



Report summary for parents and carers on Mynydd Haf

Date of inspection: December 2024

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

Summary

Most staff at the school have high expectations and build respectful relationships with pupils over time, understanding their additional learning needs (ALN) well. They support pupils appropriately to manage their behaviour and provide clear learning intentions, feedback, and praise, which helps keep pupils engaged in their learning.

The curriculum is broad and balanced, with activities that build knowledge and skills progressively well. The school also enriches the curriculum with beneficial educational trips. For example, the school recently provided Year 11 pupils with a valuable residential outdoor education experience.

The health and well-being curriculum, focusing on physical and mental health, is a strength. It covers valuable topics like decision-making, social influences, and healthy relationships. Pupils engage well and make sound progress in understanding how to stay safe and healthy. Additionally, valuable aspects of the school, such as the animal care provision, positively support pupils in gaining an understanding of taking on responsibilities.

The vocational education curriculum is in the early stages of development, with a minority of pupils taking accredited courses in hair and beauty. Nearly all older pupils participate in work experience placements, which positively impact their post-school destinations.

Effective careers provision and strong links with post-16 providers support individualised progression planning and positive transitions to pupils' next steps. Visiting speakers and workshops further strengthen the work in this area.

Many pupils make appropriate progress in their learning, developing literacy, numeracy, social, communication, physical, and digital skills. Staff support helps pupils reflect on their learning and engage in discussions to consolidate their understanding. However, most pupils need high levels of support for extended writing tasks, and the majority of pupils still struggle with negative communication or the use of appropriate language.

The school has effective strategies to reduce challenging behaviour, including behaviour plans developed in collaboration between pupils and staff. While this has reduced severe behaviours, low-level disruptions and absences continue to impact learning and the well-being of pupils. Comprehensive individual education plans help staff plan and monitor progress.

Pupils feel listened to and can influence school changes through the school council. Leaders work with pupils, parents, and local authorities to support engagement, although the low overall attendance of pupils limits the progress they make. The school has a secure safeguarding culture, with staff clearly understanding their role in keeping pupils safe.

Leaders have responded appropriately to previous inspection recommendations, improving leadership, governance, and teaching. They have high expectations, are visible, and engage with pupils and staff. Performance management and a distributed leadership model have helped create a motivated and committed staff team.

Leaders use quality assurance processes to evaluate teaching and learning, providing clear summaries and action plans. Professional development for staff is a strength, with a positive ethos of mutual support. Leaders understand the school's strengths and areas for development well. However, information management systems limit the accessibility of information and do not support leaders in effectively evaluating whole-school practice.

Support from the wider organisation, including regional leads and governors, helps the school improve and access resources. Leaders collaborate well with partners such as parents, local authorities, and social workers. However, the use of electronic tools to support communication with parents and carers is not well established and limits parental engagement.

Recommendations and next steps

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

R1 Improve attendance

R2 Strengthen communication with parents

R3 Consolidate changes to systems to support leaders' evaluation of practice at the school

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.

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.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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