of the proprietor and staff**

**7. The effectiveness of the school's procedures for handling complaints**

The report was published on 21<sup>st</sup> February 2023 and made available to all parents, stakeholders and local authorities as well as the Estyn website.

### **Progress in addressing recommendations from previous visit or inspection report**

#### ***R1. Approach the Welsh Government to request a material change at the Potteries school***

*The school has recently constructed a new building to increase teaching accommodation. This provision will offer additional, flexible learning space. The headteacher has recently approached the Welsh Government to facilitate this material change.*

#### ***R2. Evaluate the impact of actions to improve literacy across the curriculum to identify priorities for future improvement***

*Since the last monitoring visit in 2018, the headteacher has taken a range of suitable actions relating to the further development and evaluation of activities to improve pupils' literacy across the curriculum. There is now a clearer focus on the need to monitor the progress of pupils in the development of their literacy skills.*

*Pre-placement documentation provides the school with a meaningful starting point to evaluate a pupils' level of literacy on entry. This information is supplemented with information from baseline testing carried out when the pupil arrives. As a result, the headteacher accurately identifies the deficits in pupils' literacy skills and devises a plan to respond appropriately to these areas of need. All pupils now have at least two literacy targets in their individual education plan (IEP) and these are bespoke to each pupil's individual needs.*

*In addition, the headteacher has reviewed the provision for reading. With support from a local secondary school, he has strengthened the range of material available for pupils to read, both in class and for pleasure.*

*Staff record pupils' opportunities for literacy across the curriculum, for example during educational visits and sports and recreation time. However, these records do not record the quality of these literacy activities or plan for any progression in the level of skill required. The headteacher has accurately evaluated this approach and recognises the need to plan for progression in the skill development of pupils across the curriculum, including their literacy skills.*

### **Strengths**

*A report on The Potteries December 2022*

*The school provides a nurturing and stimulating learning environment for pupils with a range of social, emotional, and behavioural difficulties.*

*The headteacher is enthusiastic and has a strong sense of purpose. He has a clear understanding of the strengths and areas for development for the school.*

*The headteacher encourages pupils to take interest, enjoy their learning and challenge themselves. He has a robust understanding of pupils' social and emotional needs and fosters extremely positive and trusting working relationships with them. As a result, nearly all pupils make effective progress in managing their behaviours during the time at the school. In addition, the headteacher plans engaging learning opportunities that interest and motivate pupils. These activities are well matched to pupils' needs. As a result, pupils have high levels of engagement in their learning.*

*The school offers a range of exciting educational activities such as scavenger hunts within the locality and visits to the indoor climbing centre in Telford. These visits enhance pupils' learning experiences well and have a positive impact on their well-being.*

### **Areas for development**

*Whilst the proprietor has ensured that appropriate pre-employment checks for recently appointed care staff are in place, the processes for recording pre-employment checks for teaching staff employed at the school are not robust enough.*

*The headteacher makes effective use of standardised tests to establish pupils' baseline across a range of skills, and to establish their level of well-being. However, there is a lack of strategic planning across the curriculum to ensure progress in skill areas such as literacy.*

*Staff from the company's linked children's home provide suitable learning support at the school. These staff have undertaken appropriate professional learning to develop their understanding of pupils' social and emotional well-being. However, many have limited understanding of the relevant strategies and skills to support pupils' formal learning and skills development appropriately.*

### **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 this visit, Estyn did not inspect Standard 2.*

#### **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**

*The school does not fully meet the regulatory requirements for this standard. In order to comply fully with the Independent School Standards (Wales) Regulations 2003, the school should:*

*Ensure that prior to the confirmation of the appointment of all staff, appropriate checks have been carried out to confirm their identity, medical fitness, previous employment history, character references and where appropriate take into account qualifications and professional references in determining whether their appointment will be confirmed.*

**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.*

**Recommendations**

**R1** *Comply fully with the Independent School Standards (Wales) Regulations 2003*

**R2** *Improve strategic planning and provision for the progressive development of pupils' skills across the curriculum*

**R3** *Ensure that support staff have suitable skills and training to meet pupils' learning needs*

**ATTENDANCE**

The school year commenced on Tuesday 30<sup>th</sup> August 2022 and closed on Friday 28<sup>th</sup> July 2023. In total, the school was open for 197 days last year. There were six INSET days during that period. The four-term year model adopted at the Potteries School ensures precision, concentrated five-week programmes of study; frequent half-term holidays serving to reinvigorate learning and a reduced four-week summer break to encourage engagement by reducing time away from school.

