



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Yr Wyddfid Education Centre  
Llwynon Road  
Great Orme  
Llandudno  
LL30 2QF**

**Date of inspection: January 2013**

**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:

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

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

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**Publication date: 19/03/2013**

## Context

Yr Wyddfid Pupil Referral Unit (PRU) opened in September 2009. The PRU is one of five separate PRUs within the Conwy local authority. The centre has five teaching staff including the acting head of centre. The six support staff and a school clerk. The acting head of centre has been in post since May 2012 following the secondment of the previous head.

Yr Wyddfid provides for pupils aged 11-14 years who are at risk of exclusion from mainstream schools and for those that require longer term education placements other than in school.

There are currently 19 pupils on the register. All pupils have additional learning needs including social, emotional and behavioural needs. Around 75% of pupils receive free school meals. English is the first language of all pupils who currently attend the PRU. There are currently no looked after children at the PRU.

Recently, the PRU opened a satellite unit based at Douglas Road within six miles of the main site. This caters for four pupils who attend the PRU for one hour per day on three days of each week. This centre is staffed by one teacher and one teaching assistant.

It is not appropriate to compare the standards that pupils achieve at the PRU with national averages or to analyse trends of groups over time because of the nature and range of pupils' learning needs.

## Summary

<b>The PRU's current performance</b>	<b>Unsatisfactory</b>
<b>The PRU's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Current performance at Yr Wyddfid PRU is unsatisfactory because:

- many pupils do not develop their literacy and numeracy skills well enough;
- the very disruptive behaviour of a significant minority of pupils severely impacts on standards within the PRU;
- the very poor relationships between many pupils result in an atmosphere of aggression which does not encourage learning;
- leaders and managers do not effectively evaluate information about pupil performance, attendance and exclusions;
- the PRU has undergone significant and numerous changes to staffing and provision in a short period of time resulting in uncertainty for staff and pupils; and
- staff are not effectively deployed. For example, there may be several staff with one pupil in a class, while one member of staff is dealing with several pupils who refuse to attend lessons.

### Prospects for improvement

The prospects for improvement at Yr Wyddfid PRU are judged as adequate because:

- many important initiatives and areas for action are in early stages of development;
- self-evaluation is not fully embedded across the PRU and does not take into account the views of all stakeholders;
- managers do not make use of data well enough to analyse, plan and monitor performance;
- the roles and responsibilities of senior staff are not yet clear enough; and
- the management committee fully recognise the challenges and have started to provide the support required to secure improvement.

## Recommendations

- R1 Implement effective behaviour strategies across the PRU that ensure all pupils are given the opportunity to learn
- R2 Make sure that all pupils improve their literacy, numeracy and communication skills
- R3 Further develop systematic monitoring and evaluation of pupil performance
- R4 Provide appropriate information to the management committee about behaviour, attendance and standards within the PRU
- R5 Manage staff performance systematically
- R6 Leaders should deploy staff appropriately to help pupils attend lessons.

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this PRU is in need of significant improvement. The PRU will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the PRU's progress about 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

Pupils in the PRU have a range of social, emotional and behavioural difficulties.

Pupils arrive at the school with very little confidence as learners, unable to manage their behaviour well and many have a history of poor attendance. Over time, many meet the individual learning targets set by the staff. There are good examples of individual pupils making enough progress to enable them to return to mainstream schools. Last year, 37% of pupils attending the PRU were successfully reintegrated into mainstream schools.

A few pupils remain on task throughout the lesson, despite the very poor behaviour of others. These few pupils listen carefully to instructions, show pride in their work and recall previous learning. They improve their literacy and numeracy skills and make good use of information and communication technology (ICT) skills to record information and present their work. A few pupils enjoy reading and have made significant strides in improving their reading skills since they joined the PRU.

However, just under half of the pupils do not improve their behaviour over time and waste their opportunities to learn. They do not always engage in lessons, disturb other classes, use abusive language and pick and choose which tasks they complete. This behaviour makes it extremely difficult for staff and pupils to get on with their work. As a result, these pupils do not make as much progress as they should do. For example, they do not improve their literacy and numeracy skills or learn how to work with or alongside others.

