



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

A report on
Brynmorgan Villa

Date of inspection: October 2022

by

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

About Brynmorgan Villa

Brynmorgan Villa is an independent special school for children and young people between the ages of 11 to 18 years. The school caters for pupils who have complex needs and learning difficulties consistent with social, emotional, and mental health difficulties. Pupils that attend the school are resident in the children's home that shares the school site.

The school is situated in a semi-rural area in Neath Port Talbot. It is administered by Springboard Education and Care.

There are currently two pupils at the school. These pupils are placed by local authorities in Wales.

The lead teacher has been in post since the school was established in 2021

Main findings

Strengths

The school provides a nurturing environment where nearly all pupils respond positively to staff and progress well. Nearly all pupils feel safe and happy at the school.

The school offers a broad and balanced curriculum that meets the needs of the pupils well. This includes an appropriate range of classroom-based lessons as well as outdoor and community-based learning activities such as horse riding and shopping for ingredients to prepare a healthy meal at school.

Teaching staff know the pupils well and build trusting relationships with them. As a result, over time, pupils gain in confidence and become more resilient. In addition, teaching staff make effective use of this knowledge to tailor personalised learning opportunities that interest pupils and ensure that they make assured progress from their initial starting points.

Leaders at the school communicate a clear vision for the school that focuses on providing an integrated approach to meeting pupils' needs. Since the initial registration visit, leaders have strengthened policies and schemes of work to reflect the context of the setting and its pupils.

Recommended areas for action

The school is beginning to make suitable use of information and data to set targets to track the progress of pupils. However, individual learning targets are too generic and do not consistently support pupils' progress within clear time frames.

Leaders are heavily involved in the operational running of the school. However, this limits their capacity to plan more strategically and ensure they have adequate time to complete the quality assurance processes.

Within the health and well-being aspects of the curriculum the school is beginning to address important aspects of pupils' development such as healthy relationships and emotions. However, this aspect of the curriculum could be further strengthened to ensure pupils receive timely and appropriate information about these important aspects of their education.

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

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