The Admissions Register for the academic year 2022 - 2023 shows that the Potteries School had SEVEN enrolled learners. Three of these were enrolled from the previous academic year. The mean average length of enrolment is 28.1 weeks and three of the nine learners are still enrolled as part of their 26-week placement. The cohorts across this time are composed of these groups:

- Three were placed under Section 20 (accommodated), three under Section 31 (full-care order) and one under Section 76 (interim) of the Children's Act 2004;
- One year 6 learner; one year 7 learner; two year 8 learners; two year 9 learners and one year 11 learner;
- The learners are all Looked After Children and live in residential care at the Potteries. The Local Authorities placing the learners at the school were: Barnsley; Bridgend; Denbighshire; Gloucestershire; Lewisham; Oxfordshire and Southend-on Sea;
- One learner has an Individual Development Plan(Wales); four learners have Education and Health Care Plans (England) and two have no formally identified special educational need;

- In terms of experiencing and presenting Additional Learning Needs:  
**All** learners present with social, emotional and mental health difficulties;  
**All** experience some form of attachment difficulty either diagnosed or not;  
 57% have been diagnosed with Attention Deficit Hyperactivity Disorder;  
 57% present with undiagnosed moderate learning difficulties;  
 28% meet the criteria for further dyslexia screening;  
 14% have a diagnosed physical difficulty.

Attendance data: Academic Year 2022 - 2023

Learner	Dates of admission and discharge	Present %	Authorised Absence %	Unauthorised Absence %
70	31/01/2022 - 05/09/2022	91.8%	6.5%	1.7%
72	31/05/2022 - 12/12/2022	82.7%	11.7%	5.6%
71	18/05/2022 - 09/01/2023	69.8%	10.3%	19.9%
73	03/10/2022 - 18/05/2023	84.6%	8.7%	6.7%
74	30/12/2022 - (30/06/2023)*	87.7%	9.8%	2.5%
75	03/01/2023 - (04/07/2023)*	67.1%	21.7%	11.2%
76	25/01/2023 - (24/07/2023)*	76.2%	16.8%	7.0
Average attendance		79.9%	12.2%	7.9%
Difference from 2021 - 2022		0.2%	-0.8%	0.6%

The data shows that there has been a small increase in overall average attendance and a decrease in authorised absence and unauthorised absence. Although the variation is not substantial and as always, on learner's poor attendance has disproportionately affected the averages, there is also another process at work causing this differential. Akin to last year, the offsetting factor that such a small cohort presents in terms of one learner's poor attendance grossly exaggerating the entire cohort has been overcome by using individual learner attendance profiles. This ensures that attendance for all learners can be examined with precision; it presents a more accurate picture of the patterns of attendance and highlights learners who may need extra support with attendance and engagement in their next education provision.

The school continues to have a policy of no education expectations for learners on days where important meetings for them are scheduled. The anxiety evoked in most learners on days where CLA reviews, PEP meetings or SEN assessment indicates that their learning capacity on these occasions is severely affected. The ability to both focus and concentrate, regulate their behaviour and give the attention required to such events negatively mediates their learning pattern and more often than not, unpicks the work they have achieved leading up to it.

## ATTAINMENT

### Learners and their path to progress

For the cohort of seven learners enrolled in 2022 - 2023:

- The learners average class points score (that reflects their lesson performance against the five learning expectations: *on time – respect – effort – work set – remain in class*) is **80.1%**;
- National curriculum (or equivalent) levels were attained in core subjects during formative or summative assessment sessions for **all learners**;
- All learners saw at least a **50.0%+** reduction in their priority risk associated to their health and wellbeing;
- In terms of completing **Personal Education Plan** targets during placement, **100.0%** of learners achieved either partially or fully all the required targets;
- On average, learners achieved over **71.6%** of **Individual Learning Targets** based on bespoke, need-centred Quality of Life indicators;
- On average, each learner achieved **16** AQA Unit Awards in Sport and Recreation and Life and Independent Skills;
- In terms of meeting literacy targets: **50.0%** of objectives were fully completed; **20.0%** partially completed; **20.0%** were ongoing until transition and 10.0% of the targets remained unmet.

