



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

A report on

Inspired Learners

Date of inspection: December 2024

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Inspired Learners

Name of provider	Inspired Learners
Proprietor status	Private limited company
Language of the provider	English
Type of school	Independent special
Residential provision?	No
Number of pupils on roll	10
Pupils of statutory school age	10
Date of previous Estyn inspection (if applicable)	
<p>School context:</p> <p>Inspired Learners is the proprietor's first independent school. The school is registered for a maximum of 10 pupils between 7 and 16 years of age with social, emotional mental health (SEMH) needs. All pupils at the school have individual development plans (IDP).</p> <p>The school occupies a three-storey building in a commercial area of Barry. The building comprises of three classrooms and adjacent breakout spaces, two kitchens, a therapy room, toilets, offices and a small outdoor play area to the rear of the building.</p> <p>The proprietor, who is also the headteacher, is supported by a deputy headteacher, a class teacher and two higher level teaching assistants. Collectively they deliver the curriculum and range of interventions including speech and language, music and art.</p>	

Main findings

The school is carefully structured to meet the needs of pupils with Social, Emotional and Mental Health (SEMH) needs. Small class sizes and a high staff-to-pupil ratio ensure that staff have a thorough understanding of each pupil's needs and how to meet them. The timetable is designed to accommodate pupils' needs, including scheduled breaks that allow for self-regulation. All pupils participate in social skills programmes, helping them understand their own needs and those of others.

Leaders have fostered a strong culture of promoting pupils' well-being. The school provides a calm and supportive learning environment, where staff establish positive working relationships that quickly earn pupils' trust. Consequently, pupil behaviour is respectful, and most pupils improve their attendance over time compared to their previous settings.

The school provides a range of interventions to support pupils, including speech and language, music and art. This support helps pupils communicate effectively and regulate their emotions, enabling them to engage successfully with their learning and the school's wider curriculum offer.

The school provides a broad and balanced curriculum, enriched, when appropriate, by work related experiences and a range of excursions. Effective approaches to curriculum planning and delivery result in pupils making secure progress from their individual starting points over time.

A range of assessment tools are used to baseline pupils in specific subject areas and measure well-being. These tools monitor learner progress suitably and support staff to plan pupils' next steps. All pupils have short term targets relating to well-being, behavioural goals or post-school aspirations that sit alongside subject-specific learning. However, short term targets are not always specific, measurable and written in a way that so pupils can actively engage in planning and evaluating their progress. Additionally, school systems do not currently allow the school to easily evidence how their provision has been successful in supporting learners' engagement and overall achievements.

The school has secure systems in place to ensure the suitability of staff working at the school. All staff have received statutory safeguarding training and related policies which support the work of the school meet requirements. The school works effectively with a range of external agencies and makes timely referrals if necessary. As a result, the school is developing a strong culture of safeguarding.

Currently, the proprietor, who is also the headteacher, lacks governance support. This absence of a critical friend limits the leaders' ability to objectively evaluate the impact of the school's provision and identify strategic improvement priorities over time.

Recommended areas for action

Consider developing an independent board to provide support and challenge to the work of the school.

Develop systems and approaches that enable leaders to evaluate the effectiveness of the school's provision and measure pupils' progress over time.

Ensure that pupils' short term targets are specific, measurable and written in a way such that pupils can actively engage in planning and evaluating their progress

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

The spiritual, moral, social 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.

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.

The suitability of proprietors and staff

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

Premises of and boarding accommodation at schools

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

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.

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 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 (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

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