



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

A report on

Cardiff Steiner School

**Hawthorn Road West
Llandaff North
CF14 2FL**

Date of inspection: May 2024

by

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

About Cardiff Steiner School

Name of provider	Cardiff Steiner School
Proprietor	Cardiff Steiner Early Years Centre Ltd
Local authority	Cardiff Council
Language of the provider	English
Type of school	Independent all age
Residential provision?	No
Number of pupils on roll	94
Pupils of statutory school age	69
Date of previous Estyn inspection (if applicable)	01/04/2016
Start date of inspection	13/05/2024

The school is a Steiner Waldorf School, basing its educational philosophy on the founding principles of the philosopher and scientist Rudolf Steiner.

The school is an accredited, full member school of Waldorf UK, the national representative body for Steiner Waldorf education in the UK – an association of schools and early years settings, with members from across the UK offering Waldorf education.

Cardiff Steiner School is a collaboratively led institution with a devolved leadership and flattened hierarchy where the headteacher role is shared by members of the School Management Team.

The organisation of the school's classes follows the established Waldorf Steiner model. Classes are arranged and named as follows.

Kindergarten: pupils aged 3-6

Lower school:

Ty Crisial, Class 1 (Age 5 - 7)
Ty Seren, Class 2/3 (Age 7 - 9)
Ty Haul, Class 4/5 (Age 9 - 11)
Ty Afon, Class 6/7 (Age 11 - 13)

Upper school:

Ty Tân, Class 8/9 (Age 13 - 15)
Ty Enfys, Class 10/11 (Age 15 - 17)
Ty Coed, Class 12 (Age 17 - 19)

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Cardiff Steiner School is a happy, close-knit community where adults and pupils care for and respect each other. Pupils' personal development and well-being are at the centre of all the school's work.

The school adheres faithfully to an educational philosophy aimed at developing the whole child, placing equal importance on intellectual, artistic, physical, and practical skills. Creative activities are an essential feature of the school, and the standards achieved by pupils in these areas are extremely high. Across the school, nearly all pupils make strong progress with their sensory and physical development, and are confident, articulate speakers for their age.

Staff know pupils and their families extremely well, have a strong understanding of their needs, and build secure professional relationships with all members of the school community. As a result, nearly all pupils feel safe at the school and appreciate its cohesive family atmosphere.

The school follows a well-established, highly adaptable curriculum focused on engendering a wide-ranging, life-long curiosity and love of learning. Its thematic approach to teaching encourages development of pupils' in-depth understanding of topics. However, in a few areas, particularly in mathematics, a lack of full-time, subject-specialist teachers limits the effectiveness of provision and the progress made by pupils.

Nearly all teachers have established welcoming, purposeful learning environments. However, on a few occasions, the pace of learning and the level of challenge in lessons are too low. For a minority of pupils, strategies to improve attendance are not effective and this is impacting on their progress in learning.

In keeping with Waldorf-Steiner philosophy, leadership of the school is shared through a flat management structure. Leaders know their individual faculties well, have together developed a strong culture of safeguarding, and take care to involve all members of the school community effectively in its working life. Trustees provide appropriate oversight and are fully engaged with the life of the school, acting as effective critical friends to leadership.

The school complies with all of the Independent School 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

- R1 Ensure that the leadership team effectively distil available information to develop a coherent overview of teaching, learning, attendance and the curriculum across the whole school
- R2 Sharpen monitoring and improvement work to focus its impact on pupil outcomes
- R3 Ensure that, across the school, teachers' expectations of pupils' learning and behaviour are appropriately high
- R4 Strengthen the provision for the progressive and systematic teaching of mathematics across the school

R5 Improve attendance for the minority of pupils who do not attend school regularly enough

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.

Estyn will invite the school to prepare a case study on its work in relation to handcrafts in the curriculum for dissemination on Estyn's website.

Main findings

Learning

Pupils at Cardiff Steiner School benefit from an education with a clear focus on developing pupils' intellectual, artistic and practical skills. As a result, nearly all pupils leave the school well equipped to meet the challenges of their future pathways, be that higher education or the world of work.

