



Christ College



Bridge Street, Brecon, LD3 8AF



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www.christcollegebrecon.com

The inspection visit took place on 27/01/2026

Service Information:

Operated by:

Care Type:

Boarding School

Registered places:

280

Main language(s):

English

Promotion of Welsh language and culture:

The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Summary:

Pupils at Christ College experience a warm, supportive boarding community where they feel safe, valued and listened to. They talked about a strong sense of belonging and described the boarding houses as “*Family-like.*”

Staff know the pupils well and build positive, respectful relationships. Pupils have many ways to share their views, and they see real changes as a result, such as improvements to menus and activities.

Care and support are major strengths. There is a clear system for pupils to access help from house staff, the welfare centre and the school counsellor. Records show regular check-ins, well-planned support and good communication across teams. Health and medication systems are well managed. Pupils are encouraged to build independence through daily routines, life-skills tasks and structured study.

The boarding environment is safe, comfortable and well maintained, with quick responses to repairs. There is enough space for studying, relaxing, and spending time with friends. Some areas are worn and privacy in shared bathrooms is limited, but houses feel homely and well organised.

Leadership and management are strong. Safeguarding processes are well monitored, and leaders use data effectively to track concerns. Staff feel supported, though supervision frequency needs to be more formalised to ensure all staff receive regular appraisal. Governance is active and focused on pupils well-being.

Findings:



Well-being

We found children experience boarding as a supportive, community-centred environment that promotes safety, belonging and positive relationships.

Children across age groups described a strong “*Family feel*,” telling us there is always someone available to talk to and staff are approachable, respectful and responsive to their needs. The boarding forum and house councils provide effective routes for pupil voice; Children gave concrete examples where their feedback shaped practice, particularly menu planning via the food committee and petitions to reinstate preferred dishes.

Children experience a sense of ownership over their experience. Children told us they feel listened to and able to influence aspects of house life, including routines, activities and communication. Safeguarding awareness is strong; Children confidently explain the process for raising concerns. They know who the Designated Safeguarding Practitioner (DSP) and wider safeguarding team are. Children are able to contact an independent listener, and QR codes are visible. There are robust safeguarding systems in place for recording and monitoring safeguarding and well-being concerns.

Boarding life offers a balanced structure of routine and choice that supports independence and personal growth. Children speak positively about a wide range of activities available to them through school and boarding life. They have opportunities to take part in sports, cadets, the arts, choir, outdoor pursuits such as kayaking and paddle boarding, and cultural trips and volunteering with disability sports. They told us these activities help them to build their confidence, identity and sense of social responsibility.

Smaller class sizes and evening prep sessions support study skills; Older children have flexible arrangements that match their readiness and workload. Information for children is accessible through handbooks and displays, though handbook content varies between houses; Standardisation of handbooks would enhance clarity and equity of experience for all children.

Children raised minor improvements, including Wi-Fi consistency, and the option for a later start to the day on Saturdays, and ensuring cross-house communications are delivered uniformly so no one misses information. The leadership team at the college are receptive and responsive to this feedback.

Staff interactions observed are warm and child-centred, supporting dignity, participation and day-to-day choice. Overall, well-being outcomes are being met through the combination of trusted relationships, effective pupil voice mechanisms and a rich, inclusive co-curricular offer.

The school's approach integrates academic and pastoral strands, helping children to feel safe, included and part of a caring community.



Care and Support

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Care and support are a significant strength of the boarding provision, underpinned by layered systems that match support to need. Children access help at three levels via house staff, the welfare centre team and the school counsellor. There are clear escalation pathways and plans are developed alongside children and their key support systems.

Relationships between staff and children are mutually respectful and professional; Children told us they feel valued, understood and supported. Equality, diversity and inclusion are promoted, with dedicated groups and visible support. Children' independence is fostered appropriately by age through routines, study support and life skills practice, preparing them for later life. Welfare and pastoral plans highlight structured contact between children and key adults in their lives through daily medication check-ins, weekly tutor sessions and fortnightly counselling when appropriate. There is clear and structured coordination across teams to ensure children's needs are holistically met.

Health needs are managed safely and consistently. Medication records are accurate with no gaps, outcomes are recorded, and controlled drugs are audited. We found medication storage and room/fridge temperature logs were complete and compliant. Hygiene and infection-control arrangements in the welfare centre were orderly and well maintained. Children have positive relationships with the nursing team and feel comfortable and safe in seeking support.

