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Canolfan Addysg Nant-y-Bryniau Education Centre  
Abergele Hospital  
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19/03/2026

Dear leaders and staff

### **Interim visit:** February 2026

A team of inspectors recently visited Canolfan Addysg Nant y Bryniau, to consider how the Education Centre has progressed in addressing the recommendation from the core inspection in May 2023 as well as evaluating progress against one of the priorities in the school's development plan.

The team would like to thank the staff and pupils at the Education Centre for their co-operation with this visit and for the warm welcome they received.

During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to pupils, staff, and leaders.

Leaders and staff at the Education Centre have a clear and well-informed understanding of its current strengths and areas for development, and they have appropriate plans in place to drive continued improvement and progress.

Below is a summary of progress against both recommendations.

### **Focus of visit**

#### **Strengthen the role of the management committee**

Since the core inspection, leaders have made suitable progress in clarifying and strengthening the role and responsibilities of the management committee. Changes made to the membership of the education centre management committee are beginning to support improvement appropriately. Committee membership has broadened and brings

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additional valuable skills and expertise to support the work of the education centre. This includes members from health, social services, education psychology and patient and family liaison officers.

Since the time of the core inspection, management committee members have clearer roles and responsibilities. These now include specific oversight of key areas such as teaching and learning and well-being, care, support and guidance. These responsibilities are well aligned with members' skills and experience, enabling them to contribute more effectively to the work of the committee.

Leaders at the education centre have strengthened communication with management committee members through clearer and more consistent information sharing. They now provide regular reports, alongside beneficial termly newsletters. In addition, a shared digital platform has been established, giving members straightforward access to key documents and essential information whenever needed. As a result, expectations for management committee members are now clearer and more consistently understood.

The Management Committee is at an early stage of strengthening its role within the life and work of the education centre. A few members have recently visited the centre to begin to understand the centre's strengths, particularly in relation to well-being and learner engagement. However, these arrangements are not yet fully embedded, and this represents slow progress from the time of the core inspection.

The committee's role in systematically interrogating performance data, evaluating the impact of improvement strategies and providing robust strategic challenge remains underdeveloped. As a result, governance processes are not yet sufficiently sharp in holding leaders to account for all aspects of performance and improvement.

### **Curriculum development**

Leaders have identified curriculum development as a key priority within their school development plan and have established a clear and contextually appropriate vision for the curriculum in this highly specialised setting. The curriculum is designed to integrate therapeutic support and education, with well-being appropriately positioned as the foundation for learning. This integrated model is a significant strength and reflects a secure understanding of the complex mental health needs of learners accessing the provision.

The curriculum framework provides coherent pathways across age ranges, including a well-structured post-16 'Real World Ready' programme. It enables highly personalised programmes while maintaining appropriate breadth. Leaders have adopted a flexible approach to delivery, which is essential given the short-stay nature of placements, the

complex and varied needs of pupils and the wide range of mainstream schools and colleges represented across North Wales.

Pupils transfer from a wide range of schools and colleges across North Wales and vary in age, ability and prior learning experiences. Schools across the region have designed different themes and assessment approaches in line with Curriculum for Wales. This results in variability in prior learning and assessment experiences when pupils join the setting. However, the team at the education centre ensure that teaching aligns carefully with individual qualification pathways and prior learning by ensuring strong communication with the schools. As a result, pupils can continue with relevant themes and assessment requirements from their home schools and colleges. This flexibility is a significant strength of the centre.

Teaching is very strong. Planning demonstrates secure subject knowledge, clear sequencing within subjects and meaningful integration of cross-cutting themes within learning activities. Practical and applied experiences are purposeful and deepen conceptual understanding. In addition, these experiences strengthen communication, numeracy and problem-solving skills.

Leaders have developed an innovative approach that integrates individual well-being profiling into numeracy and digital competence lessons, enabling pupils to analyse meaningful, personalised data. This strengthens engagement and ensures that learning is both academically purposeful and directly relevant to pupils' well-being needs.

Leaders measure progress in ways that are appropriate to pupils' health, functioning and starting points, ensuring that both academic development and well-being are considered holistically. Overall, the curriculum is broad, ambitious and highly responsive. The flexibility of the curriculum offer at the education centre is a considerable strength, enabling staff to maintain high expectations while adapting sensitively to significant well-being needs and the varied curricular contexts from which pupils arrive.

The PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6621100>

Yours sincerely



**Dyfrig Ellis**

Assistant Director