

A report on

Ysgol Ty Monmouth

**35 Bassaleg Road
Newport
NP20 3EB**

Date of inspection: May 2026

by

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

This report is also available in Welsh

About Ysgol Ty Monmouth

Name of provider	Ysgol Ty Monmouth
Proprietor status	Ysgol Tŷ Monmouth is administered by the Phoenix Learning and Care group, part of the portfolio of Ashridge capital, a private equity investment company.
Language of the provider	English
Type of school	Independent special
Residential provision?	No
Number of pupils on roll	20
Pupils of statutory school age	20
Date of previous Estyn inspection (if applicable)	{PreviousInspectionDate}
Start date of inspection	05/05/2026

School context

Ysgol Tŷ Monmouth is an independent day school, located in a suburban area of Newport. The school is registered to educate a maximum of 23 pupils aged between 7 and 16 years of age. Currently there are 20 pupils on the school roll aged between 8 and 16 years of age.

The school provides a tailored curriculum for pupils who have autism and additional learning needs. The pupils are placed by local authorities in Wales and England. All pupils have an IDP (individual development plan) or equivalent.

The headteacher has been in post since the school was established in February 2022. The school also has a deputy headteacher, an additional learning needs co-ordinator (ALNCo), six teachers, 13 teaching assistants and three therapists.

Previous recommendations

- R1 Refine processes for quality assurance and improvement planning to focus more on teaching and pupil progress
- R2 Continue to develop the curriculum and vocational learning opportunities to support pupils to follow their desired learning pathways
- R3 Ensure that learning activities consistently challenge all pupils to make good progress

Summary

Ysgol Ty Monmouth provides a calm and nurturing environment where pupils' emotional wellbeing and therapeutic needs are central to school life. Strong relationships between staff and pupils help many pupils feel safe, develop confidence and engage positively in learning.

Since the previous inspection, leaders have strengthened monitoring and quality assurance processes and use assessment information more effectively to track pupils' progress and identify appropriate support. However, monitoring arrangements do not always focus sharply enough on the impact of teaching on pupils' progress, and improvement planning does not consistently identify measurable outcomes clearly enough.

Leaders have broadened the curriculum suitably through vocational pathways, accredited learning and practical experiences that support pupils' aspirations and planning for their next steps. Pupils contribute positively to school life and benefit from opportunities to develop leadership skills and self-advocate. However, in a minority of lessons, learning activities do not provide enough challenge or opportunities for pupils to work independently. In addition, feedback to pupils does not always help them understand clearly how to improve their work.

An integrated therapies team works closely with school leaders, teachers and support staff to ensure therapeutic approaches are embedded consistently across the school. As a result, many pupils make beneficial progress in their emotional resilience, independence and self-regulation.

Main evaluation

Ysgol Ty Monmouth provides a calm, nurturing and highly supportive environment, underpinned by an ethos that places pupils' emotional wellbeing and therapeutic needs at the heart of school life. Leaders have developed a bespoke curriculum and therapeutic model that responds well to the complex needs of pupils. Small class sizes, high staff-to-pupil ratios and carefully adapted learning environments support pupils to feel safe, regulated and increasingly ready to learn. Across the school, relationships between staff and pupils are consistently highly positive and respectful which contributes to pupils' growing confidence, engagement and emotional security. Pupils show pride in being members of the school community.

Integrated therapy

Leaders have developed a highly nurturing and trauma-informed culture where an integrated therapies team, including speech and language therapists, occupational therapists and creative therapists, works closely with teaching and support staff. Together they ensure that therapeutic approaches are embedded consistently throughout school. As a result of the highly personalised support they receive, many pupils make strong progress in their emotional resilience, independence and engagement in learning.

Staff are supported well to understand pupils' individual needs. They use evidence-based approaches and personalised behaviour support plans effectively to support pupils' self-regulation and social development. For example, staff recognise and respond effectively to individual triggers that may result in anxiety-related behaviours. They make beneficial use of visual communication resources, embedded routines and pupils' personal interests to promote purposeful engagement in learning. Staff use low-arousal approaches skilfully, helping pupils manage anxiety and re-engage successfully when dysregulated.

Progress against previous recommendations

The school has made suitable progress in addressing the recommendations from the previous inspection. Leaders have strengthened quality assurance and improvement planning processes through the introduction of more regular monitoring activities, including learning walks, progress meetings and the improved use of assessment information to track pupil progress. This has strengthened oversight and increased the level of challenge provided by leaders to staff.

Through multidisciplinary team discussions and progress review meetings, leaders have embedded systems to monitor pupil progress and evaluate the effectiveness of teaching. Regional leaders and senior staff review outcomes and implement timely interventions

where required. As a result, nearly all pupils make good progress from their individual starting points.

The school has broadened the curriculum and extended vocational pathways suitably with the implementation of three 'learning journeys' enabling pupils to participate, where appropriate, in accredited learning. In addition, the school has developed opportunities for off-site and practical learning experiences that support pupils' aspirations and preparation for adulthood. Younger pupils participate in 'role play lane' where they learn about different jobs whilst older pupils explore different post-16 opportunities including visits to local colleges. Pupils have support from external agencies on interview practice and benefit from external speakers representing a broad range of careers, including astrophysics, sport, archaeology and technology sectors.

However, in a minority of lessons, opportunities for pupils to think independently, solve problems creatively and apply their skills in meaningful contexts are limited by the activity provided. In these instances, tasks do not provide sufficient stretch or challenge to deepen pupils' understanding or develop independence in their learning. In addition, feedback and next-step guidance in pupils' work are not consistently developed across the school, which limits pupils' understanding of how to improve their work and make sustained progress over time.

Pupil voice

Pupil voice is a strength of the school. Leaders have developed accessible information for pupils which enables them to participate in decision-making activities. For example, pupils are consulted regularly about school initiatives, learning activities and their timetables. Nearly all staff actively demonstrate a commitment to capturing pupil views and supporting pupils to advocate for themselves. In addition, pupils actively contribute to school life, develop leadership skills, and take on responsibilities. For example, pupils run the school tuck shop, participate in the Duke of Edinburgh Award scheme and support younger pupils by acting as positive role models.

Leading and improving

Leaders have developed a skilled, dedicated and proactive staff team. Staff feel well supported by leaders and value the strong sense of teamwork and professional learning opportunities available to them. Leaders model respectful relationships and promote an inclusive culture and strong commitment to multi-agency working to support vulnerable families.

Senior leaders have strengthened opportunities for reflective practice and evaluation, enabling professional learning to align more closely with school improvement priorities and pupils' needs. However, arrangements do not always focus sharply enough on

evaluating the impact of teaching and provision on pupil outcomes. Additionally, success criteria within improvement planning are sometimes too broad and lack specific measurable outcomes.

Staff have a secure understanding of their responsibilities in keeping pupils safe. Clear systems and procedures are in place, supported by regular training and updates, ensuring that pupils' safety and wellbeing remain central to all aspects of the school's work and decision-making. As a result, pupils feel well supported and confident that any concerns will be listened to and addressed appropriately.

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.

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 two recommendations to help the school continue to improve:

- R1 Improve the consistency and quality of teaching by ensuring that learning activities provide appropriate challenge to develop pupils' knowledge and skills effectively
- R2 Continue to strengthen self-evaluation and improvement planning processes to focus more sharply on the impact of teaching and provision on pupils' progress and outcomes

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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