



*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**

**Canolfan Enfys  
Clayton Road  
Mold  
Flintshire  
CH7 1SU  
United Kingdom**

**Date of inspection: March 2015**

**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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## Context

Canolfan Enfys is a pupil referral unit maintained by Flintshire County Council. It opened in 2012. It is a Foundation Phase assessment centre offering placements for up to 25 pupils aged 3 to 7 years where there is uncertainty regarding their primary needs.

The aim of the centre is to assess pupils' individual needs, support progress in targeted areas and facilitate transition into appropriate placements.

There are currently 16 pupils on roll. Ten pupils of nursery age attend for either five morning or afternoon sessions. Six pupils of reception age and older attend the centre full time. Admissions to the PRU are managed through a local authority moderation panel. Nearly all pupils are from English speaking homes. All pupils have additional learning needs. Two pupils have statements of special educational needs.

The management committee was reconstituted in January 2015. The teacher in charge was appointed in September 2013.

This is the first inspection of this setting by Estyn.

## Summary

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

### Current performance

The centre's current performance is good because:

- Nearly all pupils make good progress in their communication and social skills, preparing them well for the next stage in their education
- Learning experiences are well planned and exciting, and they successfully motivate pupils to learn
- Staff make effective use of the space available and resources are of good quality
- Tasks are well matched to pupils' ability and prior achievement
- The centre has a positive ethos, where every pupil is respected and valued

### Prospects for improvement

The centre's prospects for improvement are adequate because:

- The teacher in charge has a strong sense of purpose and communicates a clear vision for the centre
- Staff work together effectively as a team
- There is a strong focus on developing pupils' literacy and numeracy skills
- Staff receive appropriate training and make good use of advice to improve pupil outcomes
- The centre has a good range of effective partnerships

However:

- Although the PRU collects data, it does not analyse this carefully enough at a strategic level in order to inform school improvement
- The strategic role of the management committee is underdeveloped
- The self-evaluation process does not draw on evidence from the observation of teaching and learning

## Recommendations

- R1 Improve opportunities for pupils to develop their information and communication technology (ICT) skills
- R2 Address the shortcomings in safeguarding and health and safety identified during the inspection
- R3 Develop the strategic role of the management committee
- R4 Ensure that all policies are reviewed regularly and kept up-to-date
- R5 Strengthen self-evaluation through including evidence gained from the observation of teaching
- R6 Improve the use of data to inform strategic improvement planning

### **What happens next?**

The PRU will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the PRU's progress.

## Main findings

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

Good

#### Standards: Good

Most pupils make good progress toward Foundation Phase outcomes. They respond well to the nurturing ethos of the centre and make steady progress in their personal and social skills. This prepares them well for the next stage in their education. All pupils who left the centre from September 2012 to August 2014 made successful moves to other learning providers.

It is not appropriate to compare the standards that pupils achieve at Canolfan Enfys with national averages or to analyse trends in overall performance over time because of the wide range of pupils' additional learning needs.

Over time, most pupils grow in confidence and improve their ability to express themselves, which is evident in their role-play. They are able to listen and respond to simple instructions successfully and nearly all pupils develop communication skills appropriate to their needs and ability. For example, pupils with autistic spectrum disorders make choices and communicate their needs effectively using a picture exchange system. Pupils with more complex communication needs use a range of sounds and gestures to communicate choice and respond to questions.

Nearly all pupils enjoy listening to stories and show an interest in books. Most pupils recall the main events from a story that they have listened to. A majority of pupils show understanding of text by matching symbols to events in a story. A very few pupils show reading skills in line with their age and appropriate Foundation Phase outcomes.

Nearly all pupils make suitable progress with their early writing skills and make marks confidently in a variety of ways, for example when they draw in sand trays. More able pupils can overwrite letters with increasing control and a very few can write their names.

Over time, many pupils make suitable progress with their numeracy skills. Many pupils are able to sort and match colours and shapes accurately. Most count confidently together by rote to 10. A minority are able to match numbers and symbols up to 10. Many pupils are developing their mathematical language appropriately, such as using "big" and "small" when comparing the size of two or more objects. A few more able pupils identify common two-dimensional shapes. For example, they can name and sort shapes into sets of circles, squares and rectangles.

Most pupils use a range of small tools and equipment with increasing control and accuracy, such as when painting pictures, playing with sand trays and building block roadways.

Most pupils make suitable progress in learning to control their body movements. They develop their confidence using equipment to balance, bounce, jump and pull during physical activity sessions.

A very few pupils make effective use of the internet to research and use word processing well to record their work. However, only a minority of pupils use the interactive whiteboard to develop their ICT skills and make effective use of ICT to play games that support their learning.

Most pupils respond appropriately to greetings in Welsh.

