



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

**A report on**

**Ty Bronllys**

**Date of inspection: December 2024**

**by**

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

**and Training in Wales**

## About Ty Bronllys

Name of provider	Ty Bronllys
Proprietor status	Orbis Education and Care
Language of the provider	English
Type of school	Independent special
Residential provision?	Yes
Number of pupils on roll	9
Pupils of statutory school age	9
Date of previous Estyn inspection (if applicable)	26/07/2023
Start date of inspection	10/12/2024
<p>School context:</p> <p>Tŷ Bronllys is an independent special school situated just outside Brecon. The school provides residential education and care for up to 13 pupils aged 8 to 19 years who have a diagnosis of autistic spectrum condition (ASC).</p> <p>The school opened in 2007 and is one of five schools owned by the Orbis Group, part of the portfolio of August Equity, a private equity investment company.</p> <p>Currently, there are nine pupils on the school roll. All pupils have an individual development plan (IDP), statement of educational needs or education, health and care plan (EHCP) and have English as a first language. All pupils are placed by local authorities from Wales or England.</p> <p>The executive head has been in post since September 2024 and she is supported by a director of education who oversees the education provision across the company's schools. In addition to the executive head, there are three class teachers, and a small team of learning support assistants. The education team is supported by a clinical team including a speech and language therapist, behaviour specialist and an occupational therapist.</p>	

## Summary

Tŷ Bronllys provides a stimulating and caring learning environment where nearly all pupils make good progress from their starting points.

Staff have a strong understanding of the needs of the pupils and use this to provide effective support with learning experiences and activities.

The school offers a broad and balanced curriculum. The school provides a bespoke curriculum for each pupil. This supports pupils to develop their independence skills and prepares them for life after they leave the school.

The school has a robust twelve-week transition and assessment process for when new pupils join the school. As a result, the school has a clear understanding of the needs of pupils and how best to support them.

The school is in the early stages of promoting the United Nations Rights of the Child and has recently become a Rights Respecting School. However, the impact of this upon pupils is too early to evaluate.

Leaders have implemented clear quality assurance processes and the wider organisation has invested in professional learning opportunities for staff. As a result, leaders have a clear understanding of the strengths and areas of development of the school and well trained staff effectively meet the needs of pupils.

The school meets the Independent Schools 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**

The school meets the regulatory requirements for this standard.

### **The spiritual, moral, social and cultural development of pupils**

The school meets the regulatory requirements for this standard.

### **Welfare, health and safety of pupils**

The school meets the regulatory requirements for this standard.

### **The suitability of proprietors and staff**

The school meets the regulatory requirements for this standard.

### **Premises of and boarding accommodation at schools**

The school meets the regulatory requirements for this standard.

### **The provision of information**

The school meets the regulatory requirements for this standard.

### **The manner in which complaints are to be handled**

The school meets the regulatory requirements for this standard.

## **Recommendations**

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

- R1 Actively promote and embed knowledge and understanding of Part 1 of the Convention of United Nations Rights of the Child across the school

## **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.

## Main evaluation

Tŷ Bronllys benefits from a rural location and provides a stimulating and highly nurturing learning environment. As a result, nearly all pupils respond positively and thrive at the school.

All staff know the pupils extremely well and make effective use of this knowledge to provide learning opportunities that interest pupils and ensure that nearly all make at least good or better than good progress.

The close collaboration between school staff, residential staff and therapeutic staff provides an effective approach to meeting the needs of pupils at the school. Staff provide high quality support to pupils both within and outside the classroom. As a result, pupils are suitably supported to regulate their emotions. Partnership working and communication between staff is a strength of the school.

The school provides pupils with a bespoke curriculum which staff skilfully adapt to meet the needs of pupils. Pupils experience valuable opportunities to develop meaningful life skills within authentic contexts. For example, pupils benefit from the varied opportunities to develop their skills within the school's community garden and shop. Additionally, off site visits help further widen pupils' learning experiences and prepares them for the longer-term aim of living within the wider community. The school provides a broad and balanced curriculum which meets the needs of pupils effectively.

The school has a robust process for pupil transition. All pupils participate in a twelve week 'transition assessment programme' (TAP). As a result, pupils needs are fully assessed, evaluated, reviewed and supported.

The school provides valuable opportunities for pupils to understand about careers through the curriculum. Pupils learn about 'people who help and the roles they have'. Additionally, the school holds an annual careers fair where local businesses and employers visit the school. This enables pupils to have exposure to the world of work.

The school hosts an annual local craft fayre where pupils from other schools within the organisation and crafters from the local community attend and sell homemade items. As a result, pupils experience a valuable range of enterprise skills while allowing to sell their creations.

The school proudly celebrates pupil success regularly with parents through sharing their progress via an online digital platform and an end of year prom and graduation ceremony.

The school is committed to embedding the United Nations Rights of the Child Convention (UNRC) and has become a Rights Respecting School. However, this is in its infancy and it is too early to evaluate the impact.

The wider Orbis organisation has made significant investment in the professional development of staff. This includes a 6-day induction for all staff prior to commencing their role. Further training is then provided through the onsite therapists on pupils'

needs and diagnoses, online educational focused e-learning platforms and specific packages which aid with phonics, numeracy and delivery of personal, social and health education (PSHE). As result, staff are well trained and support pupils effectively within the school.

Leaders regularly undertake an appropriate range of quality assurance activities which aids in the review of pupil progress, staff professional development needs and school improvement. As a result, leaders have a strong understanding of the school's strengths and areas of development.

The school meets the Independent Schools Standards (Wales) Regulations 2024.

## **Progress in addressing recommendations from previous inspection**

### **R1 Continue to evaluate the effectiveness of new approaches to curriculum design, planning and assessment on pupil progress and refine where necessary**

The school has made strong progress in refining its evaluation of curriculum design, planning and assessment and their impact on pupils' progress.

Leaders at the school and from within the organisation have implemented a range of effective quality assurance processes to evaluate the impact of the school's work on pupils' progress. These activities include lesson observations, scrutiny of both documentation and pupils' work and analysis of data. These activities focus appropriately on the impact of these approaches on pupils' well-being as well as their progress in a range of skills from their initial starting points. Further, leaders have a comprehensive understanding of the strengths and areas for improvement across the school. They make effective use of this information to identify beneficial adaptations to the curriculum or to teaching and assessment strategies.

Senior leaders work closely with staff to conduct termly reviews which analyse data and provision for each pupil. This approach is helping staff to identify more easily specific barriers that prevent pupils from achieving their targets and the support needed to help them improve their work.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carers 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:

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