



St Michael's Boarding House



St Michael's School, Bryn, Llanelli, SA14 9TU



+441554 820325

The inspection visits for this service took place between 11/05/2026 and 12/05/2026

Service Information:

Operated by:

Care Type:

Boarding School

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:

Children at St Michael's School experience a supportive and positive boarding community where they feel safe, valued and part of a close-knit environment. Children benefit from strong, respectful relationships with staff and friends. Children told us they feel listened to and are able to influence aspects of boarding life, including food options and activities.

Care and support are effective and well organised. Clear systems ensure children's health, safety and welfare needs are met consistently. Children access support through boarding staff and benefit from structured routines, additional academic help and opportunities to develop independence through daily life in boarding. Health care arrangements, including medication and first aid, are managed safely.

The boarding environment is safe, clean and well maintained. There is suitable space for study, relaxation and social time, and arrangements are in place to support children's privacy.

Leadership and management are effective. Systems are in place to monitor safeguarding and well-being, and information is used to review practice and support improvement. Staffing arrangements are stable, and systems are in place to support appraisal and development. Overall, governance supports safe and consistent boarding provision.

Findings:



Well-being

We found that children experience boarding at St Michael's School as a supportive and positive environment. Relationships between children and staff are strong and promote a sense of belonging. Children describe boarding as enjoyable and "*Like one big family*." During the inspection, we saw a relaxed and welcoming atmosphere. Children appeared comfortable, confident and at ease in their surroundings.

Children feel safe in boarding and are confident that staff will support them when needed. They told us they can speak to staff about any worries and that staff listen and respond. Where changes cannot be made, staff explain the reasons clearly. Children said they would approach any member of boarding staff for help.

There are suitable opportunities for children to share their views and influence boarding life. Boarding representatives, meetings and annual surveys support this. A suggestion box allows children to give feedback anonymously. Children gave examples where their views led to change, including adjustments to food options. This helps children feel listened to and involved in decisions about their day-to-day experience.

Children benefit from clear routines that support their well-being and development. They understand expectations and feel there is a good balance between study, activities and rest. Children value the additional academic support available in the evenings from staff and teachers. They said this helps them manage their learning effectively.

Children have access to a range of activities that contribute positively to their experience. These include trips to cities and local attractions, as well as activities in boarding such as baking, movie nights and karaoke. Children told us they enjoy these opportunities and they help them build friendships and confidence.

Children's health and well-being needs are supported. They said staff respond appropriately if they feel unwell and they are confident to seek help. Medication is stored and managed safely. Children can keep in contact with family and people who are important to them, which supports their emotional well-being.

Approaches to behaviour are clear and proportionate. There are few recorded consequences, and a stronger focus on rewards and merits. Children understand the system and say it is fair. Parents are kept informed, which supports consistency.

Children experience positive outcomes in boarding. They are happy, feel safe and develop strong relationships. Their views are heard and acted on, and they benefit from a balanced and supportive environment.



Care & Support

Care and support at St Michael's School are effective and well organised. Clear systems are in place to ensure children's health, safety and welfare needs are met consistently. Staff understand these systems and apply them appropriately, which supports safe and reliable day-to-day care.

Children's needs are identified and responded to appropriately. Where children require additional support, this is recorded through welfare care planning. Plans are reviewed with oversight and formal sign-off, supporting accountability and consistent practice. Registration and admission information is thorough and ensures staff have clear and accurate information to support children safely.

Risk is managed effectively. Assessments are detailed and include clear control measures. Where needed, additional risk assessments are in place for activities and external venues. Behaviour is supported through consistent and proportionate approaches. Staff focus on preventative and relational practice. There are low levels of incidents, and physical intervention is not used. Records and oversight arrangements support monitoring and consistency in how behaviour is managed.

Children's health needs are supported safely. Medication is stored securely and records are clear. First aid arrangements are established, with trained staff identified and accessible. Records of accidents and illnesses are maintained, and appropriate parental consent is obtained and retained. These arrangements ensure children receive appropriate care when needed.

Daily care arrangements support children to develop independence. Structured routines and expectations enable children to contribute to daily tasks and develop practical skills. Systems are in place to support children in managing their finances safely, including secure storage for personal belongings and money.

Children's privacy is respected through staff practice. Staff follow clear expectations when entering private spaces, and arrangements are in place to protect personal belongings and finances. CCTV is used only in communal areas to support safety, and children are informed about this through boarding information.