Pupils join the school with a range of abilities and, during their time at the school, develop these and their curiosities further. By the time they graduate, this leads to strong attainment in the internationally recognised qualification of a Steiner education, the New Zealand Certificate of Steiner Education (NZCSE).

Across the school, pupils' communication skills are highly developed. Pupils express themselves clearly from an early age, speaking with both confidence and enthusiasm about their work. By the end of the lower school, most pupils have developed into articulate and mature speakers, who develop conversations well through expression and the use of ambitious vocabulary. Pupils in the upper school speak with increasing sophistication using appropriate technical vocabulary and are extremely confident when engaging in robust debate regarding their elective studies. For example, pupils discuss whether attempts to reconcile General Relativity and quantum mechanics using string theory should be abandoned. Nearly all pupils use their listening skills effectively to access their learning or when collaborating with their peers. For example, younger pupils listen and interact with older peer mentors (their 'guardians') to further their understanding of aspects of letters, sounds, and basic numeracy. Older pupils listen carefully to one another when developing scripts for role-play activities or when debating and discussing their work.

Pupils are introduced formally to reading at an appropriate age within the Steiner system and from this point they make steady progress with the development of their early phonics skills. For example, most pupils in Ty Crisial class sound a range of letters and begin to learn how to form these correctly. By the time most pupils reach the top of the lower school they are willing, confident readers. They read fluently, accurately and interpret punctuation correctly. Furthermore, they moderate their

volume, pace, and tone appropriately to represent the atmosphere the author is trying to create. In the upper school, many pupils use their reading skills effectively to access a range of sources when researching or as part of their lessons. For example, nearly all pupils in Ty Coed class read passages from a range of philosophers to aid their discussion of the topic area.

Most pupils' writing develops suitably during their time at the school. Nearly all of the youngest pupils prepare for writing effectively through purposeful activities such as form drawing, which develops their fine and gross motors skills well. Throughout the lower school, pupils are given strategies to write stories, which they implement well. They begin to develop authorial techniques, for example through an understanding of synonyms and antonyms. By the end of the lower school, most pupils write for a variety of purposes, including to explain or persuade. Nearly all pupils use their writing skills to access other areas of learning across the curriculum, and in general when given the opportunity, apply their skills at an equivalent and appropriate level. For example, most pupils in Ty Haul class use their literacy skills to create a detailed and atmospheric script for their class play 'Murder at the Manor' and the oldest pupils craft biographical research projects skilfully in a range of core and elective studies. The oldest pupils, in line with the requirements of their chosen courses, produce convincing extended pieces of comparative and persuasive writing, for example when discussing the potential harms of consuming sugary foods. Across the school, however, the quality of pupils' handwritten work is variable and a minority of pupils do not consistently use all of their literacy skills accurately when writing.

The youngest pupils at the school make a good start to developing their early numeracy skills. For example, through a range of authentic practical activities using dominos and dice, they develop their ability to count to 20 accurately, perform addition and subtraction to and from 10, and successfully identify written and pictorially represented numbers fluently. Older pupils following elective science and mathematics courses demonstrate advanced mathematical skills in areas such as calculus and geometry. However, pupils do not consistently and progressively build, use and securely retain their mathematical skills as they move through the school. In part, this is linked to the provision for mathematics teaching. In addition, the opportunities for pupils to develop and apply their mathematical skills across the curriculum are underdeveloped.

Across the school, most pupils respond calmly and positively to challenges they may encounter during their work and display suitable thinking skills. For example, younger pupils unpick stitches in their knitting and older pupils evaluate each other's work and provide helpful, supportive feedback.

Pupils are introduced to a range of simple technologies from an early age through aspects of handwork, sewing and cooking. In line with the aims of the school, pupils are introduced to digital technologies at the end of the lower school and make assured progress towards becoming competent users. The oldest pupils are particularly adept at using digital technology to support their learning. For example, they use collaborative cloud-based documents to produce presentations or use a range of programs to record music and create podcasts. Furthermore, most pupils in the upper school routinely use digital technology as a research tool or to word process their formal assessment tasks. However, generally across the school, pupils do not progressively develop discrete and important digital skills well enough.

