

A report on
Somersault School

**Gorselands
Cliff Road
Blackwood
NP12 0NT**

Date of inspection: May 2026

by

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

About Somersault School

Name of provider	Somersault School
Proprietor status	Individual proprietor, Pathway 2 the Future
Language of the provider	English
Type of school	Independent
Residential provision?	Yes
Number of pupils on roll	2
Pupils of statutory school age	2
Date of previous Estyn inspection (if applicable)	n/a
Start date of inspection	11/05/2026

School context

Somersault School is a new independent school in Blackwood, Caerphilly which opened in October 2025.

The school is part of Pathway 2 the Future, a private limited company. The organisation aims to provide high-quality education alongside specialist support for pupils with a range of additional learning needs (ALN), including speech, language and communication difficulties, autism spectrum disorders and profound and multiple learning difficulties.

The school is registered to educate up to 10 pupils aged between 8 and 18 years. There are currently two pupils on roll, both of whom are resident in the organisation's children's homes in the local area.

The school's additional learning provision (ALP) includes input from an educational psychologist, speech and language therapist (SALT), occupational therapist (OT), behaviour specialists, and a SENCo (the school's chosen terminology).

This is the school's first inspection.

Previous recommendations

- R1 Ensure that the school complies with all aspects of the Independent School Standards (Wales) Regulations 2024 that were not inspected during this visit

Summary

Somersault School provides a safe, welcoming, highly personalised and trauma-informed environment that supports pupils with complex needs effectively. Staff know pupils exceptionally well and respond sensitively to their communication and emotional needs. As a result, pupils are beginning to develop confidence, independence and increasing engagement in learning.

The school provides individualised curriculum pathways matched carefully to pupils' developmental stages and sensory needs. Staff use therapeutic approaches and visual supports purposefully to reduce anxiety and support transitions. Assessment information is used appropriately to identify starting points and plan next steps. Consequently, pupils make worthwhile progress in literacy, numeracy, communication and emotional regulation. However, in a very few cases, accredited learning does not align sharply enough with pupils' progressive skill development. Leaders recognise this as an area for improvement.

The school promotes pupils' spiritual, moral, social and cultural development appropriately through meaningful experiences in the community and celebrations of diversity. The school contributes effectively to annual reviews of pupils' statutory documentation, which supports future planning and pupils' outcomes.

Main evaluation

Somersault School provides a welcoming, highly personalised, trauma-informed environment that responds effectively to the complex needs of its pupils. Staff know pupils exceptionally well and respond sensitively to their communication and emotional needs. As a result, pupils begin to develop confidence, independence and the ability to successfully engage in learning.

The school provides individualised curriculum pathways matched to pupils' developmental stages and sensory needs. Teaching approaches reflect the school's therapeutic ethos. For example, staff use visual supports including 'now and next' boards and structured routines purposefully to reduce anxiety and support transitions.

Consequently, pupils are increasingly able to regulate themselves and engage purposefully with their personalised curriculum.

The school uses an appropriate range of assessment information effectively to identify pupils' starting points and plan suitable next steps in learning. As a result, pupils build literacy and numeracy skills over time. Staff capture small but worthwhile gains in pupils' learning and personal development carefully, particularly in relation to communication, resilience and emotional regulation. However, in a very few instances, accredited learning does not align sharply enough to skills that pupils need to build progressively over time. Leaders recognise this as an improvement priority as the school evolves.

The school promotes pupils' spiritual, moral, social and cultural development appropriately through a range of meaningful experiences linked closely to pupils' needs and abilities. For example, pupils visit museums, cafes and leisure facilities and celebrate events such as Diwali and Christmas. Consequently, pupils are supported to develop social confidence, community awareness and respect for diversity.

Leaders ensure that staff at the school benefit from regular, broad and meaningful professional development. As a result, staff successfully complete required statutory safeguarding training and a range of courses related to pupils' additional learning needs and pedagogy.

Leaders have established an effective culture of safeguarding at the school. There are suitable arrangements for recording and following up when pupils are absent, including working with a range of external agencies effectively to promote pupil attendance when appropriate.

The school contributes effectively to the annual review of pupils' statutory documentation, such as education, health and care plans (ECHPs). Based upon their knowledge of pupil progress and achievements, the school suggests areas of future focus and approaches to support pupils to overcome ongoing challenges related to their needs.

A few issues relating to policies were raised with the school which were successfully addressed during the inspection.

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 one recommendation to help the school continue to improve:

- R1 Ensure when using accredited learning that it always supports the progressive development of pupils' skills

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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