Behaviour support is fair and proportionate. The college follows a blue/gold ticket system which recognises achievement and flags concerns early. Records of sanctions are kept and reviewed and oversight is maintained through house meetings and welfare tracking. Gold tickets reward positive behaviour and contributions to the school and boarding life. Children are recognised for their positive contributions with things such as 'woman/ man of the week' displayed in boarding houses, outlining their achievements. House staff celebrate and praise children for displaying the homes values.

The induction programme supports transitions well, including buddy systems and practical skills (e.g., laundry, use of kitchenettes and shared responsibilities). Some booklets and guides to boarding are incredibly thorough, with key information laid out in accessible child friendly ways, though the quality and clarity of induction booklets vary between houses and would benefit from standardisation.

Overall, we found a proactive, relational model of care that integrates pastoral, health and behavioural support, enabling children to thrive socially, emotionally and academically.



Environment

Boarding houses provide comfortable accommodation that supports study, socialising and rest, with responsive maintenance and robust safety systems. Décor in some areas is a little worn, but houses are clean, organised and well supervised. Children personalise rooms and told us they felt at home in their living spaces. We saw children happy and using their communal spaces, setting up competitions in their houses, such as just dance competitions, as well as being able to relax and study. Older children can access their homes during free periods. House parents allocate bedrooms each year, considering compatibility, friendships as well as pastoral judgements to balance support and independence.

Safety measures are embedded within the boarding houses. Fire drills occur twice termly at varied times. We saw records of children completing these drills at different times of day to provide assurance they understand the emergency evacuation processes.

The estates team is responsive; A help desk system is used whereby maintenance issues can be logged and followed up quickly and effectively. Children praised this system for efficiency and timely resolution of any issues they report. The estates teams undertake checks; Houses use keypad entry, with CCTV focused on entrances, and evening alarms to ensure security and safety for the buildings.

Provision for study is strong, with quiet areas in bedrooms and designated prep spaces; Children also access the day-pupil hub. Sixth-formers benefit from separate lounges and kitchen facilities that promote independence and age-appropriate privileges. Communal areas, including games rooms and lounges, are well used and support social interaction and house identity.

Bathroom and washing facilities are clean and adequate, though privacy is limited in shared settings; steps are taken to separate younger children's facilities and shower cubicles have privacy curtains.

The overall environment reflects a home-from-home ethos that fosters belonging and a genuine family culture, supported by well-structured routines, clear adult presence and layered pastoral support. Planned refurbishment and pupil input via councils will further enhance the quality of shared spaces and maintain the strong sense of community that children value.



Leadership & Management

The leadership team at the college demonstrate a commitment to reflective practice. We reviewed systems and reports which highlighted strong governance and clear quality assurance processes, with a sustained focus on safeguarding and well-being. The leadership of boarding provision is child-focused, and responsive to individual needs.

The leadership team responsible for boarding uses digital systems to monitor concerns, create chronologies and assign actions with permissions-based access. This ensures timely and practice initiatives are in place to support well-being and safeguard children. Children's voices are consistently considered; The team support children to undertake surveys and assessments, and insights gleaned from these inform support strategies and highlight trends such as 'over-regulation.' We observed clear and open communication channels across the college which enabled holistic and consistent pastoral and academic support to be provided to children.

Weekly safeguarding and welfare meetings review individual cases, risks, and near misses. We saw actions are routinely reviewed and followed to completion. Themes identified are considered each week. Oversight is active; The leadership team present data on safeguarding, counselling and well-being, and scrutinise patterns and challenge appropriately.

Internal quality assurance processes include a boarding self-evaluation against National Minimum Standards for boarding. House masters/ mistresses review these along with the boarding lead to ensure compliance as well as best practice in all areas. The team use action plans to distinguish between necessary and desirable changes and allocate responsibilities and timescales, as well as priorities.

Staffing structures are clear and provide consistent cover. Resident house parents, assistants, tutors, house supervisors and welfare staff ensure an adult presence throughout the day and evening. These are displayed in the houses to ensure children are always aware of who they can talk to if they need any support.

The college follow safe recruitment practices. Training is accessible and encouraged, with a focus on staff further developing their pastoral skills. Staff are supported and feel valued. However, not all staff receive regular appraisal, or formal supervision. Systems for supervision and appraisal of staff would benefit from a formalised timeframe and system to ensure all staff receive regular appraisal. Although the appraisal process in place for house masters/ mistresses is comprehensive when actioned.

Overall, the leadership and management team are effective, data-informed and child-centred, with

clear governance arrangements that reinforce safe, high-quality boarding.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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