

**A report on**

**Redhill High School**

**Clynderwen House  
Clunderwen  
Narberth  
Pembrokeshire  
SA66 7PN**

**Date of inspection: October 2025**

**by**

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

## About Redhill High School

Name of provider	Redhill High School
Proprietor status	Board of directors; private limited company.
Language of the provider	English
Type of school	Independent Secondary
Residential provision?	No
Number of pupils on roll	105
Pupils of statutory school age	88
Date of previous Estyn inspection (if applicable)	{PreviousInspectionDate}
Start date of inspection	07/10/2025

### School context

Redhill High School is an independent secondary school for pupils aged from 11 to 18 years. It is located in a peaceful, rural setting, five miles northeast of the town of Narberth, Pembrokeshire. The school was opened in 2018 by the present board of directors, which includes the headteacher, who has been in post since the school opened.

There are currently 105 pupils on roll, with 17 pupils in Years 12 and 13. Pupils in the school are organised into year group forms. Most pupils live in the surrounding area, with a few travelling from further afield. Applicants for entry to the school in Years 7 to 10 are required to sit assessments in mathematics and English.

English is the predominant language of most pupils. A very small number of pupils speak other languages at home. A small proportion of the pupils come from minority ethnic backgrounds. The school does not aim to make pupils bilingual in English and Welsh. No pupil has a local authority maintained individual development plan.

There are 25 members of staff, many of whom have been with the school since it opened.

## Previous recommendations

- R1. Formalise governance including quality assurance arrangements to strengthen strategic oversight and the role of directors as a critical friend.
- R2. Ensure that teacher assessment within lessons is used more effectively to plan the next steps in pupils' learning.
- R3. Improve the consistency of written feedback to pupils so that they know what they need to do to improve their work.
- R4. Strengthen the provision for careers guidance and PSHE across the school.

## Summary

Redhill High School is a warm, supportive environment with a strong focus on pupils' learning and wellbeing. The school successfully fosters both ambition and kindness, resulting in high levels of engagement and mutual respect in classrooms. Most pupils make strong academic progress, supported by teachers with strong subject knowledge. The school's most effective teaching is characterised by well-prepared resources, effective questioning, and prompt feedback, which promotes pupil confidence, independence, and collaboration.

The curriculum is broad and flexible, especially at GCSE and A Level, allowing for personalised subject choices. Pupils benefit from leadership opportunities, fostering self-esteem and responsibility. The school also effectively supports pupils' spiritual, moral, social, and cultural development, within a culture of respect and inclusivity.

Since the 2023 inspection, improvements have been made in PSHE and careers education, including stronger planning and leadership, though further work is needed to fully embed provision in upper year groups. Leaders' quality assurance work has also been strengthened, resulting in greater consistency in teachers' feedback. Though there is still variation in pupils' engagement with written feedback, leaders have identified this as a target for further improvement.

The board of directors has taken a few steps towards formalising and developing its governance functions. However, the board's role in providing critical friendship, and robust oversight of education, remains underdeveloped.

On the basis of this inspection, there is no evidence that the school does not comply with the Independent School Standards (Wales) Regulations 2024.

## Main evaluation

Redhill High School is a welcoming environment where all members of the community share a strong commitment to pupils' learning and well-being. Throughout the school, there is a shared atmosphere of endeavour, ambition and generosity. As a result, classrooms and other learning spaces are characterised by purposeful, industrious activity, and high levels of respect and trust.

### Learning and teaching

As a result of effective teaching, most pupils make strong progress during their time at the school. Teaching at Redhill High School is underpinned by a strong degree of trust and respect between teachers and their pupils. Pupils believe that their teachers have their best interests at heart and are invested in helping them to reach their maximum potential. These positive working relationships stem, in part, from the strong subject expertise demonstrated by teachers, nearly all of whom also have a very good understanding of the requirements of public examination courses. In addition, nearly all staff, including support staff, know the learning and well-being needs of the pupils well and are focused on providing the highest quality of support across all aspects of pupils' experience.