**Wellbeing: Good**

Pupils at Canolfan Enfys show enjoyment in their lessons and are keen to learn. They participate well and work with enthusiasm. They form positive relationships with staff and build friendships with their peers. This is significant given the social development of pupils when they arrive at the centre.

Most pupils have a good understanding of how to keep healthy. Over time, they gain the confidence to try new foods. They develop an awareness of items of food that are healthier than others. Pupils enjoy opportunities to engage in physical activity, for example using climbing equipment, pedal buggies and tunnels. They develop co-operative play well through creative use of physical equipment.

With appropriate support, pupils develop the ability to make the right choices regarding their behaviour and most pupils improve their behaviour over time. A quarter of pupils were subject to fixed term exclusions in their previous schools. However, there have been no fixed term or permanent exclusions during the last three years at the centre.

Pupils show respect for each other, for staff and visitors. They are kind and friendly towards others. Pupils develop their understanding of care through looking after small animals, for example Olive, the centre's spaniel, who is being trained through the 'pets as therapy' scheme.

At 95%, attendance at the centre is very good. A few pupils have shown significant improvement in their attendance since admission to the centre. For many, this is the first time that they have attended school regularly for a full or half day. This is a strength of the centre.

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

The centre makes effective use of both the indoor and outdoor environment to provide pupils with a wide range of interesting and exciting opportunities to learn through play and exploration. For example, well-resourced learning zones inside each classroom enable pupils to explore a wide range of materials, light and sound and to take part in role play. There is an appropriate balance between activities led by adults and those chosen by pupils.

Staff work well together well to plan learning activities with an appropriate focus on the areas of learning from the Foundation Phase and the Literacy and Numeracy Framework. Lesson planning is suitably flexible to enable staff to adapt or change the focus of activities to respond appropriately to pupils' interests and abilities.

The centre provides pupils with worthwhile and beneficial opportunities to develop their literacy and numeracy skills throughout each session. Teachers plan focused group sessions well and use time effectively to develop pupils' communication and social skills. However, opportunities for pupils to develop their ICT skills are underdeveloped.

There are appropriate opportunities for pupils to learn about the culture and traditions of Wales through celebrating festivals such as St David's Day. Staff provide useful opportunities, such as 'Helpwr Heddiw,' to support pupils' Welsh language development. However, there are limited opportunities provided for off site visits to places of local interest.

### **Teaching: Good**

All staff demonstrate a clear understanding of Foundation Phase practice. They know their pupils well and plan learning activities that are well matched to the individual needs of pupils. They provide pupils with a wide range of stimulating activities and high quality resources that keep the pupils motivated and maintain their interest.

Staff use careful questioning to check pupils' understanding and develop their thinking skills. They encourage them to explore and investigate for themselves. Staff have high expectations of the pupils and manage behaviour well.

All staff give constructive oral feedback to pupils, which motivates pupils and helps them remain on task.

Staff make effective use of focused observations to create detailed records of pupils' progress. These records enable staff to provide a clear picture of each pupil's strengths and areas for development. As a result, staff set clear targets for pupils that focus well on their individual needs.

Detailed review reports and informative daily home school diaries keep parents and carers well informed about their child's progress.

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

Centre staff work effectively as a team to create a caring and friendly environment.

The centre makes appropriate arrangements for promoting healthy eating and drinking. It provides pupils with a wide range of physical activities, for example daily exercises in the hall linked to a language development programme.

There is a range of appropriate strategies in place to improve the behaviour of pupils. Positive relationships between staff and pupils promote good behaviour further. However, the recording of incidents that require physical intervention by staff is not sufficiently detailed.

Staff encourage pupils to play together in an atmosphere of tolerance and understanding during break and lunchtime periods.



The centre makes good use of specialist services to support pupils. This includes valuable support from therapists and educational psychologists.

The centre has effective procedures to assess the additional needs of pupils. Where appropriate, this contributes positively to the process of statutory assessment. The information also helps staff to identify suitable future placements for the pupils.

Relevant targets in individual education and speech and language plans are displayed prominently throughout the centre. Pupils are aware of and respond well to suitable targets about their behaviour. The centre shares targets with parents and carers. However, they are not always involved enough in the initial setting of targets.

The centre's arrangements for safeguarding pupils generally meet requirements but a few areas give cause for concern.

### **Learning environment: Good**

The centre provides a highly supportive and positive environment, which helps pupils grow in confidence. There is a strong focus on equality and diversity. Pupils of all backgrounds and needs are included fully in all aspects of the school and treated with respect and dignity. There are appropriate policies and procedures in place to deal effectively with any form of discrimination.

The accommodation provides pupils with a stimulating, well-maintained learning environment.

The classrooms are well resourced to meet the learning needs of pupils and the requirements of the curriculum. The outdoor environment contains ample areas and opportunities for creative play. Teachers make effective use of the main hall for a variety of physical and learning activities.