Artistic, dramatic and creative activities are an essential feature of the school and of its approach to education. Standards achieved by pupils of all ages are extremely high and are a notable strength of the school. Beginning with sewing pin cushions and small knitted stuffed animals, pupils of all ages skilfully produce an extensive range of heritage crafts. These include leathermaking, corseting, and felting. Pupils put their skills to effective use manufacturing a range of garments such as hoodies, pyjamas, slippers and reversible 'festival' bucket hats. Across the school, pupils routinely use their artistic skills to a high standard, for example to create detailed annotated diagrams to support their learning or paint, draw, and model clay to produce individual works of art. Pupils regularly perform plays confidently and imaginatively, including improvised role-plays within lessons, such as in Spanish to create an authentic context to embed new vocabulary or in drama lessons to extend Shakespearean plays in original directions.

Across the school, nearly all pupils make strong progress with their sensory and physical development. The youngest pupils make a strong start to developing their fine and gross motor skills through purposeful activities within their lessons, particularly handwork. Pupils in the lower school continue to develop their physical skills well through an interesting and expanding range of craft activities, but also through purposeful team games and drama activities. The older pupils deeply value the physical and spiritual benefits of 'conscious movement' sessions focused on 'communicating with your own body', in which they perform slow gymnastic movements to improve their balance and aim to spiritually connect themselves to the world.

Well-being and attitudes to learning

Well-being is a high priority for pupils at the Cardiff Steiner school. Most pupils feel safe and secure at school due to the strong support that they receive both as individuals and in groups. In the upper school, many pupils are aware that the school's Steiner ethos aims to make them a better person.

Nearly all pupils participate actively in a balanced lifestyle. This develops their creativity, movement and spiritual relationships as a formative component of their education. Most pupils experience supplementary perspectives and awareness through curricular opportunities including trips to European countries and to outdoor settings in England and Wales. These experiences not only enhance pupils' social development but also expand their skills and knowledge with activities like green woodworking. In addition, a few pupils participate in the exchange programme within the international Steiner school community. These pupils enjoy immersive experiences in European settings, which widen their cultural and linguistic development. However, connections with organisations outside a network of partner schools are in the early stages of development.

Nearly all pupils appreciate the strong pastoral support provided by the family atmosphere of the school. They value the 'check in' opportunities to ease communication with adults, and socialising between younger and older pupils encourages a happy school environment. Events including school fairs and festivals throughout the year bring the school community together to celebrate each other's performances, fundraise with their entrepreneurial ideas, and celebrate the spirit of the seasons.

Many pupils display a resilience, persistence and rhythm in lessons that promote increasing levels of independence. For example, in the lower school, the morning starts with a welcoming sequence during which pupils ask questions of each other and initiate imaginative conversations. Most pupils are keen to support each other in both their learning and relationships. Most pupils regularly display a confidence and a growing curiosity. Across both the lower and upper school areas, a majority of pupils actively help others to resolve both academic and pastoral queries. However, in a few instances, pupils' ambition and focus are inconsistent, leading to disruptions in progress.

During upper school lessons, many pupils offer appropriate feedback to their peers and engage in productive conversation or debate concerning ideas and concepts. For example, in art, pupils critique their peers' work sensitively and constructively. This supports them both to build and maintain positive relationships, and to improve their skills in responding to feedback. Pupil-led groups like the anti-bullying committee act as mature voices that moderate and resolve issues arising among pupils.

Pupils demonstrate exemplary behaviour in group gatherings and activities such as whole-school assemblies. Most pupils respond positively to adults as they move around the school. Equally, in lessons, many pupils respond quickly and respectfully when gently prompted through both sound and gesture. For example, in a games session, sung sounds are used to regulate movement, attention and actions. However, in a minority of cases, pupils require greater behaviour support to ensure that they and others maintain focus and make appropriate progress.

