



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Llandovery College



Llandovery College, Llandovery, SA20 0EE



015 50723000

The inspection visits for this service took place between 08/12/2025 and 10/12/2025

Service Information:

Operated by:

Care Type: Boarding School

Registered places: 147

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.

Themes:



Well-being



Care & Support



Environment



Leadership & Management

Summary:

The arrangements to safeguard and promote the welfare and well-being of children (hereafter referred to as students) at Llandovery College are good.

The arrangements to provide care and support for students is good. Students feel a positive sense of belonging at the college and enjoy being part of a supportive community. They have fun alongside their studies, as well as opportunities to develop leadership qualities, in roles such as prefects and peer mentors. Opportunities to develop students' elite sporting aspirations are supported through gym sessions, training and guidance.

The college warden (head teacher) is supported by a head of pastoral care and safeguarding and a head of boarding, each with relevant experience. Student feedback about senior staff is very positive. There are an adequate number of longstanding and experienced staff to support students and feedback from students about staff is very positive.

Students told us they generally feel listened to by staff, and there are systems in place to capture

feedback, however students told us these mechanisms do not always lead to visible change or are not communicated back with a clear rationale.

There is disparity in the standard of boarding provision. Since the last inspection, we saw a new boarding house (Ty Hansen) brought into use and newer furniture being trialled in Claggers and Ty Hansen as part of a phased programme. However, we identified several environmental concerns which present risks to students' health, safety and dignity if not addressed as a priority. The college have begun to address concerns identified at inspection in line with their action plan.

Findings:



Well-being

The well-being of students is good. Students are satisfied with their experience of boarding at the college and value being part of a community which enables them to feel safe, secure and confident, in themselves and in the staff available to support them. However, several students told us issues they have raised have not always been addressed effectively or resolved. This included issues about the standard of accommodation, meal choices and portion sizes, and access to their houses during the school day. The College explained that menus are shaped via its food/school council and that “seconds” are available at the end of service. However, many students said these mechanisms have not resolved their concerns or led to visible change. Students consistently told us daytime access to boarding houses is restricted, affecting storage and changing. Leaders explained this is for safeguarding reasons. We acknowledge mechanisms are in place to capture student voices but recommend more could be done to explain decision making and to balance safeguarding with the practical needs of students. Boarders’ forums have recently been set up to discuss such issues, but they had not started yet at time of inspection.

The culture at the college is inclusive and feedback from students indicates all students are treated equally, and do not feel isolated.

Systems for communication and managing safeguarding information are in place and regular meetings take place to review any students identified as needing additional support. Welfare plans have recently been written to identify support needs and how they are to be met. Links between boarding and teaching staff are good and channels of communication between them are effective. Safeguarding posters are on display in boarding houses, reinforcing the message that students and staff are expected to raise any concerns about student welfare or well-being.

Students have lots of opportunities to have fun, to mix and mingle and to enjoy social and leisure activities, within the college and wider community.



Care & Support

The care and support students receive is good. Information is requested within student application forms about any health, or other support needs students might have. Staff also consult with students and their parents to ensure any support needs are known and provided for.

Students receive induction when they first arrive. They told us they valued the support they received from staff and from students fulfilling the role of peer mentors to help them settle in. Students fulfilling these roles told us they valued their opportunities to develop leadership skills when supporting new students.

Students are supported to maintain positive well-being and develop resilience. They told us it can be difficult being away from home whilst studying and pursuing their personal ambitions. This included students with plans to become professional athletes. They told us they work hard to fulfil rigorous training programmes alongside their studies and appreciate the support they receive from staff to deal with any pressures this might create.

Positive and supportive relationships between students are a feature of strength at the college. Measures are taken to identify and manage any personal relationships that develop between students.

Supportive relationships between staff and students are also well developed. Engagement between staff and students reflects emotional warmth and encouragement. Several students gave us examples of support they had received from particular staff members and told us how much they had valued and benefitted from that experience.

In addition to boarding and teaching staff, students can also seek support at the college's wellness centre. The well-being centre coordinator is suitably qualified and experienced and told us students readily call in to see them for advice and or support. The wellness centre coordinator is part of the college's safeguarding team and confirmed that links are in place with health and other services in the local area to ensure students have access to any additional support they might need.



Environment

There is disparity between the standard of boarding accommodation provided. Previous inspections of the boarding accommodation have raised the need for renovation and repair to ensure all boarding accommodation provided is of a safe and acceptable standard. Since the last inspection, we saw a new boarding house (Ty Hansen) brought into use and newer furniture being trialled in Claggers and Ty Hansen as part of a phased programme. However, we identified several environmental concerns which pose a risk to students' health, safety and well-being if not addressed as a priority. We saw some bedrooms and shower rooms which are affected by water ingress through external walls and mould. The water ingress is a known issue, and the college has been asked to provide an action plan of their intentions to address it.

There are systems in place to support monitoring of the boarding accommodation. However, documentation and evaluation of these systems require strengthening to ensure effective oversight of the quality of boarding provision. Gaps in oversight and governance of the accommodation places the health and safety and the privacy and dignity of boarding students at risk. We found a glass windowpane was missing in one of the common rooms which staff were unaware of, although staff told us the room is not used regularly. We found central heating radiators in student dormitories are not fitted with thermostatic controls which impacts students' ability to manage their environment.

We saw clear glass fitted to recently refurbished shower cubicles and some bedrooms have been subdivided by head height partition walls but do not have doors. This places students' dignity and privacy at risk although we are assured some action has been taken to address the windowpane and shower doors as a result of the inspection findings.

Students told us water temperature and water pressure in some showering facilities are not consistently good, although temperatures are tested weekly by the College and are set between H&S temperature recommendations. Students told us the WIFI in some boarding houses is weak and affects their ability to complete their studies.



Leadership & Management

The management structure and the arrangements to safeguard and promote the well-being of children have been further developed since the last inspection. A coordinated safeguarding team is now in place and safeguarding procedures have been updated to align with Wales Safeguarding Procedures and local reporting processes. The safeguarding team is led by the school's head of pastoral care and includes the head of boarding and other senior boarding and teaching staff. All staff have access to the college's procedures and have received safeguarding training during induction and on an ongoing basis.

The head of pastoral care / safeguarding are recently appointed to their roles and are committed to creating a culture of ongoing development of the boarding arrangements at the college.

The college warden (head teacher) is readily accessible on a day-to-day basis and is seen to engage well with students and staff to ensure they are aware of their well-being and their views. There are systems in place to support the monitoring of boarding provision. However, this requires strengthening to enable ongoing evaluation of the quality of boarding provision. Students told us more could be done to engage them actively within forums where they can contribute to the ongoing development of the boarding provision.

Feedback from students about staff and managers, including the head teacher is positive. Staff know the students well and are committed to supporting them to thrive and fulfil their ambitions. They said they receive good support and training and have positive regard for and confidence in their managers. Whilst staff told us they are trained and supported in their roles, there is no system to provide formal supervision or for the appraisal of their performance in fulfilling their roles

Staff retention is good, and records indicate safe staff recruitment practices are employed.

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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