



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Brynmorgan Villa

Date of inspection: July 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Brynmorgan Villa

Brynmorgan Villa is an independent special school for children and young people between the ages of 11 to 18 years. The school caters for pupils who have complex needs and learning difficulties consistent with social, emotional, and mental health difficulties. Pupils that attend the school are resident in the children's home that shares the school site.

The school is situated in a semi-rural area in Neath Port Talbot. It is administered by Springboard Education and Care.

There are currently two pupils at the school. These pupils are placed by local authorities in Wales.

The leadteacher has been in post since the school was established in 2021. Since the time of the last visit the school has appointed an additional teacher for two days a week, a higher-level teaching assistant for three days a week and two full time learning support assistants.

This is the school's first annual monitoring visit.

Main findings

Strengths

The school provides a calm and welcoming environment for pupils with a range of social and emotional difficulties. School staff know the pupils and understand their emotional needs well.

The close alliance between teaching staff and on-site clinical psychologists provides an effective approach to meeting the needs of pupils at the school. This purposeful collaboration informs the practice of teaching staff at the school. In addition, education, therapeutic and care staff meet regularly to plan and review pupils' well-being. As a result, pupils demonstrate increased levels of confidence and self-esteem.

Leaders have developed a beneficial programme of professional learning to develop staff's understanding of pupils' therapeutic and social and emotional needs. This includes awareness training on attachment and trauma.

Areas for development

The school has focused on recognising pupils' social, emotional, and behavioural needs and is successfully addressing these barriers to learning. However, staff do not consistently challenge pupils to engage and persevere with areas of learning such as literacy and numeracy.

The curriculum offers pupils opportunities to explore their interests and guide what and how they learn. There is an appropriate range of accreditation, although opportunities for pupils to work towards qualifications such as GCSE are underdeveloped.

Leaders have implemented a range of quality assurance processes. However, these are at a very early stage of development. For example, leaders have not identified that professional development does not focus sharply enough on the quality of teaching and learning.

Recommendations

The school should:

- R1 Ensure that pupils adhere to planned timetables and persevere with educational activities during the day
- R2 Provide opportunities for pupils to complete qualifications in line with their abilities
- R3 Refine quality assurance processes to focus on the impact of teaching on learning

Compliance with the standards for registration

Standard 1: 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.

Standard 2: The spiritual, moral, and cultural development of pupils

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety of pupils

On this visit, Estyn did not inspect Standard 3.

Standard 4: 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.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On this visit, Estyn did not inspect Standard 6.

Standard 7: 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 continued 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 2003.

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 Regulations 2003. 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:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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