



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Hafan Dyfodol Disglair
Education Department
Park Mount
Glanhwfa Road
Llangefni
Anglesey
LL77 7EY**

Date of inspection: May 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Hafan Dyfodol Disglair (Yr Hafan) is a pupil referral unit for pupils aged between 11 and 16 years who have social, emotional and behavioural difficulties. Hafan Dyfodol Disglair refers to itself as a school, therefore that is the term that is used in this report.

Anglesey's pupil referral unit provision has gone through considerable changes during the last 12 months, mainly in terms of location. The pupil referral unit now has two sites. Key stage 3 provision is situated in the Conwy Centre, Llanfairpwll and is managed through external contract with a private company. Key stage 4 provision is located in the Jesse Hughes Centre, Holyhead.

At present, there are eight pupils at the Hafan. Four pupils have a statement of special educational needs.

The teacher in charge started in her post in September 2015, on a temporary basis. She is also an education officer within Anglesey local authority.

Summary

The PRU's current performance	Adequate
The PRU's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- Many pupils' attitude to learning is appropriate
- They settle down to work quickly and concentrate well on the tasks that are set
- Nearly all pupils make sound progress in terms of communication skills
- Most pupils make appropriate progress in mathematics
- Teachers and assistants co-operate very well and this has a positive effect on pupils' behaviour within the classroom
- Staff succeed in creating a quiet and tranquil atmosphere, which provides an appropriate atmosphere in order to help pupils grow in confidence
- The school has a homely, caring ethos, which promotes respect for children and adults

However:

- Pupils do not develop their extended writing skills adequately across the curriculum
- Pupils' attendance average over the last three years has been inconsistent across both key stages
- The curriculum does not allow the majority of pupils to continue with some courses that they have followed in the mainstream
- Provision for Welsh across the school is inadequate
- Planning for developing skills has not been developed effectively enough
- The standard of teaching across the school is too varied
- Arrangements for identifying and meeting the needs of pupils who have additional learning needs are not thorough enough
- The inspection team raised a number of issues involving safeguarding with the school

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The local authority does not have definite arrangements in place in terms of future leadership
- Teachers do not always understand the requirements of their role fully
- Teachers have not had adequate training in key areas of learning and teaching
- The role of the management committee as a critical friend has not been developed

- The school's self-evaluation processes are at a very early stage in their development
- There is not enough emphasis on monitoring pupils' work and observing lessons as part of the performance management and quality assurance process
- Leaders do not use data incisively enough in order to plan strategically to raise standards

Recommendations

- R1 Improve pupils' standards and attendance across the school
- R2 Ensure that the subjects and qualifications that are offered in key stage 4 meet pupils' needs
- R3 Ensure that numeracy and literacy skills are planned purposefully across the curriculum
- R4 Improve the quality of teaching and assessment across the school
- R5 Improve processes to identify and meet the needs of pupils who have additional learning needs
- R6 Make long-term arrangements for the school's leadership in order to ensure continuous improvement

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that this PRU is in need of significant improvement. The PRU will produce an action plan that shows how it will address the recommendations. Estyn will monitor the progress of the PRU approximately 12 months after publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils' attitude to learning is appropriate. They settle down to work quickly and concentrate well on tasks that are set. When they are given the opportunity, the majority of pupils are able to work independently.

It is not appropriate to compare the standards that pupils achieve at the school with national averages, because of the number of pupils and the range of their learning needs.

In key stage 3, the school's data shows that over the last three years the majority of pupils have made consistent progress in terms of their speaking, listening, reading, writing and numeracy skills, personal and social development and social communication skills. However, in key stage 4, the school does not make a baseline assessment of pupils when they start school, and therefore they are not able to track their progress over time.

Across the school, nearly all pupils make sound progress in terms of communication skills. They listen carefully and answer questions effectively. They grow in confidence and contribute effectively to discussions within formal lessons and tutorial sessions. Older pupils consider important issues appropriately and express an opinion when discussing a range of subjects, for example bullying.

About half the pupils produce neat written work and spell and punctuate correctly. The others make regular spelling mistakes, and these pupils very rarely correct their work.

The most able pupils produce extended written work and, in a very few subjects, they redraft their work. However, they do not develop their extended writing skills sufficiently across the curriculum. Many pupils use short sentences or single words when answering written questions, especially on worksheets.

