

**A report on**

**Ysgol Antur Cwm**

**Ysgol Antur Cwm**

**Hendre Ladus**

**Ystradgynlais**

**Swansea**

**Powys**

**SA9 1SE**

**Date of inspection: May 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## About Ysgol Antur Cwm

Name of provider	Ysgol Antur Cwm
Proprietor status	Private Limited Company
Language of the provider	English
Type of school	Independent special
Residential provision?	No
Number of pupils on roll	8
Pupils of statutory school age	8
Date of previous Estyn inspection (if applicable)	

### School context:

Ysgol Antur Cwm is an independent day school, located in the Swansea valley. The school is set in a small town in a self-contained building adjoined to the Ystradgynlais Community Centre.

The school is registered to educate 10 male pupils aged between 11 and 16 years, who are facing challenges relating to social, emotional and mental health difficulties (SEMH) or attention deficit hyperactivity disorder (ADHD). This school represents the proprietor's first experience in managing an educational setting.

The school primarily delivers education through outdoor learning. The outside space affords a large dedicated grassed area for pupils of the school, and the local community centre has agreed that the school can also have access to football fields, a 3G astroturf football facility and a skate park. In addition, the school accesses facilities including; a local leisure centre, mountain bike trails and climbing walls.

At the time of the follow up to registration visit the school had eight pupils on roll. Half of these pupils joined the school within three months of the visit and a further two pupils had joined within the last month. As a result, inspectors were unable to evaluate an embedded educational provision for many pupils as they were still in a period of transition and re engagement with education.

The headteacher has been in post since the school opened.

## Main findings

Leaders have fostered a strong culture, promoting pupils' well-being. The school provides a calm and supportive learning environment, where staff establish positive working relationships and quickly earn pupils' trust. Consequently, pupil behaviour is mostly respectful.

The school day is structured to meet the needs of pupils with social, emotional and mental health (SEMH) needs. High staff-to-pupil ratios and an emphasis on physical activity ensure that staff can readily adapt to meet pupils' emotional and learning needs.

Leaders have a clear vision for the school and are in the early stages of establishing a curriculum that delivers their framework to 'discover, grow, succeed'. However, plans to support this vision are not yet embedded in practice.

The school provides a highly bespoke curriculum. The timetable for each pupil delivers learning experiences through a range of activities such as skateboarding, climbing and photography. Whilst the emphasis on outdoor learning is appropriate whilst pupil re-engage with education, the provision for class-based teaching is in its infancy and needs to be strengthened.

As most pupils have only recently joined the school it is too early to accurately evaluate their progress over time. Leaders are beginning to explore a range of tools to baseline pupil's ability in literacy and numeracy. School systems do not currently allow the school to easily evidence how their provision has been successful in supporting pupils' engagement and progress.

There are secure systems in place to ensure the suitability of staff working at the school. All staff have received relevant safeguarding training. As a result, the school is developing a strong culture of safeguarding.

The proprietor is passionate about the successful development of the school and has high expectations of staff and pupils alike. Currently, the school lacks a 'critical friend'. This limits the leaders' ability to objectively evaluate the impact of the school's provision and identify strategic educational improvement priorities.

## **Recommended areas for action**

- Strengthen curriculum planning and classroom provision to ensure they meet the needs of pupils and prepares them for adult life.
- Develop systems and approaches that enable leaders to evaluate the effectiveness of the school's provision and measure pupils' progress over time.
- Continue to develop professional learning opportunities for staff to develop further their skills to support pupils with complex additional learning needs.
- Consider developing an independent board to provide support and challenge to the work of the school.

## **Compliance with the regulations 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**

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### **The spiritual, moral, social 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.

### **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.

### **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.

### **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.

### **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.

### **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 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 2024.

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 (<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 (Wales) Regulations 2024. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework

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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