All pupils have Welsh on their timetables. Those who behave well gain an appropriate understanding of Welsh culture and make good progress in developing their Welsh language skills.

#### Wellbeing: Unsatisfactory

Most pupils at the PRU develop a clear understanding of the importance of being healthy. However, this understanding does not always influence the suitability of the food and drinks that they bring into the PRU or their behaviour. A few pupils engage in risky behaviours despite good advice from staff. For example, they climb on window sills, break windows and threaten or attack other pupils. This behaviour puts pupils at risk.

Many pupils enjoy participating in a good range of outdoor education activities including rock climbing and a dog walking programme. However, the girls refuse to take part and therefore miss out on healthy and regular exercise.

A few pupils are positive towards learning. However, just under half of the pupils do not fully engage in the lessons, follow instructions or co-operate with staff and other pupils. Due to the PRU's inconsistent management of behaviour, these pupils do not understand the consequences of or take responsibility for their actions. There have

been 29 serious incidents since September. As a result, a minority of pupils do not feel safe in the PRU.

A significant minority of pupils' attendance is poor. This is due to a lack of engagement and a high number of exclusions, which has increased over the last three years. A significant minority of pupils do not always arrive punctually to lessons and often leave the classrooms. As a result, they miss work and find it difficult to catch up with their peers on their return. Their lengthy absences impact on their ability to relate to others and maintain a working routine. This has a further negative impact on their wellbeing and self-esteem.

Pupils have too few opportunities to participate in decision-making about the PRU. There is no school council. This makes it difficult for pupils to gain a sense of belonging to the PRU or to learn how to negotiate, listen and value the views of others.

Pupils benefit from appropriate support when moving on to the next key stage. As a result, pupils and parents manage this move more smoothly.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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**Learning experiences: Good**

The PRU provides a broad and balanced curriculum, which meets the needs of most pupils.

Pupils are carefully assessed on entry to the PRU and those who need to improve their literacy and numeracy skills receive appropriate targeted help with their reading and application of number. Pupils have good access to ICT and staff use it well to engage pupils. However, the PRU does not have an agreed approach to the development of literacy, numeracy or ICT skills across the curriculum.

The PRU has recently widened its provision to offer individual tuition for pupils with the most complex needs are not attending a school. These pupils receive very few hours, with the agreement of parents or carers and a range of professionals who work with them. The PRU intends to increase these hours when individual pupils are ready to engage for longer periods of time. However, there are no formal arrangements or written plans to manage this increase in provision.

There is a suitable PSE programme that includes sex education and opportunities to improve behaviour.

The PRU has an effective programme of support to ensure that pupils make a smooth transition to other settings.

Pupils have many opportunities to take part in challenging activities and gain new interests, including cycling, rock climbing, orienteering and canoeing. However, there are too few choices that appeal specifically to girls and this has a negative impact on their participation rates.

Music is a strength and pupils benefit for opportunities to receive small group tuition and play a range of instruments. Projects to engage the more vulnerable learners, such as dog walking, street dancing and gardening, are successful.

Although not a statutory requirement, pupils have good opportunities to develop and use their Welsh language skills and learn about the culture of Wales.

The school successfully promotes the reduction of waste by recycling, composting and using water butts. The pupils are also encouraged to look at ideas around other cultures and develop a valuable understanding of people from other countries.

### **Teaching: Adequate**

The majority of teaching is adequate. In these lessons, teachers rely too heavily on worksheets. They do not plan enough alternative or more challenging tasks or focus on key skills. Bad language is unchecked and poor behaviour is allowed to escalate until there is confrontation. They do not use the reward system consistently to deal effectively enough with poor behaviour. Pupils are not encouraged to self-assess or reflect on their learning or behaviour.

In the minority of lessons where teaching is good, teachers work well with support staff and plan lessons carefully. They relate well to pupils. They make sure that lessons are structured effectively to provide pupils with an appropriate range of activities and tasks. These teachers set clear learning objectives and provide pupils clear concise instructions and helpful feedback. They focus appropriately on developing or reinforcing literacy, numeracy and ICT skills. They use a suitable range of resources and activities to hold pupils' interests.