Most pupils make appropriate progress in mathematics. They demonstrate a good understanding of measurements and angles. They discuss data intelligently. They make beneficial development in their numeracy skills by buying ingredients for cookery sessions.

Nearly all pupils use information and communication technology (ICT) effectively to produce presentations and to create posters. Pupils in key stage 4 produce an attractive and informative newsletter to be sent to their parents and to other stakeholders. They use spreadsheets effectively to calculate and record the cost of their outdoor activities.

Pupils develop important skills through a range of activities. In cookery lessons, they demonstrate an appropriate understanding of health and safety, when handling raw meat and when using sharp knives. Through outdoor activities, they develop confidence, self-respect, perseverance and the ability to co-operate with others.

The few pupils who follow an art course produce work of a high standard.

As a result of a lack of opportunities, most pupils do not develop their Welsh language skills adequately. However, nearly all pupils' attitudes to the Welsh language are positive.

Pupils in key stage 3 gain a range of qualifications and awards for their outdoor work, for example qualifications in canoeing and sailing and a first-aid certificate.

In 2014-2015, every pupil in key stage 4 succeeded in gaining at least one recognised qualification. These include entry level mathematics and English, GCSE mathematics, as well as BTEC and Essential Skills Wales certificates. However, the level of qualifications does not reflect the ability of every pupil.

In 2014-2015, nearly all pupils at the end of key stage 4 went on to training, further education or work.

A minority of pupils in key stage 4 take part successfully in extended work experience, for example in a garage or in an outdoor centre. These experiences help them to develop the skills that they need for the future.

Over the last three years, nearly half the pupils in key stage 3 have reintegrated successfully into mainstream schools.

Wellbeing: Adequate

All pupils feel safe at school and know to whom to turn if they have a concern. All pupils feel confident that the school deals effectively with the very rare cases of bullying.

All pupils have a good understanding of the importance of eating healthily and keeping fit. Most of them take part in a wide range of regular physical exercise activities, in addition to weekly outdoor activities.

Pupils voice their opinion regularly through formal 'Our Voice' meetings and many pupils contribute in a mature way to these discussions. Their views have had a positive influence on aspects of school life. For example, recently, pupils in key stage 4 have succeeded in obtaining new fitness equipment.

Many pupils have a positive attitude to their learning. A number have made good progress in their individual attendance rates during the last two years. However, pupils' average attendance over the last three years has been inconsistent over both key stages, and there has been a decline in key stage 3 this year.

Most pupils' behaviour is appropriate in the classroom and around the buildings during break and lunch times. All pupils are courteous towards the school's staff and visitors. However, the number of temporary suspensions has been high over the last two years because of the behaviour of a very few pupils.

Pupils take part in a range of community activities. For example, they organise fund-raising activities for the local community. This develops pupils' self-confidence and communication and social skills effectively.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

The school provides an appropriate range of learning experiences for most pupils in both key stages. However, the curriculum does not allow the majority of pupils to continue with some courses that they have followed in the main stream, for example science. Provision for Welsh across the school is inadequate.

The school has increased the range and number of suitable qualifications for pupils during the last year. These include GCSE, Entry Level and Agored Cymru options. However, up until this year, the range and level of challenge of qualifications have not been suitable to meet the needs of all pupils.

A valuable range of outdoor experiences and activities outside the school enriches pupils' experiences. Staff plan appropriate individual timetables for each pupil in key stage 4. These are based on their interests and, when appropriate, include work experience placements.

Planning for developing skills has not been developed effectively enough. As a result, there are very few suitable opportunities for pupils to develop their literacy and numeracy skills across the curriculum.

The school is beginning to provide suitable opportunities for promoting the Welsh dimension. For example, staff introduce the history and culture of Wales through visits and work with local artists.

Provision for sustainable development and global citizenship is effective. The school promotes pupils' understanding of sustainability through valuable activities such as cookery and building boxes for birds and bats and hanging them up around the site.

Teaching: Unsatisfactory

Teachers and assistants co-operate very well and this has a positive effect on pupils' behaviour in the classroom. Staff succeed in creating a quiet and tranquil atmosphere, which provides an appropriate atmosphere in order to help pupils to grow in confidence. Staff praise and encourage pupils regularly, which helps to foster pupils' self-worth.

