

Report summary for parents and carers on Dan y Coed

Date of inspection: March 2025

Summary

Dan y Coed offers a bespoke curriculum for each pupil, which is broad and balanced. The curriculum is enhanced further through the school's offer of ASPIRE (Autistic Support Promoting Independence, Relationships & Equality) and FLIGHT (Friendships, life skills, Independence, Goals, Health and Trauma) model.

Pupils' academic, social, and vocational development is enhanced through the school's outside learning experiences.

Pupils benefit from the school's comprehensive careers programme, which provides them with a range of authentic experiences in the local community.

Over their time at the school, nearly all pupils make significant progress from their starting points.

In the most effective lessons, teaching is delivered with pace and clarity, and is matched to the needs and starting points of the pupils well.

Where teaching is less effective, lessons lack challenge or pace, which limits pupils' progress. Further, in a very few lessons, teachers lack confidence in the delivery of specialist subjects, which impacts upon pupil engagement and progress.

The school is strongly committed to embedding the principles of the United Nations Rights of the Child Convention (UNCRC) and have introduced 'Orbi' as their mascot promoting children's rights. Staff embed UNCRC principles across the curriculum, ensuring a rights-respecting ethos.

The school has a strong culture of safeguarding. As a result, pupils are kept safe and are nurtured.

The school has a strong community focus with partnerships that enhance the learning experiences for pupils, for example St Fagans National Museum of History, with local schools and businesses.

The school has a detailed professional learning programme, which covers important areas such as communication, behaviour management, planning and assessment. However, due to changes in the staff team, the consistent use of signing is underdeveloped across the school.

Leaders have a clear vision for the school and robust quality assurance processes are embedded. As a result, leaders have a thorough understanding of the school's strengths and areas of development.

Compliance with the conditions for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school meets the regulatory requirements for this standard

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations and next steps

We have made three recommendations to help the school continue to improve:

R1 Reduce the variability in the quality of teaching across the school

R2 Improve the use of signing across the school

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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