



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

A report on

**Canolfan Bro Tywi Behaviour Support Service
Canolfan Bro Tywi
Llansteffan Road
Johnstown
Carmarthen
SA31 3NQ**

Date of inspection: December 2017

by

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

About Canolfan Bro Tywi Behaviour Support Service

Canolfan Bro Tywi was established in September 2017, following a restructure of the Behaviour Support Centre and Canolfan Y Gors. It provides specialist provision to support pupils from foundation phase to key stage 2. This is the first inspection of Canolfan Bro Tywi.

Canolfan Bro Tywi is a pupil referral unit (PRU) located in a semi-rural location on the edge of the town of Carmarthen. It has close access to the major road system of the area, local amenities such as the leisure centre, and local comprehensive schools.

The PRU is situated on the campus of Rhydygors Special School for pupils with emotional and behavioural difficulties and Canolfan Y Gors specialist provision for key stage 3 and 4.

The PRU occupies a purpose built unit that provides provision for 24 pupils. It typically offers two terms' placement. Facilities include four classrooms, an intervention room, conference facilities and a variety of playing areas.

There are currently five pupils in the foundation phase and 10 in key stage 2. All pupils at the PRU have emotional and behavioural difficulties. Two pupils have a statement of special educational need (SEN) and one pupil is a first language Welsh speaker.

The PRU provides a range of support and intervention programmes to complement and extend the work initiated by mainstream schools. It aims to provide a short-term placement to meet the needs of the individual pupils. The emphasis is to enable the pupils to return to mainstream education and therefore the curriculum is tailored to promote each pupil's reintegration to school.

Summary

A majority of pupils at the PRU thrive in the nurturing and supportive environment. They have very productive and professional relationships with staff and many pupils maintain their mainstream school placements. During their placement, many pupils achieve their learning and behaviour targets. However, the PRU does not robustly assess pupils' levels of ability on entry and is therefore unable to measure accurately the progress pupils make.

Teachers plan lessons around the interests of pupils and this helps them to stay engaged in learning. However, the PRU does not plan consistently to meet the learning and skills needs of individual pupils. In addition, there is poor planning for learners who are first language Welsh speakers. Most teachers establish valuable and productive relationships with their pupils and encourage them in their learning. They are good language role models and explain tasks well with clear instructions. However, overall, the quality of teaching at the PRU is adequate and needs improvement. A minority of teachers do not plan well enough to engage learners and planning for the needs of individual pupils is underdeveloped.

Most pupils feel safe at the PRU. However, the behaviour of a few pupils disrupts the learning of others.

The behaviour support manager is starting to provide purposeful strategic leadership and the newly formed management committee provides an appropriate level of support.

| Inspection area | Judgement |
|--|--|
| Standards | Adequate and needs improvement |
| Wellbeing and attitudes to learning | Adequate and needs improvement |
| Teaching and learning experiences | Unsatisfactory and needs urgent improvement |
| Care, support and guidance | Unsatisfactory and needs urgent improvement |
| Leadership and management | Adequate and needs improvement |

Recommendations

- R1 Improve pupil outcomes, including standards and progress in literacy, numeracy and ICT
- R2 Make sure that there is a robust assessment of pupil needs on entry to the PRU and that this information is used well to inform teacher planning
- R3 Ensure that all staff apply the behaviour policy at all times
- R4 Ensure that self-evaluation is robust and covers all areas of the PRU's work including intervention programmes
- R5 Address the health and safety issues identified during the inspection

What happens next

Significant improvement

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 which 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

Standards: Adequate and needs improvement

Pupils who attend the PRU have a range of social, emotional and behavioural difficulties and have difficulty managing their behaviour in their mainstream schools. The majority of pupils have a history of poor attendance and a few pupils have missed out on a considerable amount of education prior to starting at the PRU.

Many pupils respond positively to the nurturing environment at the PRU and develop productive and positive relationships with staff. They make suitable progress in improving their behaviour and emotional wellbeing and succeed in maintaining their placement at their mainstream school. Over the course of their two-term placement at Canolfan Bro Tywi, the majority of pupils make sound progress towards achieving their learning and behaviour targets set in their individual plans. However, a few do not make enough progress in modifying their challenging behaviour and improving their social skills.

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

In lessons, many older pupils have good recall of previous work and apply their knowledge and understanding well to new activities and tasks. For example, during personal and social education lessons they talk confidently about what makes the heart healthy and the physical effects emotions have on bodies.

Many pupils listen well to staff and their peers. Although younger pupils have weaker oracy skills, they respond suitably to teachers' questioning and provide brief verbal responses. Most pupils are confident when explaining their work and how they are feeling.

In nearly all lessons across the PRU, there are limited opportunities for pupils to develop their reading skills. When given the opportunity, many pupils read short passages with sufficient confidence and accuracy for them to make limited progress in their understanding.

