

A photograph of two young children walking away from the camera through a grassy field. The child on the left is wearing a light blue long-sleeved shirt and dark trousers, while the child on the right is wearing a pink patterned sweater and dark leggings. They are both wearing boots. In the background, there is a wooden fence and a large house with a chimney, surrounded by trees. The scene is bathed in warm, golden light, suggesting late afternoon or early morning.

LLANGATTOCK SCHOOL MONMOUTH

A better way to learn

A specialist independent school for children aged 3–19, in
the Monmouthshire countryside.

WELCOME

You're in the right place

Many children join us worn down — by anxiety, by school refusal, by experiences that taught them school wasn't safe.

We meet them exactly where they are, and help them rebuild their relationship with learning. Llangattock is a small, highly inclusive school and a specialist setting for children who need a nurturing environment, small class sizes and high levels of adult support.

We provide a bespoke, flexible school experience built on each child's strengths and needs — so their self-esteem and confidence can rebuild while they achieve academically. Wellbeing is at the heart of everything we do. All our staff work with a trauma-informed approach and an awareness of sensory needs, within a dyslexia-friendly environment.

“I am delighted to have created Llangattock School Monmouth, which rose out of a conviction that there is a better way for children to learn. Here, children's progress can be limitless, as they learn at their own pace, and are championed for every emerging skill.”

— ROSEMARY WHALEY, PRINCIPAL & PROPRIETOR

OUR ETHOS

Wellbeing first, then everything follows

We believe children are naturally curious — and that if they feel safe and understood, they can blossom. Our approach rests on three constants that build on one another.

First • Feeling safe

A child who feels safe can learn.
Wellbeing is the foundation everything else is built on.

Then • Curiosity returns

When children feel secure, they take part, take risks and persist.

Then • Progress, their way

Academic progress follows — at each child's own pace, championed every step.

Always • One school rule

"Be yourself, but not to the detriment of others" — kindness, compassion and respect underpin every day.

"An inclusive and supportive community in which nearly all pupils feel safe, valued, and engaged in learning."

— ESTYN, 2025

OUR SCHOOL

Placed by stage, not age

We are a small, stage-not-age school. Children belong to one of our named groups — each a place of safety and growth — and progress through them as they are ready, rather than by their birth year. Because we are small, each group is mixed-stage, and every child has a learning mentor.

EARLY YEARS

Play-based beginnings

Talk-rich, play-based learning across the seven Early Years areas, with daily phonics, stories and number woven through purposeful play — indoors and outdoors every day.

LOWER SCHOOL

Fluency, then breadth

Phonics and number are secured first, opening the door to a broad, creative curriculum taught increasingly by subject specialists.

UPPER SCHOOL

Depth and pathways

A broad academic offer with a route to GCSEs and post-16, shaped around each young person's strengths, interests and aspirations.

One coherent pathway runs from the Early Years to Post-16, with English, maths and science as the spine, a weekly whole-school vocational day that brings everyone together, and a broad, personalised offer in the remaining time.

Specialist support, as standard

A defining feature of our school is the depth of our universal provision — the everyday teaching every child receives reflects practice that would often be considered targeted or specialist elsewhere. Support is fluid, moving with a child's needs rather than fixed thresholds.

- › A learning mentor for every child, and consistent, trusted adult relationships
- › Trauma-informed, relational practice woven through every part of the day
- › Dyslexia-friendly teaching, visual scaffolding and extra processing time as standard
- › Low-sensory spaces, movement and sensory breaks, and six acres of outdoor space to regulate
- › Therapeutic approaches including play therapy, sandplay, “Draw and Talk” and equine therapy
- › No school uniform, and no requirement to change for PE

Working across the border

We welcome families from Wales and England alike, working within whichever framework applies — an IDP/ALP in Wales or an EHCP in England — as one school, seamlessly.

Calm, purposeful, and built around the child

The school day runs from 8.45am to 3.30pm, with a gentler Friday finish at 12.50pm. Days have a predictable rhythm — arrival and a calm start, focused morning learning in small groups, time outdoors, and afternoons that balance the academic spine with creative, practical and vocational learning.

The timetable is kept flexible so learning need not be interrupted when children are fully absorbed. A weekly whole-school vocational day brings everyone together across the ages — one of the highlights of the week.

Above all, the day is designed so that every child feels safe enough to take part, take risks, and discover what they are capable of.

JOINING US

A clear, gentle path

There's a warm welcome at every step — and no need to have everything worked out before you get in touch.

1

Get in touch

Call or email and tell us a little about your child.

2

Come and visit

We show visitors around all the time. See the school in action and ask us anything.

3

Understanding your child

We take time to understand your child's strengths and needs, to be sure of the fit.

4

A gentle transition

We build a transition that works for your family, at a pace that helps them settle.

We are an independent, fee-paying school and can also work with local-authority-funded placements. The best way to understand our school is to visit — get in touch and we'll arrange a day that works for you.

Come and see for yourself

Every child deserves to feel safe enough to learn.

Llangattock School Monmouth

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