

A report on

Ty Trafle School

**Ty Trafle
14 Victoria Road
Gowerton
Swansea
SA4 3AB**

Date of inspection: June 2026

by

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

About Ty Trafle School

Name of provider	Ty Trafle School
Proprietor status	Orbis Education and Care
Language of the provider	English
Type of school	Independent
Residential provision?	Yes
Number of pupils on roll	16
Pupils of statutory school age	15
Date of previous Estyn inspection (if applicable)	{PreviousInspectionDate}
Start date of inspection	16/06/2026

School context

Ty Trafle School, formally Priority Childcare, is an independent school providing education for up to 22 children aged 8 to 18 years who have a range of complex needs including autistic spectrum condition (ASC) and social, emotional and behavioural challenges.

The school opened in 2015 and initially operated in classrooms at four of the company's seven children's homes. Priority Childcare was taken over by Orbis Education and Care in April 2021. Orbis Group owns four other independent special schools in Wales and is part of the portfolio of August Equity, a private equity investment company.

There are currently 16 pupils on roll. All pupils have an individual development plan (IDP) or equivalent. A majority of pupils are looked after by their local authorities and are resident in the company's children's homes, although a few pupils attend on a day basis.

The head of school has been in post since September 2024 and is supported by an executive headteacher. They are supported by a deputy head who took up their post in January 2026.

Previous recommendations

- R1 Continue to strengthen the planning for and assessment of pupils' skills across the curriculum

Summary

Ty Trafle School provides a highly nurturing and inclusive environment where pupils feel safe, valued and well supported. Staff know pupils and their additional learning needs exceptionally well and build strong professional relationships that help pupils manage their emotions successfully. As a result, the school is calm and welcoming, and nearly all pupils demonstrate highly positive attitudes to learning.

The school offers a broad and balanced curriculum that meets pupils' individual needs effectively. Leaders have established bespoke curriculum pathways and accreditation opportunities that align closely with pupils' strengths, aspirations and long-term outcomes.

Nearly all pupils make good progress from their starting points. In the most effective lessons, teachers use questioning skilfully to check understanding and adapt learning to meet pupils' needs.

Most pupils develop their literacy, numeracy and communication skills well across the curriculum and apply these successfully in a range of practical and meaningful contexts.

The school provides a wide range of enrichment activities and educational visits that enhance pupils' learning experiences effectively. These opportunities help pupils develop their creative, physical and social skills well over time.

Pupils benefit from valuable careers education and work-related experiences that broaden their understanding of future pathways and the world of work.

Since the previous monitoring visit, leaders have made strong progress against the recommendation. Robust assessment and tracking arrangements enable staff to identify pupils' next steps accurately and adapt learning appropriately. Leaders use detailed analysis of progress information to maintain a clear understanding of pupils' progress and achievement.

Leaders have developed a strong safeguarding culture. Staff are appropriately trained and know their responsibilities well.

Staff benefit from a comprehensive programme of professional learning and collaborate effectively with colleagues across the wider organisation to share and develop best practice.

The head of school provides dedicated and purposeful leadership. Leaders have a clear understanding of the school's strengths and areas for improvement and place pupils' and staff's well-being at the centre of decision-making. However, the newly established leadership team is at an early stage in developing its strategic leadership capacity.

On the basis of this inspection, there is no evidence that the school does not comply fully with the Independent School Standards (Wales) Regulations 2024.

Main evaluation

Ty Trafle school offers a highly nurturing and inclusive environment that supports pupils' and their additional learning needs very well.

Nearly all staff build highly positive and professional relationships with pupils. Staff model expected behaviours and support pupils effectively to manage their emotions. As a result, the school is calm and purposeful. Nearly all pupils are highly welcoming and polite to visitors.

The school offers a broad and relevant curriculum which meets the needs of its pupils well. Leaders have embedded bespoke qualification pathways ensuring that curriculum pathways and accreditation opportunities are carefully matched to individual pupils' strengths, aspirations and long-term outcomes. The curriculum is supported through bespoke models called, ASPIRE (Autistic Support Promoting Independence, Relationships & Equality) and FLIGHT (Friendships, life skills, Independence, Goals, Health and Trauma).