Overall, pupils at the PRU have weak spelling and explain their ideas using a limited range of vocabulary. They write within a narrow range of styles and for a limited range of audiences. Younger pupils show good progress in their letter formation and they progress suitably to writing interesting short independent pieces, for example in topic work about frogs.

Many older pupils make suitable progress in their understanding of the four rules of number in maths lessons. A few make sound progress in calculation when extracting information from co-ordinates on a map, working out place values and sorting the order of numbers. Higher ability pupils are confident in working out fractions and calculating various units of measure. However, due to limited opportunities to apply their skills across the curriculum, pupils generally make slow progress in numeracy.

The majority of pupils make good progress in their information communication technology (ICT) skills. For example, younger pupils use computer tablets confidently to make short video diaries and a few older pupils make productive use of their ICT skills to highlight and correct typing errors on electronic documents.

Many younger pupils enjoy learning through play. They are confident when they explore and discuss the sensory qualities of a variety of materials and products. They are enthusiastic when presented with new experiences and tasks. Most pupils in key stage 2 make sound progress in their creative skills. For example, in art lessons, they experiment enthusiastically with colours and describe tonal qualities confidently. In these lessons, many develop their thinking skills well. A majority of pupils develop their ideas successfully in tasks such as designing a t-shirt for a friend and creating a fire safety poster.

Overall, pupils across the PRU make limited progress in the development of their Welsh language skills. Very few pupils use basic Welsh words to greet teachers or to respond to teachers who use Welsh greetings or words of praise.

Wellbeing and attitudes to learning: Adequate and needs improvement

Many pupils feel safe at the PRU and the majority feel that staff deal well with poor behaviour and any incidents of bullying. Most develop their understanding of how to live healthily, including the importance of healthy eating and drinking.

The majority of older pupils maintain positive relationships with teachers and support assistants. They persevere with tasks and concentrate well when completing individual work. The majority of pupils show care and concern for their peers and a majority show respect towards adults. Across the age range, the majority of pupils cooperate well with the adults supporting them and are polite and friendly with visitors.

A significant few pupils across the PRU display particularly challenging and defiant behaviour. These pupils do not co-operate well with staff and show little respect for others. They have a highly negative impact on the wellbeing and learning experiences of other pupils.

Pupils develop suitably their understanding of the importance of helping other people through their participation in a variety of engaging activities. For example, they raise money for the Children in Need charity and help to prepare for the Christmas Fair.

It is not possible to compare trends in pupil attendance over time. However, attendance at the centre is good. The majority of pupils have improved their attendance significantly compared with their attendance at school. This is a strength of the PRU. A minority of the pupils were subject to fixed-term exclusions in their previous schools. In contrast, the number of fixed-term exclusions at the PRU this year is low.

The school council is a new development at the PRU. It is too early to evaluate the impact of the work of the school council on pupils' wellbeing.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

The PRU provides an appropriate range of learning experiences that generally meet the needs of pupils. It makes relevant use of the local environment to extend pupils' learning and their knowledge of the wider community. For example, pupils visit the local library on World Book Day and support the local foodbank.

The PRU plans an appropriate and thoughtful curriculum for pupils at the PRU. Younger pupils have valuable opportunities to learn through play. For example, they create snowballs from different textured materials to explore the sounds they make and use a variety of geometrical shapes to build a snowman picture. However, although a few teachers are starting to use a thematic approach in their planning, this is in the early stages of development. Planning for skills, particularly literacy and numeracy, is underdeveloped.

Staff provide worthwhile opportunities for outdoor learning experiences and exercise for all pupils, particularly through the 'Thumbs up Thursday' outdoor learning programme.

The PRU offers a relevant range of intervention programmes to support pupils in their personal and social development. However, the PRU does not evaluate the impact of these interventions and is unable to measure their effectiveness.

The PRU has developed very good links with all mainstream schools within the local authority. There is effective planning to provide continuity of support for the pupils who, with only a few exceptions, attend their local school for up to one day per week.

The PRU promotes Welsh language and culture well around the centre and in lessons. However, teachers do not plan well enough for pupils to practise and develop their Welsh language skills while away from their Welsh medium schools. They use a very limited range of resources in the Welsh language to support first language Welsh pupils in their learning.

Overall, the quality of teaching at the PRU is adequate and needs improvement.

Most teachers establish valuable and productive relationships with their pupils. They demonstrate a sound understanding of their needs and individual characters and use this information well to encourage pupils in their learning. Most teachers are good language models. They explain tasks well and give clear instructions.

The majority of teachers provide clear lesson objectives and plan an appropriate range of activities to engage pupils in interesting topics. They use a suitable range of resources to motivate pupils and help them to remain on task. In a minority of lessons, planned tasks go on for too long and do not engage learners well enough. As a result, a few pupils lose interest, display negative attitudes to learning and disrupt the learning for others. This means that activities do not take place as planned and pupils do not make as much progress as they could. Overall, planning to meet the needs of individual pupils is underdeveloped.