As they move through the school, most pupils shape their perspectives through individual interests. In the lower school, this starts with topic selection and engagement through creativity in drawing and music. At upper school level, nearly all pupils relish opportunities to pursue in-depth coursework study associated with their evolving career interests. The unique upper school provision prepares most graduating pupils well to move on to higher education courses in areas ranging from art history to engineering.

Many pupils enjoy attending school in a supportive atmosphere and relish the unique provision associated with Steiner education. However, a minority of pupils miss school over extended periods of time, which negatively impacts on their progress.

Teaching and learning experiences

Across the school, teachers and other adults know their pupils very well. They build secure professional relationships with pupils. This is a strength of the school.

The school follows a well-established Steiner curriculum focused on engendering a wide-ranging, life-long curiosity and love of learning. In most parts of the school, the curriculum provides precisely mapped age-related learning opportunities and intended learning outcomes, which in the lower school are taken from a proprietary Waldorf Steiner scheme. In the Upper School, the broad, bespoke curriculum is supported and accredited by learning outcomes from the New Zealand Certificate of Steiner Education (NZCSE) programme. Although the curriculum is well-structured for most classes, there is a gap between programmes where the curriculum offer for

younger upper school pupils is less well developed. As a result, the progress made by these pupils across all areas of the curriculum is less rapid than for other classes. The curriculum meets the requirements of the Independent Schools Standards Wales (2024).

In line with the school philosophy, whilst retaining breadth and balance, the school's curriculum allows for a high degree of choice and personalisation at all ages. Throughout the school, teachers and pupils play an active role in determining the subject and content of learning. Choices are made to reflect the interests, enthusiasms and emerging talents of individuals and groups of pupils. As pupils move through the school, the balance and degree of this self-direction develop in a way that supports the building of pupils' agency and independence effectively.

By the time pupils reach the later years of the upper school, they collaborate with teachers to map out tailored learning programmes. They select subjects, topics and learning outcomes to construct highly individualised pathways to their qualifications.

In both the lower and upper schools, a significant proportion of teaching is delivered through thematic blocks of learning. These blocks are planned out by teachers, with increasing degrees of input from pupils, to provide specific learning opportunities, and to cover a wide range of specified learning outcomes. For example, in the later stages of the lower school, a main lesson block on medieval history plans for study of cultural elements, including song and art, alongside historical and social investigations.

Where teaching is most effective, this thematic, extended approach allows for the steady development of pupils' in-depth understanding and appreciation of topics. However, in many cases, both in individual lessons and also over time, teachers do not plan for pupils to develop their skills progressively and systematically enough. They do not take sufficient account of pupils' starting points. Throughout the school, the integration of numeracy skills into lessons is underdeveloped.

Throughout the school, teachers have a well-developed understanding of the Steiner philosophy and its practical implementation. Where teaching is most effective, this is supported by teachers' secure and in-depth knowledge of the subject matter being taught. However, in a minority of lessons, lack of specialist subject knowledge results in missed opportunities to validate, extend and deepen pupils' learning. This is most evident in mathematics where, on too many occasions, teaching does not support pupils' understanding of mathematical techniques sufficiently well.

Across all classes, there is a focus on providing valuable authentic contexts for pupils' learning. For example, younger pupils visit Parc Bryn Bach to develop their creative writing in response to environment and setting. In developing their understanding of air pressure, older pupils reflect on their experimental observations to draw conclusions regarding aviation engineering and airplane design. In all year groups, there is a strong focus on physical making and tangible outcomes from activities. Where this is most effective, the development of physical and making skills is planned for in a progressive and structured way. For example, in the kindergarten, finger knitting is used to encourage the development of fine motor skills related to writing.

Many teachers question to extend and develop pupils' understanding well. In the best lessons, teachers extend this dialogue skilfully and promote an ongoing, in-depth conversation with the pupils. This is effective in supporting pupils to deepen their understanding and improve their work. For example, for older pupils producing extended pieces of work toward their qualification objectives, ongoing dialogue with their teachers is highly effective in facilitating continual improvement of their work.