Across the PRU, lesson plans do not relate well enough to the academic targets in pupils individual education plans.

The management of behaviour is not consistent across the PRU. On too many occasions, despite good planning and the successful engagement of pupils, lessons are interrupted by pupils from other classes who are refusing to work. Lessons do not provide opportunities for pupils to practise the strategies that they need to learn in order to meet their behaviour targets.

The PRU tests pupils' reading and spelling on entry to the PRU and this is monitored on a termly basis. However, teachers do not use assessment effectively to inform their day to day planning and to address individual pupils' needs. Pupils' books are marked regularly with some appropriate feedback to the learner. However, marking does not always help pupils understand what they need to do to improve their work.

### **Care, support and guidance: Adequate**

The PRU identifies pupils' additional learning needs effectively and many pupils are referred for additional support such as speech and language therapy. However, although all staff have received training in speech and language difficulties, this expertise has not been used to support individual pupils well enough in lessons. The individual education plans are based on thorough assessment and contain specific and measurable targets. However, the reviews of progress against these targets are not all completed on time.

Staff give pupils a wide range of opportunities to reflect on and learn about healthy lifestyles. This includes work on smoking, drugs and physical exercise. The PRU makes very good use of a wide range of specialist services to give pupils good quality advice and support with concerns and issues that impact on their lives.



The development of pupils' moral, social and cultural development and their self-esteem is inconsistent across the PRU. A few staff pay very good attention to these issues. However, this is not always the case.

Although there is a comprehensive anti-bullying policy, this is not implemented consistently by all staff. All pupils' behaviour is risk assessed and staff receive clear guidance on how best to manage particular behaviours. However, these assessments contain stock sentences which are not tailor made for individual pupils and lack the specific detail to support staff.

The behaviour management programme is carefully designed to improve behaviour and raise self-esteem. This programme is closely linked to a reward system which gives pupils access to extra activities and outings of interest. However, the system is not implemented effectively or consistently. As a result, pupils are unclear about what they have to do to improve their behaviour and what behaviour is appropriate and what is not.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The PRU provides a supportive and welcoming environment for most pupils. However, the poor behaviour of a significant minority of pupils makes the environment difficult for a few more vulnerable learners.

All pupils have good access to the curriculum and other opportunities that are on offer. Although there are appropriate policies and procedures in place to deal with any form of discrimination, very few staff have received appropriate equality training. Consequently, the promotion of equality and diversity is inconsistent across the provision.

The accommodation is secure, well maintained and cared for and is sufficient for the number of pupils on roll. Resources are good and provide a stimulating learning environment to meet the pupils' needs. This includes appropriate ICT equipment in all classrooms. Displays, both within the classrooms and corridors, are attractive and informative and enhance pupils' learning.

The PRU is on the site of a previous primary school and has a good sized yard where pupils can successfully utilise the outdoor learning environment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Unsatisfactory**

The PRU changed to a centre catering solely for key stage 3 pupils in September 2012. The recent major changes in the function and staffing of the PRU have caused a clearly visible amount of disruption. However, the acting head of centre, acting deputy and all staff are beginning to develop a shared vision for the future. This is reflected in the positive attitude and commitment of all staff towards pupils.

The new strategies introduced by senior leaders are yet to be fully implemented and their impact evaluated. Policies and plans are not all appropriately up-to-date do not focus enough on improving pupils' standards. The speed and number of changes have made their introduction difficult and resulted in limited success in some cases. This has made for uncertainty amongst both staff and pupils.

Leaders in the PRU collect data about attendance, exclusion and pupil performance. However, they do not use this valuable information effectively to identify trends and improve outcomes for learners.

The acting head produces reports for management committee on a termly basis. However, these reports do not contain enough useful information. As a result, the management committee are unclear about performance and trends in learners' progress, attendance, exclusions and the quality of teaching.

### **Improving quality: Adequate**

The process of self-evaluation is still in the very early stages within the PRU. The self-evaluation report completed for this inspection successfully identified a number of areas to improve including attendance and exclusions. However, the report was overly optimistic in some important areas and did not clearly evaluate the impact of some strategies. Whilst all staff had some part in the self-evaluation process, a number of key stakeholders and partner organisations were not involved.