Induction arrangements support children when they move into boarding. Information is provided before arrival and completed once children join, ensuring they understand routines, expectations and available support.

Children's day-to-day care includes access to suitable meals. Menus are planned to provide choice and variety, and meet dietary, medical and cultural needs. Systems are in place for children to contribute to menu planning, and catering arrangements are appropriately managed.

The care and support provided is well organised and child focused. Systems are clear, consistently applied and support children's safety, health and development.



Environment

The boarding accommodation at St Michael's School provides children with a safe, clean and suitable environment. Systems are in place to ensure accommodation is well maintained, secure and appropriately managed. These arrangements support children's daily routines, privacy and well-being.

Accommodation across the boarding provision is clean, orderly and maintained to a good standard. Housekeeping arrangements support consistent cleanliness, and maintenance programmes, including planned refurbishment and deep cleaning, ensure the environment is kept under review.

Bedrooms are appropriately furnished and provide suitable space for sleeping and study. Bathroom provision is sufficient, with appropriate ratios of children to facilities.

Children have access to a range of communal areas that support daily living. These include lounges, games spaces and kitchen areas. Additional shared spaces are available for quieter activities. Study provision is well established, with both individual and shared spaces available, alongside structured prep time to support learning.

Laundry arrangements are organised and meet the needs of children. Systems are in place for access to facilities, supported by housekeeping staff where needed. Bedding and laundry provision are monitored to ensure standards are maintained.

Health and safety arrangements are robust and consistently applied. Entry to boarding houses is controlled, and systems are in place for children to sign in and out. CCTV is used in communal areas to support security.

Fire safety systems are well established. Risk assessments are in place and regularly reviewed. Equipment, alarms and installations are maintained and tested appropriately. Fire drills are carried out regularly, including at different times, to ensure children understand evacuation procedures.

Wider health and safety systems support a safe environment. These include arrangements for managing substances hazardous to health, water safety checks and regular maintenance monitoring. Issues are identified through routine checks and addressed through established maintenance systems.

Outdoor space is available and used by children. Opportunities to access facilities beyond the school site, including local leisure provision, support children's physical activity.

Older children have access to more independent living arrangements. These are appropriately assessed and monitored, with continued oversight from boarding staff. Systems are in place to adjust support where needed, ensuring children remain safe and supported.

The environment is well managed and supports children's safety, privacy and day-to-day living. Systems for maintenance, security and health and safety are clear and consistently applied.

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Leadership & Management

The leadership and management of the boarding provision at St Michael's School is effective and well organised. Clear direction and oversight ensure systems support children's safety, well-being and development. Governance arrangements are in place and support ongoing monitoring and improvement.

Roles and responsibilities within boarding are clearly defined. The boarding provision is managed by a small, stable team, with those responsible for boarding closely involved in the day-to-day running of the provision. This provides consistency and ensures oversight of practice across all areas of boarding life.

Communication systems support the effective sharing of information. Staff use a range of methods to ensure relevant updates are shared and recorded. This enables staff to remain informed of children's needs and contributes to consistent care and oversight.

A reflective approach to improvement is evident. Feedback from children and parents is gathered and considered alongside wider learning to inform development of the boarding provision. Boarding representatives contribute to this process and support children's involvement in improvements.

Safeguarding is well embedded within management arrangements. Systems are in place to record, monitor and respond to concerns. Safeguarding staff meet regularly to review information, track patterns and ensure appropriate actions are taken. Recording systems clearly document decisions and follow-up actions, supporting accountability and early intervention.

Staffing arrangements support the safe running of boarding. Staffing levels are appropriate for the number and needs of children, and rotas ensure a consistent staff presence. Recruitment processes are robust, with required checks completed and recorded.

Staff receive induction and training relevant to their roles. Records show core training, including safeguarding and role-specific areas, is up to date. Systems are in place to support appraisal and development.

Relationships with parents are well established. Communication systems ensure relevant information is shared and support children when they move into boarding. Processes are in place to manage complaints, although none have been recorded at the time of inspection.

Policies and guidance support staff in their roles. Boarding staff have access to a comprehensive handbook, which sets clear expectations and includes guidance on safeguarding, behaviour and responding to concerns.

Quality assurance systems support oversight and improvement. Audits and reviews are carried out across areas of practice, and findings are used to inform action planning and development.

Overall, leadership and management are effective and child centred. Systems are in place to monitor practice, manage risk and support continuous improvement, ensuring the boarding

provision operates safely and consistently.

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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