



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

**A report on**

**Bryn Tirion Hall School**

**Date of inspection: April 2024**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## **About Bryn Tirion Hall School**

Bryn Tirion Hall School is located on the outskirts of Wrexham. It is an Independent School for up to 100 pupils aged from 7 to 18 years. The school is owned by Bersham Schools Ltd.

The pupils that attend have a range of additional learning needs which include social and emotional needs and autism.

There are currently 85 pupils on roll. Pupils range from 8 to 18 years. All pupils have a statement of special educational needs, individual development plan or an education, health and care plan. A minority of pupils have looked-after child status. Most pupils are placed by Welsh local authorities. A few are placed by English local authorities.

The school's last annual monitoring visit was in in January 2023. At the time of the visit, the school complied fully with the Independent School Standards (Wales) Regulations 2024.

## Main findings

### Strengths

The school provides a dynamic, supportive and nurturing learning environment which supports pupils' needs extremely well. Leaders and staff place the interests of the child at the centre of everything they do which embodies and supports the school's vision of 'change by choice'.

Staff know the pupils well and have a robust understanding of their social, emotional, and behavioural needs. They establish and maintain trusting relationships with pupils, and consistently promote positive behaviours across the school. This contributes to the high level of pupil engagement and positive behaviour.

Nearly all staff manage their classes well and create supportive and productive learning environments. As a result, pupils respond positively and make strong progress from their initial starting points in a range of skills that are important to them.

Teaching staff tailor a range of stimulating learning activities that engage and motivate learners both within the school and wider community. This includes a range of worthwhile experiences to develop pupils' understanding of their spiritual, moral, social and cultural development as well as valuable learning opportunities which prepare pupils well for the next stage in their lives. This is a notable feature of the school.

Learning is highly purposeful with consistent routines in place across the school. As a result, pupils are positively engaged in their learning and understand the next steps to make progress.

The site is exceptionally well-maintained. This contributes to pupils feeling valued and respected. Classrooms are well resourced, and wall displays celebrate pupils' achievements and learning. Pupils benefit from the school's extensive outdoor area which allows valuable opportunities for pupils to develop their learning and skills in exciting and authentic contexts.

The close collaboration between staff and the on site educational psychologist and psychotherapist at the school provides a very effective approach to meeting the needs of pupils and their families.

The school has a robust process for pupil admission. As a result, pupils are well prepared to transition to the school and are placed appropriately in classes to minimise disruption to the learning of others. Further, this aids in the creation of a calm and purposeful learning environment.

The senior leadership team provides very effective strategic leadership for the school. Leaders at all levels understand and fulfil their roles and responsibilities well. Leaders communicate a clear, well-established vision and strong values. These are shared by all staff and stakeholders. They share a strong commitment to continuous school improvement and have high expectations of pupils' progress and behaviour. Leaders have a relentless drive to ensure that pupils' social, emotional and mental

health needs are met both at school and at home. This is a strong feature of the school.

Staff access a valuable professional learning programme. As a result, they are highly skilled and strive to continually improve their practice to better support the complex needs of pupils at the school.

The school meets all of the Independent School Standards (Wales) regulations 2024 inspected during this visit.

### **Areas for development**

The school is in the early stages of developing formalised mapping and assessment processes for the progress that pupils make in a range of skills. These include creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organisation skills.

## **Progress in addressing recommendations from previous visit or inspection report**

### **R1 Continue to address the areas for improvement identified in the school self-evaluation and improvement plan**

Leaders have continued to make strong progress against this recommendation. They closely monitor the school's work successfully through a wide range of worthwhile activities.

The school has detailed processes in place for self-evaluation which clearly identifies priorities for improvement. The school tirelessly strives for excellence in all aspects of their work.

School improvement plans are detailed. They are collaboratively reviewed on a regular basis to ensure that staff understand the steps needed to bring about improvement, which include milestones and clear success criteria. As a result, school leaders provide clear direction and promote strong professional values.

Leaders are highly reflective on their school improvement priorities, with pupils' progress and their best interests at the centre of all decisions made. As a result, leaders fully understand the many strengths the school has and have clear and detailed plans for future developments.

### **R2 Continue to develop strategies to improve pupil attendance**

Since the time of the last visit leaders have continued to implement a range of effective strategies that have a positive impact on pupils' rates of attendance at the school.

The school monitors attendance and pupil engagement data closely. This data is analysed effectively to ensure a robust identification of concerns around attendance. Staff at the school provide a range of highly supportive interventions to support

individual pupils where there are concerns which relate to engagement and attendance.

Pupils benefit from a range of stimulating and engaging learning activities. This includes valuable outdoor education opportunities as well as a recent skiing trip to Chamonix. As a result, pupils are engaged in their learning and are motivated to attend school and benefit from the rich learning opportunities offered.

In addition, the school provides valuable and sensitive support for pupils that find it very difficult to engage in education. A few pupils engage successfully in alternative and bespoke learning programmes provided by the school.

Pupils who meet the school's high expectations of attendance are recognised through a worthwhile reward and celebration structure which has been co-constructed by pupils and staff. This has been very popular and has been celebrated weekly in the school assemblies. This approach has been successful in promoting the importance of good attendance and improving individual attendance data.

Staff at the school have worked closely with parents and carers to promote the importance of regular attendance. Parents and carers are invited regularly into school to discuss joint working approaches. Further, the school's psychotherapist and educational psychologist support families at home with well-being and attendance plans. Parents and carers appreciate these valuable opportunities to support their children with their learning and engagement at the school.

## **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 this visit, Estyn did not inspect Standard 6.

**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 2024.

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 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:

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