



*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

**Report of visit  
Level of follow-up: significant improvement**

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

**Date of visit: January 2014**

**by**

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

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**The monitoring team**

Huw Davies	Reporting Inspector
Anthony Mulcahy	Team Inspector

## **Outcome of monitoring visit**

Yr Wyddfid Pupil Referral Unit, is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the PRU from the list of PRUs requiring significant improvement.

## **Progress since the last inspection**

### **Recommendation 1: Implement effective behaviour strategies across the PRU that ensure all pupils are given the opportunity to learn**

This recommendation has been largely addressed.

The pupil referral unit (PRU) has prioritised and successfully implemented a range of new procedures to improve pupil behaviour. The new behaviour management system sets clear boundaries and expectations for pupil behaviour. These are on display in classrooms and around the PRU. Staff apply the policy and procedures consistently and have high expectations of pupil behaviour. However, staff feedback to pupils at the end of lessons on their performance against targets set in Individual Behaviour Plans (IBPs) is inconsistent. Staff manage low-level disruption effectively to minimise its impact on other learners. The PRU now makes effective use of a satellite provision to group pupils according to their behavioural needs. This has resulted in the more challenging pupils being educated at a separate site. This has removed the negative impact that these behaviours were having on other pupils. However, the impact of this intervention on the standards achieved by those who attend the satellite provision has not yet been fully evaluated.

The personal and social education curriculum provides valuable opportunities for pupils to gain a better understanding of the effect of their behaviour on others and explore constructive ways to manage their feelings. Pupils engage well in restorative practice and learn from their experiences. Members of the school council were involved in agreeing the rewards and consequences that form part of the new behaviour management system. Pupils feel that this system is both fair and helpful to them in taking responsibility for their behaviour.

Nearly all pupils have a good understanding of the behaviour management system and respond well to staff support and guidance. Most pupils demonstrate good behaviour in lessons and around the PRU and relate well to each other and to members of staff. They are aware of both their rights and responsibilities.

The PRU has developed strong links with external agencies such as the school-based counselling service and the child and adolescent mental health service (CAMHS). These are increasingly effective in providing support and guidance for pupils.

The improvements in pupils' behaviour has resulted in a decrease in the number of exclusions, serious incidents and physical interventions this academic year

compared to data for similar periods in previous years.

Other indicators of the improved behaviour at the PRU include improved attendance and participation in learning, especially amongst children with a history of poor attendance.

Improved pupil behaviour has also had a positive impact on provision, as the PRU has been able to expand the curriculum to include technology and outdoor education. These curriculum developments have enabled pupils to develop a wider range of practical and independent living skills including problem solving and working with others.

Although there is evidence that more pupils are achieving targets set in their IEPs, the evaluation of improved behaviour on standards is currently under developed.

### **Recommendation 2: Make sure that all pupils improve their literacy, numeracy and communication skills**

This recommendation has been largely addressed.

The PRU has prioritised the development of literacy and numeracy skills and has implemented appropriate policies and schemes of work for the development and co-ordination of these skills across the curriculum.

Pupils apply their literacy and numeracy skills in a wide range of subjects. For example, in history pupils use creative writing to explore the effects of bombing on British cities during the Second World War and they use numeracy skills accurately in design technology to estimate and measure.

Most pupils make appropriate progress with writing skills and improve their use of punctuation, grammar and vocabulary. Many pupils also make good progress with their reading and thinking skills. Pupils use good communication skills when evaluating their work.

Many pupils use a range of number skills accurately including the four rules of number, decimals and fractions. They use an appropriate range of datahandling skills to record and present information in charts and diagrams.

A wide range of standardised assessments is used to establish pupils' baseline performance from which to set targets and measure development. However, assessment results do not always inform targetsetting for the development of literacy and numeracy skills well enough.

Teachers place National Curriculum level descriptors in the front of most pupil workbooks and use these to set targets and track progress with pupils. Marking is up to date in nearly all books.

### **Recommendation 3: Further develop systematic monitoring and evaluation of pupil performance**

This recommendation has been largely addressed.

