

**A report on**  
**Carla House School**

**Gegin Farm  
Ruthin Road  
Minera  
Wrexham  
Clwyd,  
LL11 3UT**

**Date of inspection: October 2025**

**by**

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

## About Carla House School

Name of provider	Carla House School
Proprietor status	Your Chapter
Language of the provider	English
Type of school	Independent special
Residential provision?	Yes
Number of pupils on roll	3
Pupils of statutory school age	3
Date of previous Estyn inspection (if applicable)	{PreviousInspectionDate}
Start date of inspection	20/10/2025

### School context

Carla House School is an independent school in a rural setting near Wrexham. The school is owned by Your Chapter, a company providing education, care and therapy for pupils with social, emotional or behavioural needs.

Pupils who attend the school are resident in the on-site children's home. The school provides education for a maximum of five girls aged 11 to 18 years. Currently, there are three pupils on roll.

The headteacher has been in post since October 2022. The work of the school is overseen by a senior headteacher and the education director.

## Previous recommendations

- R1. Strengthen approaches to the planning and delivery of learning activities to improve the progressive development of pupils' skills across the curriculum
- R2. Refine roles, responsibilities and systems across the wider organisation to support the smooth operational management of the school
- R3. Refine quality assurance and improvement planning processes to embed and sustain improvements

## Summary

Teachers at Carla House build strong, respectful relationships with pupils and understand their individual needs well. They plan flexibly, supporting learning through engaging activities. However, during the inspection, pupil attendance and engagement were inconsistent, making it difficult to evaluate the school's educational provision fully.

School leaders have strengthened self-evaluation and improvement planning processes, gathering useful evidence to identify improvement priorities. Despite this progress, leaders' limited budget ownership restricts long-term development.

The school benefits from strong collaboration across education, care, and therapy teams, and leaders receive organisational support in key operational areas. A few issues were raised with the school leadership during the inspection relating to the strengthening of policy and practice to reflect changes to Welsh legislation. This work was completed suitably. Nonetheless, there remains a lack of clarity within the wider organisation about responsibilities under the Independent School Standards (Wales) Regulations 2024.

## Main evaluation

Teachers at Carla House know their pupils and their needs extremely well and develop positive and respectful relationships. They plan suitable activities through a thematic approach to support with pupil engagement in learning.

Teachers record pupils' progress through assessments, external qualifications and through daily diary records, enabling them to plan flexibly to meet the needs of pupils as they arise. However, at the time of the inspection pupils did not consistently attend and engage with education. Inspectors were unable to evaluate an embedded educational provision for pupils as they were still in a period of transition and re-engagement with education.

Teachers organise a range of enrichment activities to enhance pupils' learning experiences. For example, recently the school organised a former world champion and Olympic bronze medallist boxer to deliver sessions to pupils on developing pupils' physical skills as well as resilience, teamwork and communication skills.

Further, teachers plan beneficial trips to enhance learning, such as to Shrewsbury Prison, shopping trips into Wrexham and Liverpool and a visit to the British Ironworks Centre to look at the Knife Angel. These provide valuable learning opportunities and discussions about rights and responsibilities in society.

The regional ALNCO has recently introduced a new method of overseeing and reviewing the provision to meet individual pupils' ALN. This is very recently established, and it is too soon to evaluate its impact.

The headteacher and senior headteacher have collaborated successfully to improve quality assurance, self-evaluation and improvement planning processes at the school. Leaders gather a range of first-hand information to identify school strengths and priorities for improvement. However, leaders have limited access to a budget to successfully plan required resources for meaningful, long-term changes at the school.

The school benefits from the support of a wider organisation to meet the needs of pupils as well as maintain the smooth operation of the school. For example, they work positively with care and therapy staff to support pupils to improve their well-being and engagement. Leaders also benefit from support in a number of other important areas, such as safer recruitment and health and safety. There have been improvements in clarity about areas of responsibility since the time of the core inspection. A few issues were raised with the school leadership during the inspection relating to the strengthening of policy and practice to reflect changes to Welsh legislation. This work was completed suitably. However, across the wider organisation there is a lack of understanding about the

organisation's responsibilities in relation to the Independent School Standards (Wales) Regulations 2024.

There are no comments on pupils' learning, well-being or attitudes to learning. This is because the number of pupils present at the time of the inspection was too few to report on without identifying individual pupils.

## **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 inspection, there is no evidence that the school does not comply with this standard.

### **The spiritual, moral, social and cultural development of pupils**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

### **Welfare, health and safety of pupils**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

### **The suitability of proprietors and staff**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

### **Premises of and boarding accommodation at schools**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

### **The provision of information**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

### **The manner in which complaints are to be handled**

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

## **New recommendations**

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

- R1. Improve the attendance and engagement of pupils
- R2. Strengthen the understanding of the organisation's responsibilities and rigour of wider quality assurance work in relation to the Independent School Standards (Wales) Regulations 2024

## **Safeguarding**

The school's arrangements for safeguarding pupils do not give any cause for concern.

## **What happens next**

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.

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from parent/carer and pupil questionnaires and consider the views of teachers and support staff through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors/proprietor(s), leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit lessons and undertake a variety of learning walks to observe pupils learning
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school had taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body (where appropriate), information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection



## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## 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 Act 1998.

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Publication date: 19/12/2025