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

The teacher in charge has a clear vision for Canolfan Enfys. The committed staff work effectively as a team to ensure that they deliver the agreed core values of the centre. They feel valued and well supported in their work.

The teacher in charge provides strong leadership to the centre. Although there is no senior management team to share responsibilities, teachers are developing their leadership role through the arrangements for planning and monitoring of the Literacy and Numeracy Framework. To support its work, the centre has developed effective networks of support across schools and pupil referral units from within the authority and across the wider region.

The teacher in charge has high expectations of staff and has developed useful procedures to manage their performance. There are well-designed plans that support the development of staff at all levels. As a result, all staff undertake training to improve their performance.

Regular staff meetings ensure that staff have opportunities to discuss the work of the centre.

The newly formed management committee is in the early stages of development. Members receive good levels of detail about the performance of individual pupils. The committee is highly supportive of the teacher in charge and the staff. However, it does not have a strategic overview of the work of the centre. For example, it is not involved in the self-evaluation process or performance management procedures and does not review policies to ensure that they meet requirements. As a result, the committee does not provide the centre with the challenge it needs to help it improve.

### **Improving quality: Adequate**

Self-evaluation and development planning are becoming a regular part of the cycle of improvement at Canolfan Enfys.

The process of self-evaluation, using a range of evidence, highlights important areas for improvement as well as the strengths of the centre. However, the current report does not reflect the evaluation fully and is too descriptive.

The school development plan links well to the areas highlighted for improvement through the self-evaluation process. The plan prioritises areas for development the centre wants to improve. It details the actions required to secure the planned improvements, staff involved, timescale and the success criteria for each action. Progress against the priorities is monitored regularly. However, the plan does not note the cost of these priorities to enable the centre to allocate budget to meet these costs.

All teaching staff have had their performance reviewed and have agreed personal and professional targets for improvement. These targets link well to the school development plan. However, formal observations of teaching have not yet taken place. Professional development opportunities are clearly linked to the centre's priorities and focus well on raising pupils' standards, for example in reading and writing. All staff access a wide range of training, which impacts positively on improving pupils' standards and wellbeing.

The centre uses individual pupil performance data consistently well to analyse pupil progress and plan for improvement. However, data does not inform school improvement well enough and its use to measure progress in addressing targets in the school development plan is under developed.

### **Partnership working: Good**

Canolfan Enfys has developed effective partnerships with a wide range of schools, pupil referral units and organisations. It works well with the local authority's educational psychology team to support pupils' comprehensive assessment of needs. These partnerships are well focused on improving pupils' wellbeing and learning.

A range of appropriate multi-disciplinary agencies work closely with the centre to advise and guide staff and provide support to individual pupils. For example, therapists and technicians assess pupils' speech and language needs and provide on-going advice to staff about how best to work with pupils. Where necessary, the centre seeks the advice of other specialist providers such as CAMHS to support pupils' wellbeing.

The centre has particularly effective partnerships with mainstream schools. Careful planning of all transfers in and out of the centre ensures that pupils settle quickly and begin to make progress. The centre uses support staff extremely effectively to support pupils who move on to mainstream schools. This helps to ensure successful transition and also develops the skills and expertise of mainstream staff. A sound partnership with the mainstream school on the same site enables pupils to benefit from the use of facilities such as the forest school. These opportunities have a positive impact on pupils as they enable them to broaden their learning experiences.

Staff at Canolfan Enfys keep parents and carers well informed about their children's progress through daily diaries, termly review meetings and annual reports.

The local authority moderation panel manages the referrals to the centre. Generally this process ensures that the centre can meet the needs of all pupils who attend the centre.

### **Resource management: Good**

The centre has a good range of experienced and suitably qualified teachers and support staff. As a result, they are able to support pupils' broad range of individual needs well.

The centre has developed into a learning community where all staff are enthusiastic to continue to develop their professional skills and knowledge. Their continued professional development is well planned for and is well aligned with school development planning.

In line with statutory guidance, staff have appropriate planning, preparation and assessment time.

Networks of professional practice, for example in relation to literacy and numeracy, are supporting staff to develop their expertise and have a positive impact on teaching and learning.

The centre uses its delegated budget effectively to improve the quality of pupils' learning and support specific developments. For example, it has ensured that staff have up to date knowledge and skills in the Foundation Phase, and has invested in additional resources to support the development of the Literacy and Numeracy Framework. In view of the good standards achieved by pupils, the effective teaching and good quality resources, the centre provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

The number of responses received was fewer than 10. No data will be shown.

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The inspection team

Anthony Mulcahy	Reporting Inspector
Sw Roberts	Team Inspector
Terry James Davies	Lay Inspector
Peter Owen	Peer Inspector
Carol Jones	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