

**Report summary for parents
and carers on Llangattock
School Monmouth**

Date of inspection: March 2025

Summary

Llangattock School is an inclusive and supportive community in which nearly all pupils feel safe, valued, and engaged in learning. Strong relationships between staff and pupils create a nurturing atmosphere, which is particularly successful in helping pupils overcome previous disengagement with education. The school prioritises well-being, with a focus on emotional support. This ethos is contributed to and embodied by staff at all levels and, as a result, nearly all pupils make rapid personal development, developing their resilience and self-regulation.

The school offers a highly flexible and individualised curriculum, educating pupils based on their 'stage, not age'. Pupils follow personalised timetables, with a minority attending part-time. The curriculum is broad and balanced, with younger pupils' experiences founded on Curriculum for Wales, and older pupils following courses leading to accreditations including BTECs, iGCSEs, and A levels. A tailored approach allows pupils to progress along customised learning pathways at their own pace, with exams entered when pupils are ready. PSHE is embedded across the school, promoting cultural awareness, well-being, and life skills.

Teaching at the school is highly adaptive, with teachers using their subject expertise to modify lessons and learning in response to pupils, employing scaffolding and varied teaching methods to suit each pupil's needs. As a result, most pupils make suitable progress in the development of their knowledge and skills in line with their needs and ability, with a few making very rapid progress. However, in part due to the challenges of its flexible approaches to learning, the school lacks over-arching, structured processes for tracking pupil progress.

Founded on the clear vision articulated by the proprietor, leaders at the school have successfully established a strong, shared sense of purpose among staff. The school is a highly collaborative professional environment, which encourages professional learning. Safeguarding is a priority, with senior leaders closely monitoring pupil well-being. However, rapid school growth and the demands of highly flexible provision limit leaders' capacity for strategic improvement work. Self-evaluation processes are underdeveloped, and the close involvement of the proprietor with operational matters limits their ability to objectively evaluate the school's performance and thereby drive improvement.

The school is not fully compliant with the Independent School Standards (Wales) Regulations 2024.

Compliance with the conditions 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

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school does not meet the regulatory requirements for this standard.

Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2024 the school should:

- Ensure that a Fire Risk Assessment is made by a suitably competent person as soon as is practicable, and that any matters raised by this assessment are addressed [3(14)]

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school does not meet the regulatory requirements for this standard.

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2024 the school should:

- Prepare and implement a legionella testing regime, overseen by an identified and suitably trained responsible person [27(a)]
- Prepare and implement an asbestos management plan [27(i)]

- Ensure that there are appropriate facilities for pupils who are ill in accordance with school premises regulations [27(l)]

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations and next steps

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

- R1 Comply fully with the Independent School Standards (Wales) Regulations 2024
- R2 Increase leadership capacity to facilitate focussed, strategic improvement work
- R3 Develop and implement whole-school assessment and progress tracking processes
- R4 Develop and implement quality assurance processes that focus sharply on the quality of teaching and learning

Since the school does not meet the standards required for registration, the Welsh Government will require the proprietor to submit an action plan within a specified period of time. This plan will set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step. The Welsh Government may then request Estyn to support the school through an improvement process.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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