

# **Report summary for parents and carers on Fairholme Prep. School**

Date of inspection: 23/02/2026

# Summary

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Fairholme Preparatory School provides an aspirational, nurturing environment built around its vision of “learning, friendship, ambition and discovery.” The school fosters an exceptionally strong sense of belonging, with pupils, parents and staff demonstrating deep loyalty and pride. Nearly all pupils report that they feel safe and secure, and their attitudes towards learning and one another are exemplary. Classrooms are calm, purposeful and inclusive, underpinned by high expectations and respectful professional relationships.

The school offers a broad, balanced and well-sequenced curriculum that supports academic and personal development well. Teaching is effective across the school, with teachers demonstrating secure subject knowledge. Lessons are typically well planned and build knowledge and skills systematically over time. Teachers often use questioning effectively to deepen thinking, particularly in mathematics and reading, and nearly all teachers provide timely, effective verbal feedback which supports pupils to progress. However, in a minority of lessons, learning activities are overly directed and pupils complete identical tasks. As a result, opportunities for pupils to develop independence, problem-solving skills and deeper thinking are sometimes limited

Pupils achieve strong outcomes. Nearly all secure entry to their school of choice at the end of Form VII. Oracy skills are highly developed, and pupils grow in confidence as they move through the school. They make strong progress in reading, writing and mathematics, and develop well-presented work and fluent cursive handwriting. Creative, dramatical, musical and physical skills are also strengths, alongside confident use of digital technologies.

Leadership is clear and purposeful. The principal has embedded a shared vision and maintains strong relationships with parents. Safeguarding arrangements are robust. While leaders identify improvement priorities effectively, quality assurance processes do not always identify inconsistencies in policy and practice or address where school improvement priorities take longer than planned to embed.

Overall, the school provides a supportive family environment in which pupils thrive academically and personally.

# Recommendations and next steps

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## **We have made three recommendation to help the school continue to improve:**

- R1 Strengthen self-evaluation and improvement planning so that leaders monitor teaching more rigorously and measure the impact of improvement priorities
- R2 Ensure that teaching consistently provides pupils with opportunities to think independently, make choices in their learning and develop problem-solving skills
- R3 Ensure school practice and policy are aligned with Welsh Government legislation and guidanceAdd in recommendations

The school will draw up an action plan to address the recommendations from the inspection.

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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