



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

**A report on**

**Sporting Chance**

**Date of inspection: November 2024**

**by**

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

**and Training in Wales**

## About name of provider

Name of provider	Sporting Chance
Proprietor status	Sporting chance is a community interest company.
Language of the provider	English
Type of school	Independent special
Residential provision?	No
Number of pupils on roll	13
Pupils of statutory school age	13
Date of previous Estyn visit	16/10/2023
Start date of visit	19/11/2024

### School context:

Sporting Chance opened in summer 2021 as an independent day school providing additional learning provision for pupils with social, emotional, and behavioural difficulties. The school is located close to the centre of the city of Newport and is administered by Sporting Chance Newport, a community interest company.

The school is registered for up to 16 pupils aged 11 to 16 years. There are currently 13 pupils on roll at the school, all of whom have an individual development plan (IDP) or equivalent. A very few pupils are looked after by local authorities in Wales. The school has two classes.

The headteacher has been in post since April 2024. He is supported by one class teacher, a head of sport, a pastoral lead, a resilience and inclusion mentor and a team of learning support assistants.

At the time of the core inspection in October 2023, inspectors found that the school did not meet the requirements of the Independent School Standards (Wales) Regulations 2003. To comply fully with these requirements, the school was required to address the issues identified below for each standard:

### The quality of education provided by the school

- Ensure where pupils have a statement, the education fulfils its requirements [1(2)(e)]
- Ensure the school provides personal, social and health education (PSHE) which reflects its aims and ethos [1(2)(f)]
- Ensure there is adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life [1(2)(j)]

- Ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these are taken into account in the planning of lessons [1(3)d]
- Ensure there is a framework in place to assess pupils' work regularly and thoroughly and information from such assessment is utilised to plan teaching so that pupils can make progress [1(3)(g)]
- Ensure teachers provide education which enables all pupils within a class to make progress including pupils with statements and those for whom Welsh or English is an additional language [1(5)]

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

- Provide pupils with a broad general knowledge of public institutions and services [2(d)]
- Assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions [2(e)]

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

- Keep written records of sanctions imposed upon pupils for serious disciplinary offences [3(8)]

Following this visit, the school were asked to produce a post-inspection action plan. A team of inspectors visited the school in March and July 2024 to discuss the school's progress against their action plan. Subsequently, HMI visited the school in November 2024 to evaluate the school's compliance with the previously non-compliant standards. At the time of this visit, HMI evaluated compliance against the Independent School Standards (Wales) Regulations 2024.

## Main findings

Since the time of the core inspection in 2023 the school has addressed identified areas of non-compliance. The school is now fully compliant with the Independent School Standards (Wales) Regulations 2024.

Staff at the school develop highly effective professional relationships with pupils. Pupils demonstrate high levels of trust and respect towards staff. As a result, many pupils settle quickly at the beginning of the school day, are actively engaged in their learning, and transition positively between lessons.

Staff act as positive role models for learners. They have high expectations of pupil behaviour and engagement. Leaders have formalised approaches to managing behaviour and the school maintains detailed records of incidents, rewards and sanctions.

Leaders have a clear vision for the school. They have developed a staff team who share this vision and work with clear values and purpose. The proprietor has continued to invest purposefully in educational resources. The new headteacher has worked quickly and effectively to establish clear priorities for the school. He has implemented suitable structures which are beginning to support the consistency and quality of practice in all areas of the school.

Since the time of the core inspection, the school has strengthened its curriculum offer and pupils are now working towards accreditation and qualifications from pre-entry level to GCSE. Staff use assessments suitably to inform curriculum planning at an individual pupil level. However, approaches to long term planning for skills development are underdeveloped.

The PHSE curriculum offer now provides a suitable range of experiences. For example, recent lessons on sexual health, mental health and racism. This is supplemented by the school's calendar of events, for example celebrating other cultures or raising awareness of topics such as anti-bullying week. Much of this work is newly established and current plans do not build sequentially on pupil knowledge and skills over time.

The school ensures that pupils receive relevant careers advice and guidance to prepare them for their next steps. For example, pupils attend careers fairs and benefit from work experience placements. Leaders have strengthened this work through strategic partnerships with local partners and organisations.

## **Compliance with the standards 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**

On this visit, Estyn did not inspect Standard 4.

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

On this visit, Estyn did not inspect Standard 5.

### **The provision of information**

On this visit, Estyn did not inspect Standard 6.

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

On this visit, Estyn did not inspect Standard 7.

## **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 (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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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