The standard of teaching across the school is too varied. In a minority of lessons, staff use an appropriate range of strategies and resources in order to maintain pupils' interest. They ask questions effectively in order to ensure understanding.

In general, planning does not ensure that lessons meet the needs of all pupils. Teachers use too many worksheets, which means that there are not regular enough opportunities for pupils to write at length. As a result, opportunities to develop pupils' literacy and numeracy skills across the curriculum are lost.

In a minority of lessons, there is not sufficient variety in activities to maintain every pupil's interest and to ensure appropriate progress. In these lessons, the pace is too slow.

Although the school collects a range of assessment data, staff do not analyse or use the data effectively in order to plan and track pupils' progress.

Marking across the school is inconsistent. A lack of correction of spelling and punctuation means that pupils continue to make basic errors. In the majority of cases, teachers' comments do not help pupils to improve their work.

There are few opportunities for pupils to assess their own work and that of their peers.

Care, support and guidance: Unsatisfactory

There is an effective working relationship between nearly all pupils and adults and this contributes to the school's caring ethos. There are robust arrangements to support pupils' health and wellbeing, including eating and drinking healthily. Pupils receive valuable opportunities to take part in regular physical exercise.

The school promotes pupils' moral, cultural and social development effectively through the curriculum and morning sessions. However, the spiritual element is not developed consistently across both sites. The school does not meet the statutory requirement for daily collective worship in full.

There is appropriate provision for personal and social education, which includes useful information about sex and relationship education, drug and substance abuse and keeping safe. The school works effectively with a wide range of external agencies in order to meet pupils' emotional and social needs. This has had a positive effect on many pupils' attendance, behaviour and wellbeing.

Recently, the school has introduced a new behaviour policy in key stage 4. Pupils have contributed constructively to developing the current policy and reward system. Procedures now have a positive effect on many pupils' behaviour and commitment.

The school meets statutory requirements for reporting, assessing and recording for pupils who have a statement of special educational needs. The school also holds very useful multi-agency meetings every half term in order to review all pupils' progress.

Arrangements for identifying and meeting the needs of pupils who have additional learning needs are not thorough enough. Staff do not plan appropriately in order to meet the individual needs of all pupils in order to ensure that they make good progress. Each pupil has an individual education plan. However, targets in most plans are not specific and challenging enough.

The inspection team raised a number of issues involving safeguarding with the school. The school is taking appropriate steps to address these issues.

Learning environment: Good

The school has a homely and caring ethos, which promotes respect for children and adults. The school is a happy community that encourages all pupils to take responsibility and to deal fairly with other people. The school's procedures and practices promote equality and equal access to provision. The school provides an environment in which all pupils feel safe.

The school provides an appropriate learning environment. There are sufficient attractive classrooms and examples of pupils' work are prominent on the walls. The school has a suitable supply of resources for lessons, including resources to develop pupils' digital skills.

The school makes good use of the outdoor centre in order to expand pupils' opportunities. The school has suitable sports equipment to encourage pupils to keep fit and healthy.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

The teacher in charge has been in post since September, on a temporary arrangement. The local authority does not have definite arrangements in terms of future leadership and this is an important shortcoming. However, the teacher in charge leads her team enthusiastically and all staff share her vision, namely giving 'everyone an opportunity' in order to ensure a successful future for every pupil. Teachers and assistants co-operate effectively to create a positive atmosphere in which pupils feel happy and safe. As a result, pupils have a strong sense of trust in the adults who teach and supervise them.

The local education authority has a service level agreement with an independent provider for key stage 3. However, the authority does not monitor the quality of this provision regularly enough.

All members of staff have a current job description that identifies roles and responsibilities clearly. However, teachers do not always understand the requirements of their role in full. Teachers and assistants receive appropriate training on important wellbeing issues, such as mental health and behaviour management strategies. However, teachers have not had sufficient training in key areas of learning and teaching.

The school does not consider national priorities carefully enough and there is not a sufficient emphasis on developing pupils' literacy and numeracy skills or their Welsh language skills.

The management committee meets on a termly basis and they have provided support and guidance for the school on issues such as safeguarding. Although members are enthusiastic about the school's development, their attendance in the management committee varies. As a result, their understanding of the school's strengths and areas to be improved is very limited. Their role as a critical friend has not been developed.