Generally, teachers plan suitably to support pupils' literacy and numeracy. However, teachers do not consistently use secure assessment information to plan accurately to

meet the needs of each pupil. There is an over-reliance on worksheets and short tasks that do not enable pupils to develop extended reading and writing skills well enough.

Nearly all support staff work effectively to support learners in their care and establish positive and valuable relationships with their pupils. In the best lessons, they liaise well with the class teacher, offer discreet guidance to pupils and ensure suitable praise for good effort and positive engagement.

In lessons, teachers generally use suitable closed questions to check for pupils' understanding. However, overall, teachers' narrow range of questioning offers little opportunity for pupils to develop their thinking and problem-solving skills.

Care, support and guidance: Unsatisfactory and needs urgent improvement

There is a very caring and supportive ethos at the PRU. Staff provide a nurturing environment where pupils can thrive. They work hard to develop positive relationships and to provide a calm environment that is conducive to learning.

The PRU promotes a positive reward system for pupils that is well-established across all classes. Each class has a discipline plan that clearly sets out rewards and consequences. However, staff do not consistently apply the agreed consequences of poor behaviour. As a result, a few pupils continue to misbehave and this disrupts lessons and has a negative impact on the learning of others.

The PRU has recently started to record incidences of poor behaviour electronically. However, the information staff record varies too much and there is no evaluation of incidents to track and establish trends.

Although the PRU has started to monitor and track attendance appropriately, the monitoring and tracking of other areas such as pupils' progress, the progress of pupils with additional learning needs and pupils' wellbeing is underdeveloped.

The PRU has established positive relationships with parents and carers and offers appropriate support where this is required. Staff maintain regular contact with home and jointly agree targets for pupils. They have produced a useful parent and carer guide that explains the work of the PRU and provides relevant information.

Through positive links with outside agencies such as the health board, the PRU provides all pupils with appropriate intervention programmes to support their personal skills and to encourage healthy living. These include a tooth brushing programme where pupils learn skills in gum care and decay prevention. Most pupils take part in valuable enrichment programmes such as relaxation therapy and anger management.

The PRU's arrangements for safeguarding generally meet requirements but a few areas give cause for concern. These were raised with the PRU at the time of the inspection.

Leadership and management: Adequate and needs improvement

The current PRU was established in September 2017 after a restructure of the behavioural support provision in the county. The PRU is led by the behaviour support manager who had a senior role in the previous structure. The teaching and support team at the PRU are a combination of staff who are new and those who have transferred within the service. The management committee was formed in October 2017.

The PRU has adopted a thoughtful and ambitious vision statement: that pupils will have success today and be prepared for tomorrow. This is supported well by an appropriate range of aims and objectives.

The behaviour support manager is starting to provide a purposeful strategic lead for the PRU. However, many strategies and processes, including curriculum planning, are very new and it is not possible to evaluate the quality of these initiatives at this time.

The PRU offers staff useful opportunities to engage in professional development. All teachers have three development objectives and observation practices are newly established. There is a well-planned calendar of staff development events including creating a coaching culture and developing thinking skills.

The behaviour support manager has delegated appropriate roles to staff. These include co-ordinators for literacy, numeracy and ICT. However, the roles are very new and although there is a suitable line of accountability, it is too early to see the effectiveness of these roles in developing pupils' skills.

The PRU has established a suitable management committee. Members bring an appropriate range of expertise and knowledge to the PRU. The chair of the committee has a very clear initial understanding of the work of PRU and an appropriate focus on challenge and improvement. She is providing a valuable level of support for the behaviour support manager. There are secure plans in place to establish a structure of sub-committees.

The PRU has established a broad range of relevant policies such as anti-bullying, attendance and behaviour. However, a minority of the policies are generic and a few are not sufficiently specific to the PRU. No policies have yet been signed.

The self-evaluation report is an honest account of the work of the PRU. However, self-evaluation is in the very early stages of development. There is too little contribution from staff and stakeholders and in many parts there is a lack of evaluation. Due to the recent restructure, the report contains information and analysis of work that relates to another provider. This makes it difficult for the PRU to clearly identify itself within the document.

The PRU development plan identifies relevant targets for the PRU for the coming year. There are clear steps of how targets will be achieved, a named responsible person, review dates and success criteria. There is an appropriate focus on pupils and pupil outcomes. However, the PRU has not identified a few important areas for improvement. These include the consistent application of the positive behaviour policy.

The PRU has a secure understanding of the costs incurred by the centre and the income available through the education improvement grant (EIG) and the pupil development grant (PDG). There are plans in place to use the grants appropriately, for example for staff training in areas such as the new curriculum and catch up literacy.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

| | |
|--|--|
| Excellent | Very strong, sustained performance and practice |
| Good | Strong features, although minor aspects may require improvement |
| Adequate and needs improvement | Strengths outweigh weaknesses, but important aspects require improvement |
| Unsatisfactory and needs urgent improvement | Important weaknesses outweigh strengths |

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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