



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Gwenllian Education Centre

Date of inspection: March 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Gwenllian Education Centre

Gwenllian Education Centre is an independent day school in Kidwelly, Carmarthenshire. It offers individualised education for up to 22 pupils aged 5 to 19 years who have complex needs that include communication difficulties associated with autistic spectrum condition (ASC).

The school aims to provide a personalised educational experience to support the social, academic and independent development of its pupils. The headteacher, who is also the proprietor, has been in post since the school opened in 2012.

Currently, there are 19 pupils on roll. All pupils have a statement of special education needs. Nearly all pupils live at home with their families, where English is their first language.

The school operates in premises that provide several small teaching spaces in addition to two large classrooms. The school has several outdoor play areas and makes extensive use of off-site local facilities, for example for swimming and gymnastics.

Main findings

Strengths

Gwenllian Education Centre is a happy and welcoming school. Pupils settle quickly on arrival and engage enthusiastically throughout the school day.

Staff develop highly effective relationships with pupils, based on an extensive understanding of their needs and abilities. Staff use this knowledge skilfully to develop a consistent approach to promoting good behaviour and to ensure that pupils make sound progress.

Individual pupil targets are progressive and meaningful. Staff track carefully the small steps of progress pupils make throughout the day. This valuable information is shared with parents and carers on a daily basis. This is a strength of the school.

Staff have high expectations of pupils. They plan a range of relevant and engaging activities to meet the individual needs and interests of pupils well. Pupils respond positively to this approach. They transition smoothly between activities and are highly engaged in their learning. During their time at the school, nearly all pupils make exceptional progress from their individual starting points.

Leaders are caring and compassionate. They demonstrate a strong commitment to developing the school. They have an accurate understanding of the strengths and areas for development of the school and plan purposefully to secure improvements. There are effective processes in place to oversee the daily running of the school.

Areas for development

The school has appropriately identified the need to introduce further opportunities within the local community for pupils to experience the world of work. Where relevant, pupils learn about careers and the world of work. Further, they benefit from opportunities to complete internal work experience such as running internal charity events. However, these opportunities are at an early stage of development.

Recommendations

The school should:

R1 Further develop opportunities for pupils to access work related experiences.

Progress in addressing recommendations from previous visit or inspection report

R1. Further develop school improvement processes to incorporate all aspects of the schools' priorities, including training

Leaders have made good progress towards this recommendation since the time of the last inspection.

Leaders collect a wide range of first-hand evidence to inform self-evaluation and school improvement planning processes, for example through analysis of behaviours, learning walks, work scrutiny and staff questionnaires. Leaders use this information well and it is now informing planned training on an annual basis.

R2. Enable staff to learn from the identified good practice of others both internally and externally

Staff at the school benefit from a variety of worthwhile opportunities to observe good practice both within the school and externally.

Teachers have completed visits to other providers and information from these visits informed self-evaluation and school improvement planning processes. Further, staff benefit from opportunities to collaborate with their colleagues internally through initiatives such as buddying, peer observations and whole-staff training. Staff value these opportunities to develop professionally, as well as celebrating their achievements, for example through the 'wow wall', where staff celebrate their colleagues' accomplishments.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On this visit, Estyn did not inspect Standard 1.

Standard 2: The spiritual, moral, and cultural development of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 3: Welfare, health and safety of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 7: The manner in which complaints are to be handled

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Recommendation regarding continued registration

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

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 Regulations 2003. 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:

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