The data which is collected by the PRU is not evaluated well enough and is not used systematically in improving outcomes and provision. This means that the PRU and management committee are not able to accurately assess the current quality of provision and make realistic plans for improvement.

The PRU's development plan identifies a number of appropriate actions to tackle priorities for improvement. For example, the development of a satellite unit at Douglas Road was an attempt to reduce the number of exclusions within the PRU and cater more effectively for pupils with complex needs. However, the plan does not set out priorities for action and results in too many initiatives being done at once. This, combined with substantial staff changes, has resulted in unrealistic time frames for change.

The acting head has introduced performance management for all staff within the PRU. All teachers have been observed at least once by the acting head of centre. However, these valuable arrangements are very new and most staff have yet to use the observations and targets for improvement to inform their teaching.

All staff have access to good quality training provided within and outside the local authority. However, the loss of some experienced members of staff has resulted in a number of national initiatives slowing down or stopping altogether. For example, the previously successful healthy schools award stopped when a key member of staff was seconded for two years.

### **Partnership working: Good**

The PRU works effectively with a wide range of different agencies and partners. Through the most developed partnerships, outcomes and wellbeing of pupils are

measurably improved. The PRU has developed strong and effective links with all of the secondary schools within the authority. This means that the PRU is able to respond quickly to support the needs of learners, attempt reintegration or avoid permanent exclusion. The PRU is highly regarded in this sense by the schools with which it works.

Effective partnerships with agencies such as mental health and social services mean that the PRU is able to provide individualised packages of support for pupils. As a result of this support, the PRU is able to maintain the placements of some very challenging pupils with a number of additional social and educational needs. The PRU has made good use of an externally funded nurture project to develop effective baseline testing and a nurture group within the PRU.

However, a few partnerships are less effective. In a very small number of cases, pupils have not received the support they need to make progress quickly enough. For example, pupils wait for too long for interventions that are mentioned in their statements.

### **Resource management: Unsatisfactory**

The PRU has enough teaching and support staff to effectively deliver the curriculum at key stage 3. Some staff are very experienced within this specific setting and have received appropriate specialist training. However, over half of staff are new or returning to the centre. This has created a need to refresh and train all staff to a suitably high standard in a number of important areas such as behaviour management and additional learning needs.

Their failure to successfully manage challenging behaviour poses a substantial risk to the improvement of the PRU and outcomes for pupils. Leaders do not always use staff in the most appropriate ways to reduce disruption and protect those pupils who wish to learn. For example, there may be more staff than pupils in a class whilst one member of staff is left to deal with disruptive pupils on the corridor.

The standard of accommodation is very high with ample space and comfortable classrooms. The yard is spacious and allows pupils to play outside, enjoy breaks and engage in team games.

The local authority has recently delegated a substantial amount of budget to the PRU in order for changes to be made to the building and for ICT systems to be updated and developed. These resources have been spent wisely by the senior leadership and are being used well by all staff to develop new teaching and learning strategies.

The local authority has started to successfully reinvest the funds, which were previously paid for out of county placements, in the PRU. However, given the inconsistencies in behaviour management and the impact of this on outcomes, the inspection team judges the PRU to provide unsatisfactory value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received was too low to provide a representative view. However, these were taken into consideration during the inspection.

#### Responses to learner questionnaires

Nine out of nineteen pupils responded to the questionnaire and overall are very positive about the PRU and feel that they are doing well. The majority feel that they have someone to talk to if they are worried. The majority of pupils agree that they feel safe and that the PRU teaches them to improve their health. Most pupils feel that the PRU deals well with bullying and that they are listened to and encouraged to take responsibility. They believe that they are encouraged to respect other people's backgrounds and that they receive respect for theirs. They feel that they have enough books and equipment. However, over half of the pupils who responded did not agree that pupils behave well.

## Appendix 2

### The inspection team

Alec Clark	Reporting Inspector
Claire Yardley	Team Inspector
Justine Barlow	Lay Inspector
Trefor Jones	Peer Inspector
Mark Peters	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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