Nearly all teachers have established orderly, respectful learning environments. Their classrooms are pleasant, welcoming places. However, on a few occasions, the pace of learning and the level of challenge in lessons are too low. Where this is true, pupils' engagement decreases and standards of behaviour drop, resulting in disruption to learning.

Teachers and leaders use tracking to develop an accurate picture of curriculum coverage within year groups and within main lesson blocks. However, the use of pupils' attainment data over medium and long terms is underdeveloped, and available information is not used sufficiently well to inform planning and accelerate pupils' progress.

Care, support and guidance

Cardiff Steiner school is a safe, happy and caring community where pupils' personal development and well-being are at the centre of all its work. Staff are committed to ensuring the holistic development of every pupil as an individual.

Staff know pupils and their families extremely well and have a strong understanding of their needs. Staff across the school support pupils' emotional needs well, so that most engage positively with learning.

The school promotes pupils' spiritual, moral, and social development well, for example when celebrating festivals. Throughout the school, staff promote and model the values of respect, empathy and compassion. In addition, high importance is placed on the values of honesty, fairness and sustainability. As a result, most pupils model these values too; for example through relationships with adults and their peers, recycling, and valuing the natural environment.

The school provides pupils with authentic opportunities to develop their handwork skills, for example producing felt slippers. These activities help pupils to develop skills of perseverance, sustained concentration, and focus. In addition, nearly all pupils participate in their annual class play, including a recent production of 'A Midsummer Night's Dream', which helps develop their confidence. Sporting activities outside the curriculum include the 'Steiner Olympics', a national residential event that all Year 6 pupils attend, which encourages both healthy bodies and minds.

Pupils have limited opportunities to develop as global citizens. However, the school's curriculum includes planned trips to European countries for all older pupils, and a few participate in exchange programmes enabling them to study at Steiner schools in Europe. Pupils in the upper school also visit a local synagogue, a mosque, and a cathedral to develop an understanding of where and how people worship.

The school provides a range of suitable opportunities for pupils to contribute to the school community, for example by raising money for a charity supporting a past pupil or by raising funds for a school garden. In addition, all members of the school community value the developing 'guardian' role, which promotes the development of school community by pairing older and younger pupils to support their well-being. There is a limited range of opportunities for pupils to develop leadership skills, for example as anti-bullying ambassadors.

Staff provide pupils with an appropriate range of guidance to help them to choose their future pathways. For example, there are valuable opportunities to hear visitors talk about their career choice. The school gives pupils strong support to assist them in making university applications or to choose other options available to them.

The school has effective mechanisms in place to identify pupils who require additional learning provision. The additional learning needs co-ordinator (ALNCo) works closely with teachers and families to support pupils with their learning. In addition, a very few pupils receive additional support outside of the school. Overall, pupils with additional learning needs make suitable progress. Where progress is slower than expected this is often due to the pupil's low attendance.

The school is registered with the Welsh Government to provide specific additional learning provision for pupils with additional learning needs. There are currently a very few pupils attending the school who have a statement of special educational needs.

Leaders are developing a sound culture of safeguarding at the school. Trustees and staff complete regular safeguarding training and there is a well-understood system for reporting safeguarding concerns relating to pupils or staff. The school has thorough safer recruitment procedures and ensures that all new members of staff receive safeguarding training. Across the school, strategies to improve behaviour are beginning to have an impact. However, for a minority of pupils, strategies to improve attendance are not effective and this is hindering the progress these pupils make.

Leadership and management

Overall, the school is a tightknit community where adults and pupils care for and respect each other. Leaders actively promote everyone's well-being and find time for any member of the school community who needs a listening ear. Together, leaders are developing a sound culture of safeguarding across the school's work and ensuring that pupils' safety and well-being are everyone's priority.

