

Carmarthenshire Secondary Teaching and Learning Centre
Stepney Road
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Carmarthenshire
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24/02/2026

Dear leaders and staff

Interim visit: February 2026

A team of inspectors recently visited Carmarthenshire Teaching and Centre, Burry Port, to consider how the PRU has progressed in addressing two of the recommendations from its core inspection in December 2023.

The team would like to thank the staff and pupils at the PRU for their co-operation with this visit and for the warm welcome they received.

During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work, scrutinise evidence and talk to pupils, staff, and leaders.

Leaders and staff at the PRU have worked effectively to address the recommendations. They have a robust understanding of the PRU's current strengths and areas for improvement and have suitable plans in place to continue to move the PRU forward.

Below is a summary of progress against both recommendations.

Focus of visit

Clarify the roles and responsibilities of middle leaders

- Since the core inspection, leaders have made effective progress in clarifying and strengthening the roles and responsibilities of middle leaders. Senior leaders at the Pupil Referral Unit (PRU) have reviewed the middle leadership structure and refined role definitions, resulting in a clearer, more purposeful and accountable leadership model. For example, each area of learning and experience (AOLE) is now

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led by a designated middle leader responsible for coordinating and developing their curriculum area.

- Senior leaders have established effective accountability structures for middle leaders, including, clear job descriptions, weekly staff meetings and regular teaching and learning clinics. This is beginning to strengthen the quality of strategic direction at the PRU and is leading to improvements in important areas, for example, in the development of a purposeful curriculum with engaging learning experiences. This includes, for example, opportunities for pupils to visit the local wildlife and wetland reserve and visits to London and Lesotho.
- Many middle leaders show a growing understanding of their role in improving pupil well-being, teaching and learning and leading curriculum development across the PRU. They undertake a wide range of appropriate self-evaluation activities, including analysis of performance data, work scrutiny, the inclusion of pupil voice and learning walks. These contribute positively to a developing culture of reflection and shared responsibility. However, overall, action plans lack precision and sharply defined objectives and measurable and outcome-focused success criteria. Monitoring commentary is frequently descriptive rather than evaluative.
- Leaders have placed a strong emphasis on the professional development of middle leaders, including coaching and mentoring support enabling them to assume greater responsibility for operational matters and to contribute more meaningfully to strategic planning. This has improved delegation and strengthened distributed leadership across the PRU. Further, collaboration through PRU teaching and learning clinics and networks has improved consistency of middle leaders' practice and supported the sharing of effective approaches.
- Performance development and review processes are robust. They provide a clear framework for accountability, with objectives beneficially aligned to PRU priorities.

Strengthen systems for assessment, tracking, self-evaluation, and improvement planning

- Leaders have developed a holistic and pupil-centred approach to the assessment and tracking of pupil progress, which balances well-being and academic development successfully. Further, they demonstrate a strong understanding of the importance of emotional readiness to learn, and this underpins improvements in engagement and behaviour. This is a significant strength.
- The use of carefully planned assessments and tracking processes, including, comprehensive, individual learning profiles, and structured pupil reviews, reflects a purposeful and comprehensive framework. Baseline assessments on entry, daily and weekly meetings, and in-depth, half-termly reviews provide beneficial opportunities for identifying pupils' needs and reviewing individual pupil learning

packages. As a result, staff know pupils' needs very well, provision is increasingly well-matched to individual needs, and pupils access appropriate learning pathways. This includes recognised national qualifications, such as BTECs and GCSEs. This contributes positively to improved pupil engagement and attendance. Nearly all pupils move on to education, employment or training when they leave the PRU.

- Leaders have strengthened their analysis of attendance data and now track trends more systematically over time, including robust analysis of individual pupil attendance. As a result, they have a clearer understanding of the underlying causes of absence and can identify pupils whose attendance is improving, stable or declining. This has enabled more timely and targeted interventions, including personalised support plans and multi-agency collaboration. There has been a substantial reduction in the number of pupils requiring pastoral support plans (PSPs), and fewer pupils are at risk of sustained disengagement from education. Consequently, over time, overall attendance rates have significantly improved.
- Since the core inspection, leaders have introduced a comprehensive monitoring, evaluation and review (MER) calendar and increased middle leader involvement in self-evaluation activities. Monitoring activities are regular and systematic and linked to the PRU's improvement priorities. As a result, there is greater shared accountability across the PRU and improved professional dialogue about the quality and purpose of teaching and learning.
- Senior leaders now draw on a broader and richer range of first-hand evidence, including well-being data, pupil voice, work scrutiny and incident analysis. This has improved leaders' understanding of provision and strengthened their ability to identify relevant priorities, particularly in relation to engagement, skill progression and curriculum coherence.
- Leaders identify the need to further strengthen the consistency of self-evaluation and improvement planning across the PRU. While they have established increasingly structured and systematic approaches; in a few cases, monitoring and evaluation lack the precision and sharp focus on impact required to drive sustained and demonstrable improvements in pupils' progress and outcomes.
- The Management Committee is increasingly engaged in the life of the PRU and has begun to take a more active role in monitoring activities. Members participate in learning walks, listen to pupils views and gather first-hand evidence about pupils' experiences. This is strengthening their understanding of the centre's strengths, particularly in relation to well-being and engagement. Their growing visibility within the centre is contributing positively to transparency and shared accountability. However, while involvement is improving, the committee's role in systematically interrogating performance data, evaluating the impact of

improvement strategies and providing robust, strategic challenge is not yet fully embedded.

- Leaders promote purposeful collaboration both within the PRU and with other providers across the sector to strengthen leadership and improve teaching and learning. Middle leaders increasingly work alongside their counterparts, sharing practice, moderating work and contributing to joint planning. In a few instances, middle leaders provide support and guidance to colleagues beyond their own setting, demonstrating growing confidence and professional credibility. As a result, leadership capacity is developing, practice is becoming more consistent, and there is greater alignment in curriculum planning and quality assurance processes. This collaborative approach is raising expectations of pupils and supports and sustains improvements in classroom practice across the PRU.

The PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6691110>

Yours sincerely



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