In general, the school's policies and plans are implemented appropriately. The teacher in charge holds regular meetings with her staff. Appropriate records are kept of discussions in planning and strategic meetings. However, there is not enough detail in the records in terms of actions, responsibilities and time limits.

Improving quality: Unsatisfactory

In the last year, the local authority has made a few important strategic changes, which have improved provision and leadership for the school. Four centres have closed and provision for key stage 4 has relocated to a much more appropriate and fit for purpose building. This relocation has improved opportunities for pupils to develop academically and socially.

The teacher in charge's understanding of the school's strengths as well as the areas to be improved is developing appropriately.

On the whole, the self-evaluation report is an accurate picture of the school's strengths and areas to be improved. However, the school's evaluation of the quality of learning experiences and the quality of teaching and assessment is too generous.

The school's self-evaluation processes are at a very early stage in their development. Performance management processes do not include sufficient emphasis on monitoring pupils' work and observing lessons regularly. This means that leaders do not have direct knowledge of the quality of teaching or a sufficient understanding of pupils' standards across the school. As a result, neither the teacher in charge nor the local authority are able to support or challenge staff in order to raise standards.

The school has begun to collect and analyse a limited range of suitable data. However, leaders do not make comprehensive enough use of this data in order to plan strategically to raise standards. As a result, managers are not able to identify important areas to be developed in order to inform a purposeful strategic plan.

The school improvement plan identifies four areas to be developed, namely raising pupils' standards, developing their ICT skills, improving partnerships and raising standards of teaching and learning. Although there are appropriate details about responsibilities and costs, the monitoring timetable and arrangements are too vague. The plan does not include measurable targets in order to show improvement in standards.

Partnership working: Adequate

The school works productively with an appropriate range of agencies and partners in order to widen pupils' experiences.

Strong partnerships with agencies such as health services and the police have a positive effect on pupils' learning and wellbeing across the school. The wide range of experiences offered by local providers and businesses contributes to pupils' social development and self-respect. These include circus skills workshops and interesting work with departments at the local university.

Parents and carers have a strong partnership. The school communicates effectively with parents and carers and this has had a positive effect on pupils' attitudes and behaviour.

The school is developing a close relationship with a minority of secondary schools in the authority. This is beginning to have a beneficial effect on the quality of provision and support for pupils. There is a comprehensive and supportive system in place to reintegrate pupils back into mainstream schools when appropriate. This includes continuity in the support from the school's staff for an appropriate period.

However, managers have not developed effective partnerships in order to improve staff's performance and understanding of their role in raising standards. As a result, teachers do not have a sufficient understanding of important issues such as strategies for assessing pupils' work and developing their literacy and numeracy skills. Managers do not provide enough opportunities for staff at the school to network with staff in other schools or to observe good practice.

Resource management: Adequate

The school's staff have relevant qualifications and an appropriate range of expertise in various areas. Staff are used effectively and according to their expertise to meet the needs of the curriculum. The teacher in charge, teachers and assistants co-operate well to support the social, emotional and behavioural needs of the pupils in their care.

Each one of the staff receives appropriate time for planning, preparation and assessment.

Very recently, the school has adopted an appropriate policy for managing the performance of teachers and assistants. Individual staff's training needs have been identified in line with the policy. However, the lack of consistency in performance management strategies, such as observing lessons and monitoring books, means individual staff's real training needs in terms of teaching and assessment have not been identified adequately.

Staff receive an appropriate range of training in aspects of wellbeing, such as behavioural and emotional difficulties. However, there are very few opportunities for staff to receive training in other important areas, such as teaching, assessment and developing pupils' literacy and numeracy skills.

In the light of the progress and standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Fewer than 10 responses were received. No data is shown.

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 2

The inspection team

Caroline Rees	Reporting Inspector
Delyth Gray	Team Inspector
David Owen Jenkins	Lay Inspector
Margaret Elisabeth Davies	Peer Inspector
Jane Marr	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of ALN terms

ADHD: attention deficit hyperactivity disorder

ALN: additional learning needs

ASD: Autistic Spectrum Disorders, includes Asperger's Syndrome

ATR: additional teacher resource

BESD, ESBD or SEBD: Behaviour, Emotional and Social Difficulties

CoP: Code of Practice

HI: hearing impairment

MSI: multi-sensory impairment

PMLD: profound and multiple learning difficulties

SpLD: specific learning difficulties, including dyslexia

VI: visual impairment