Most teaching is characterised by strong language modelling, engaging and well-prepared resources and activities that build upon each other progressively. Through probing, open questioning, most teachers have a clear understanding of the progress individuals are making within a lesson. These strategies have allowed teachers to develop a supportive culture where there is no fear of being wrong. The prompt verbal feedback and useful written comments provided by most teachers enable pupils to further develop their skills and subject knowledge.

Nearly all pupils have highly developed independence skills and groupwork skills. They help each other with kindness, enthusiasm and focus. These skills are used to good effective across the curriculum. For example, older pupils work together highly effectively to develop their mathematical skills through discussion and problem-solving. Most pupils display confidence and well-developed oracy skills, which they use to engage in enthusiastic discussion with their peers, teachers and visitors to the school.

The school offers a broad curriculum that meets the needs of its pupils. A strong feature of the curriculum is the flexibility around subjects offered at GCSE and A Level. School leaders work hard to accommodate the interests and aspirations of their pupils and work alongside families to make timetable adaptations so that pupils can study the combination of subjects that they wish.

The school makes highly effective provision for the moral and cultural development of its pupils. Almost all pupils have a highly developed understanding of the principles of respect, tolerance and inclusivity, and demonstrate these values in their conduct around the school, which is respectful and considerate.

Pupils are supported well to develop self-knowledge, self-esteem, and confidence, including through participation in a range of leadership opportunities. These experiences foster a strong sense of responsibility and encourage pupils to contribute positively to school life and the wider community.

### **Progress against recommendations**

In response to recommendations left during its last inspection in 2023, the school has made steady progress in improving its provision for PSHE and careers education. Planning for PSHE has been strengthened via a new, robust policy, and well-structured, appropriate schemes of work are now in place for all year groups. A member of staff has recently been appointed to oversee PSHE delivery, providing clearer leadership and accountability. However, PSHE provision is not yet fully embedded across Years 10 to 13, and further work is required to ensure consistent delivery and impact in these year groups. The school has a well-established work experience programme for pupils in Years 10 and 12, which has been running successfully for three years and provides valuable opportunities for pupils to explore potential career paths. In Year 13, pupils benefit from comprehensive guidance through the UCAS process, supporting them effectively with their post-16 transitions.

Since the last inspection, leaders have also taken effective steps to strengthen quality assurance work. They have scheduled and conducted valuable activities including work scrutiny and lesson observations. This has resulted in leaders having a clearer understanding of the inconsistencies and areas for development relating to teacher feedback and the use of formative assessment to inform planning and teaching.

During this inspection, a higher level of consistency in the quality of oral and written feedback was seen. Close monitoring of pupils' work, and effective questioning result in most teachers adapting their lessons to respond to the level of understanding and the speed of progress made by their class. This ensures that pupils in these lessons are making the progress they are capable of. Written feedback to pupils mainly takes learning on and in many cases requires a response from pupils. Currently, the completion of responses from pupils to this feedback is inconsistent. This has been identified by leaders as an area for development.

The last inspection's recommendation to formalise governance and quality assurance has been partially addressed in structure but not yet in substance. Since 2023, the board of directors has taken a range of steps to strengthen its governance function alongside its

responsibilities as proprietor. Directors' operational oversight of statutory processes, such as policy review cycles and safeguarding checks, is robust. However, scrutiny is focused largely on compliance and outcomes, rather than on ongoing, strategic improvement of provision.

The directors have begun to consider and implement more structured and focused arrangements for governance, such as sub-committees and designated roles. However, these changes are still in the early stages of implementation and have not yet translated into a more robust or self-sustaining governance culture. In addition, membership of new groups remains limited to directors with operational responsibility for the school. Although the board provides extensive, highly beneficially commercial and organisational expertise, this is not yet allied to a similarly strong educational aspect. As a result, directors' understanding of their role in providing critical friendship remains underdeveloped.

## **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 one recommendation to help the school continue to improve:

- R1. Continue to strengthen governance processes to further develop strategic oversight and the role of directors as a critical friend

## **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/carers 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.

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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