In the most effective lessons, teachers use questioning purposefully to check pupils understanding and ensure that learning activities match the needs of pupils.

Nearly all pupils make good progress from their starting points and demonstrate highly positive attitudes to learning. As a result, nearly all pupils engage in worthwhile learning activities.

Most pupils suitably develop their mathematical and numeracy, with opportunities to develop skills across the curriculum. For example, in science when plotting the declining number of hedgehogs over the decades on a graph, or in life skills, when planning daily schedules and working out how much time activities would take.

Most pupils develop their literacy and oracy skills well. They communicate confidently with adults and peers and, where appropriate, produce extended written responses successfully.

Pupils are confident to share their opinions and views in class discussions or when speaking with visitors. Where appropriate, pupils develop extended written responses or use decoding skills to work out the meaning of words. An early reading scheme has been age appropriately adapted to address gaps in pupils' reading skills.

Nearly all pupils value and benefit from a wide range of educational visits and enrichment activities. For example, learning to play a musical instrument, participate in gymnastics and swimming and shopping in local supermarkets for cooking sessions. Older pupils develop their leadership skills effectively through participation in the Duke of Edinburgh Award scheme. As a result, pupils develop their creative, physical, leadership and social skills well over time.

Nearly all pupils develop their social skills successfully. Weekly cooking sessions result in pupils preparing and eating a meal together. At the time of the inspection, a group of pupils were preparing a roast chicken meal which was to be enjoyed for lunch.

The school provides valuable opportunities for pupils to understand about careers through the curriculum. Where appropriate, pupils have participated in a range of work experience opportunities. For example, working in a community garden, working in a nail salon or undertaking dog walking duties. Internally, pupils are involved in the distribution of lunches and completion of tasks on site. Additionally, specific events such as 'hero's week' where the work of the emergency services is showcased and visits to careers fairs, result in pupils having a broader understanding of the world of work.

Since the last monitoring visit, leaders have made strong progress against the recommendation left. Nearly all staff know the pupils and their learning needs very well. Staff track pupils' progress carefully using the school's '10-point continuum'. As a result, they identify pupils' next steps effectively and adapt learning appropriately.

Leaders have strengthened assessment and tracking systems through the implementation of an enhanced data drop process. Leaders complete a rigorous quality assurance process regularly, supported by the director of education and executive headteachers from the wider organisation. This enables leaders to complete detailed analysis and monitoring of progression step data and have a clear understanding of pupils' progress.

The school has developed a strong community focus, with active partnerships enhancing learning experiences. For example, pupils are invited to participate in bellringing at the local church or work to a brief to produce a community garden in the local town. As a

result, pupils benefit from meaningful real-life learning experiences that strengthen their skills, confidence and connection to the local community.

Staff have successfully embedded the United Nations Convention on the Rights of the Child (UNCRC) to all aspects of the school. The school mascot 'Orbi' is used beneficially to support pupils understanding of their rights.

There is a strong, proactive safeguarding culture across the school.

Strategic management is managed collaboratively between the executive headteacher for the Swansea area of schools and the head of school. Leaders are highly dedicated and committed to the school. They have a solid understanding of the school's strengths and areas of development. Further, they have the best interests of staff and pupils at the heart of all decisions they make. However, the newly formed school leadership team is still in the early stages of developing their skills of strategic oversight.

Leaders have developed a strong professional learning offer for staff at the school which includes trauma informed practice, accredited learning support and teaching strategies. Collaboration between other schools within the Swansea area and South Wales region has enabled effective sharing of best practice.

On the basis of this inspection, there is no evidence that the school does not comply fully with the Independent School Standards (Wales) Regulations 2024.

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.

Premises of and boarding accommodation at schools

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 one recommendation to help the school continue to improve:

- R1 Further enhance strategic leadership to support the school's continued improvement.

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.

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

This and other Estyn publications are available on our website:

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

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 18/08/2026