The trustees are enthusiastic advocates for the school. They fulfil their role efficiently and effectively. For example, they oversee the management of the school site, resources and budget astutely. The trustees pay careful attention to marketing, recruitment and retention, in addition to developments to the school estate, in order to safeguard the future sustainability of the school. They act as an appropriate critical friend to the school's leaders, and many visit regularly to assure themselves of the quality of the provision.

Leadership is shared through a flat management structure, which allows leaders in all phases of the school, along with administrative and business managers, to understand, and contribute to, management decisions and strategic direction.

However, most of these leaders have a heavy teaching commitment in addition to their faculty leadership roles and their roles on the many leadership groups. The upper school, lower school and kindergarten faculties tend to work in parallel with each other, focusing sharply on their individual areas of responsibility. This is advantageous in that leaders develop an expert knowledge of what happens within their own faculty. Leaders know, care for and support every pupil individually. However, over time, the leadership team do not distil this detailed information well enough to have a sharp overview of teaching, learning, attendance and progress longitudinally across the school, from those starting in the kindergarten through to those about to leave class 12/13, and particularly across older pupils' transition points.

Across the school, there are clear roles and responsibilities that are documented appropriately. For example, the teaching and learning guide provides all staff with pertinent information about whom they should refer to for any particular purpose and helps new staff to understand the way that the school operates. Faculties meet regularly, to share operational messages and ensure the smooth running of the school on a day-to-day basis. In addition, faculty leads meet regularly with each member of their team to support them in their work. This collaborative culture is a strength of the school.

There is also a shared culture of professional learning and development. For example, all teachers receive regular training relating to the Waldorf Steiner approach and pedagogy. Leaders ensure that any changes to the curriculum, or teachers' methodological approaches, align with this thinking. In addition, staff are encouraged to identify their own professional development needs and aspirations, and leaders support them well, for example providing the necessary resources. Over time, staff across the school undertake a broad range of appropriate professional learning. Staff often take the initiative to improve their own practice, for example attending relevant training and courses outside term time.

Leaders manage staff performance suitably. Wherever their monitoring identifies shortcomings, they take appropriate action to support staff to make the necessary improvements to the provision. For example, recently leaders' monitoring identified that pupils' understanding of phonics and the subsequent development of their reading skills was inconsistent. As a result, leaders implemented a whole-school approach, shared through training and professional learning, that has improved the literacy skills of pupils in the lower school.

A wide range of stakeholders, including the staff, the pupils, and their parents, contribute their views about the school's strengths and shortcomings. Leaders take good account of these views to inform their self-evaluation and create a detailed and extensive improvement plan. This plan identifies appropriate, plentiful priorities. However, the resource and energy required to bring about the improvements are spread quite thinly across the many different actions and intentions. Often, the plan's success criteria and tracking focus on completing a task, for example implementing an improvement to the provision or developing consistency, rather than identifying the intended impact on improving pupils' outcomes. This means that leaders cannot easily evaluate the success of their improvement actions in terms of the difference they make to the targeted pupils.

There is an extremely comprehensive quality assurance plan that includes an extensive range of broad monitoring activities over the year. There are worthwhile examples of monitoring that ensure that, for example, improvements to the school environment have been completed. However, too often leaders' monitoring is not sharply focused enough to identify whether the planned improvement actions make a difference to pupils' progress. For example, although there is a highly appropriate whole-school improvement priority to implement a new approach to the teaching of mathematics, monitoring is not well focused enough to identify whether this is beginning to make a difference to the learning, either in individual mathematics lessons or over the longer learning blocks.

There are strong professional relationships with parents, and in turn parents support and value the school's work. Regular and informative newsletters showcase all that goes on in school. In addition, a helpful 'welcome to the year' newsletter, and regular termly updates from class teachers, provide parents with useful information to help them to support their child. Leaders provide many opportunities for parents to speak with their child's teachers.

The school complies with all of the Independent School Standards (Wales) Regulations 2024.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carer 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

Copies of the report

Copies of this report are available from the school and from the Estyn website ([Estyn Website](#))

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:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: [Estyn Website](#)