

Report summary for parents and carers on The Branas School

Date of inspection: 09/03/2026

Summary

Branas School provides a welcoming learning environment where pupils feel safe and supported. Many pupils join the school after experiencing disruption in their previous education. Through consistent routines, clear expectations and strong multi-disciplinary support, pupils improve their attendance, behaviour and engagement in learning.

The school curriculum is highly responsive to pupils' individual starting points, interests and needs. Learning combines classroom-based subjects with regular access to the wider community, helping pupils build their knowledge and skills in a range of contexts. Over time, pupils develop skills in literacy, numeracy, digital technology and science. They are supported to apply their learning, for example linking ideas from science to technology or using mathematical skills in practical activities. By the end of Key Stage 4, many pupils achieve a range of qualifications and accreditations and move on to further education and training.

Activities such as climbing, kayaking, educational visits and community engagement help pupils to develop resilience, teamwork and problem-solving skills. These enriching experiences provide opportunities for personal development and prepare pupils for life after school.

A notable strength of the school is the close collaboration between education, care and therapeutic staff. A wide range of assessment data is used to inform individual learning plans, and this integrated approach helps staff provide consistent support to meet pupils' emotional and behavioural support needs. As a result, pupils are increasingly willing and able to participate in lessons and wider school activities.

School leaders have established a clear vision focused on inclusion, mutual respect and developing independence. Pupils contribute actively to school life by sharing their views and taking part in decision-making, which helps them develop a sense of responsibility and belonging within the school community.

Leaders have experienced challenges in recruiting and retaining teachers in a small number of subject areas, which has adversely affected the consistency of teaching and learning across the school. Leaders analyse the school's performance and implement structured plans to support improvement. However, success criteria are not consistently measurable, and timelines and responsibilities are not consistently defined. As a result, the impact of actions on pupil outcomes is not systematically evaluated and professional learning that focuses on improving teaching and learning is underdeveloped.

Recommendations and next steps

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

- R1 Improve the stability and consistency of teaching
- R2 Strengthen self-evaluation and improvement planning to focus more clearly on measurable impact on pupil outcomes
- R3 Strengthen professional learning to have a consistent focus on teaching and learning

The school will draw up an action plan to address the recommendations from the inspection.

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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