## OUTCOMES FROM THE SCHOOL DEVELOPMENT PLAN 2022 - 2023

SCHOOL DEVELOPMENT PLAN OBJECTIVES FOR 2022 - 2023					
Number	Objective	Autumn	Winter	Spring	Summer
Objective 1	Resource the new learning space to deliver activity-based elements of the timetable outside of the traditional classroom area and extend the breadth of the curriculum.	11/11/22	17/02/23	31/3/23	28/07/23
Objective 2	Build a version of the Curriculum for Wales (2022) that satisfies the four purposes of the new legislation but also meets the complex and individual needs of all learners enrolled at the school.	11/11/22	17/02/23	31/3/23	28/07/23
Objective 3	Improve the qualification and accreditation base of education support staff to enable in-house delivery and evaluation of outdoor education activities, life and independent skills and art and technology modules to enrich the curriculum for learners.	11/11/22	17/02/23	31/3/23	28/07/23
Objective 4	Secure formal partnership relations with local service providers, secondary schools and colleges and potential work placements to promote a wider, more mainstream-like and community-based curriculum that prepares learners for transition.	11/11/22	17/02/23	31/3/23	28/07/23

# THE QUALITY FRAMEWORK

## The Standards:

	Standard	Success Indicator	Measures (all evidence-based)
1	Effectiveness of Leadership & Management	100% compliance with Leadership Quality Audit against standard statement	Annual (Term 1) with termly check on progress against actions. Actions on CAP
2	Safeguarding	100% compliance with Safeguarding Audit against standard statement	Annual safeguarding (Term 2) self-evaluation followed by audit. Actions on CAP
3	Quality of Curriculum	100% compliance with Curriculum Audit tools against standard statement	Annual Curriculum Leadership self-evaluation followed by annual Curriculum Audit. Actions on CAP
4	Attendance	100% compliance with 95% attendance target against standard statement	Consistent 95%+ school attendance average across academic year
5	Stakeholder & Community Engagement	100% positive feedback from all stakeholders against eNPS score of 9-10 on questionnaires, and against standard statement	Annual stakeholder feedback questionnaires and supporting school stakeholder analysis document
6	Supporting Additional Learning Needs & Inclusion	100% compliance with ALN Audit against standard statement	Annual ALN self-evaluation followed by audit (Term 3). Actions on CAP
7	Staff Wellbeing	100% delivery on eNPS score of 9-10, on Staff Wellbeing survey, and against standard statement	Annual Staff Wellbeing survey with eNPS element, staff absence records, staff retention figures.
8	Promoting a sustainable future	100% delivery against Sustainability Action Plan, and against standard statement	School self-evaluation followed by external review. Actions on CAP

**Lesson Observation: 21/03/2022**

**No complaints or safeguarding referrals have been made this academic year.**

## ASSESSMENT AND TRANSITION

All learners aim complete the initial eighteen-week integrated assessment programme. The assessment process contains evaluation of a number of different educational areas:

- **Reengagement:**

Examination of patterns of attendance across the curriculum and strategies that enable improvement and progress for learners with absence difficulties.

- **Core subject baseline levels:**

Establishing National Curriculum/GCSE levels in English, Maths, Science, I.C.T. and P.S.E. and profiles of attainment in Sport and Life & Independence Skills.

- **Behaviour profile:**

Using Motional to establish the priority behaviours that learners experience most difficulty with and then strategies to aid improvement.

- **Learning targets:**

Monitoring key criteria across the curriculum that learners may struggle with or need to focus on to progress. As an intake and assessment provision with a maximum placement of 26 weeks, the transition development for learners as well as within the classroom are an important guide as to how well we have supported our

young people during their stay. Below are detailed the accommodation outcomes of learners for this academic year:

- **New Residential Care Placement:** 3 learners
- **Returning to Family Home:** 1 learners
- **Placement @ Potteries:** 3 learners

#### CONSIDERATIONS FOR THE FUTURE

### SCHOOL DEVELOPMENT PLAN OBJECTIVES FOR 2023 - 2024

1. To secure the appropriate planning for both the home and school in order that the new learning space can be used.
2. To improve the qualification levels of all education staff to enable them to effectively support teaching and learning.
3. To embed the new processes of progress tracking across the curriculum and secure alternatives to current accreditation.
4. To develop the sustainability programme advocated by CareTech as part of the 'One Planet Living' strategy.

**Andy Joynson**  
**21/07/2023**