The PRU has prioritised the improvement of behaviour, literacy and numeracy skills and has implemented appropriate new policies, schemes of work and monitoring systems to support the development of these priorities. Leaders now analyse a wide range of data about attendance, exclusions, behaviour, and pupil performance to identify trends and improve outcomes for learners.

Teachers use the results of a wide range of assessments to inform their day-to-day planning and track pupil progress using National Curriculum levels. Marking is up to date in nearly all books. However, teacher comments are generally concerned with task completion and do not always help pupils understand what they need to do to improve their work.

Leaders have developed appropriate systems to involve pupils in setting and evaluating targets as part of the behaviour management system. This has helped pupils to improve their behaviour and take responsibility for their actions.

Pupils' individual education plans (IEPs) are based on thorough assessment and now contain specific and measurable targets. However, these do not always relate closely enough to the results of the diagnostic assessments.

### **Recommendation 4: Provide appropriate information to the management committee about behaviour, attendance and standards within the PRU**

This recommendation has been partly addressed.

PRU leaders in the local authority, including the acting teacher-in-charge of Yr Wyddfid, have worked in partnership to revise the pro-forma for reporting to their management committee. The new form requires the PRU to provide an appropriate range of information that includes behaviour, attendance and pupils' performance.

Although the revised reporting pro-forma is now in place, it is too soon to judge its effectiveness because the management committee has met only once since the inspection in January 2013.

### **Recommendation 5: Manage staff performance systematically**

This recommendation has been partly addressed.

The PRU's performance management policy is beginning to be used to good effect. There is now a systematic approach to evaluating the performance of all staff. Since the inspection in January 2013, all teachers and support staff have undergone performance management. A review of the acting teacher-in-charge's performance is due to take place in January 2014.

Performance management targets link well to whole PRU priorities, curriculum and national initiatives and are relevant to staff developmental needs.

In a few cases, there is clear evidence of progression from previous targets. It is not possible to make a judgement on the successful completion of targets for all staff as the system is relatively new and many staff have either joined or returned to the PRU after the current system was implemented. However, very few staff provide written comments formally as part of the process.

Nearly all teachers have had their lessons formally evaluated by members of the leadership team. However, feedback is generally restricted to comments on teaching, no grades are awarded and the observations do not consider standards achieved by pupils in lessons. As a result, identifying areas for development relating to pupils' standards and teaching are under-developed. In addition, most staff have yet to use the observations and targets for improvement to inform their teaching.

The PRU has actively supported the development of the skills of its support staff, with many qualifying as higher level teaching assistants. However, opportunities for staff to further develop their curriculum knowledge and gain a deeper understanding of pupils' needs is under-developed.

The PRU is currently managed by an acting teacher-in-charge and an acting deputy teacher-in-charge. In addition, one member of teaching staff is on a temporary contract.

Around half of the staff do not have up-to-date job descriptions. This has created a degree of uncertainty within the PRU.

**Recommendation 6: Leaders should deploy staff appropriately to help pupils attend lessons.**

This recommendation has been fully addressed.

Changes to the way the PRU uses its staff are having a positive impact on pupils' attendance at classes. Staff now understand what is expected of them in the various roles to which they are deployed.

The introduction of a key worker role for teaching assistants is particularly effective. These staff now focus on supporting pupils' pastoral needs. In addition, they are deployed very effectively to deliver sessions in music, design technology and forest schools.

The PRU now actively consults pupils about the planning of the weekly reward day. This motivates pupils to engage in lessons. Rewards include both on-site and off-site activities such as cookery sessions at the PRU and walking the local search and rescue dogs.

Staff support the PRU's most emotionally vulnerable pupils to develop their confidence and self-esteem through a nurture group. However, staff have not formally undertaken any training in relation to nurture groups and their knowledge of

attachment related issues are not well developed.

The setting up of temporary satellite provision has allowed the PRU to work with some of the most challenging pupils and maintain their engagement in formal education away from the distractions of the main PRU. These approaches, amongst others, are having a positive impact on engaging pupils in lessons and in improving attendance levels and reducing the incidence of exclusion.

### **Recommendations**

In order to maintain and improve on this progress, the PRU should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.