Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Conwy Secondary Pupil Referral Unit
c/o Cadnant Education Centre,
Rosemary Lane, Conwy. LL32 8NB

School Number: 6621104

Date of Inspection: 12/02/07

by

Jim Phillips
16227

Date of Publication: 18/04/2007

Under Estyn contract number: 1400506
Conwy Secondary Pupil Referral Unit was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child’s school.

The inspection of Conwy Secondary Pupil Referral Unit took place between 12/02/07 and 13/02/07. An independent team of inspectors, led by Jim Phillips undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

- **Grade 1**: good with outstanding features
- **Grade 2**: good features and no important shortcomings
- **Grade 3**: good features outweigh shortcomings
- **Grade 4**: some good features, but shortcomings in important areas
- **Grade 5**: many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full inspection.**
Year groups 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 LEAs.

The term ‘Reception’ (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
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<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
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<td>8-9</td>
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<td>10-11</td>
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Secondary phase:

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<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
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<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
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The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
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<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
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<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
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<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
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<td>Welsh second language</td>
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<td>Science</td>
<td>27</td>
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<td>Information technology</td>
<td>27</td>
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<td>Design technology</td>
<td>27</td>
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<td>History</td>
<td>28</td>
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<td>Geography</td>
<td>28</td>
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<td>Art</td>
<td>28</td>
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<tr>
<td>Modern foreign languages</td>
<td>29</td>
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<tr>
<td>Music</td>
<td>29</td>
</tr>
<tr>
<td>Physical education</td>
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## The nature of the provider

1. The Secondary Social Inclusion Service is one of the 4 registered Pupil Referral Units (PRUs) in Conwy. The PRU is located on 2 sites, The Cadnant Education Centre catering for pupils in Years 9 and 10 and The Llwydgoed Education Centre, catering for pupils in Years 7 and 8.

2. Most pupils are from socially disadvantaged backgrounds and some pupils have also been involved with the Social Inclusion Service, Social Services, Criminal Justice and/or the Youth Offending Team (YOT) for a number of years. All are from English speaking backgrounds, some originating from North West England.

3. Most pupils are at ‘School Action Plus’ level of special educational needs (SEN) provision and have 22.5 hours per week teaching time available to them. Five pupils have statements of SEN with 4 pupils identified as having Specific Learning Difficulties and one with Moderate Learning Difficulties. 65% of pupils are entitled to free school meals.

4. Pupils stay at the PRU for an average of 13 weeks but placements range from a minimum of 6 weeks to a maximum of 43 weeks. All pupils are either reintegrated into mainstream schools or at the end of Year 10 (Y10) transfer to other appropriate alternative provision.

5. Up to 1 pupil per mainstream school is admitted by direct referral to the Headteacher and if additional referrals are made these are processed by the Social Inclusion Service ‘Pupil Review Forum’. All pupils are dual registered with a mainstream school. At the time of the inspection 7 pupils attended the Llwydgoed Centre and 10 attended the Cadnant Centre. There are two classes at each centre and staffing provision is five full-time teachers (including the headteacher) and two part-time teachers. They are supported by four teaching assistants.

6. The admission process involves a planning meeting with the mainstream school before admission. The mainstream headteacher arranges invitations to the meeting for parents and involved professionals and/or agencies. In some instances, home visits are made. The pupil and parents visit the unit to gain awareness of expectations for behaviour, attendance etc., and to complete consent forms. Transport is arranged when a pupil is admitted. Six weekly reviews, to be attended by all involved, are arranged at the mainstream school.

7. An appropriate Reintegration Policy is in place and plans for reintegration are built into the agreed package of intervention. ‘Some form of support’ may be provided in the mainstream school to ensure reintegration succeeds. An established ‘structure for successful reintegration’ provides a suitable model for the process.

8. At the time of the last inspection in 2001, the different centres, which now consist of individual PRUs, were all registered as one PRU under the name of the Behaviour Support Service. Consequently the previous inspection team’s report is
based on all the centres and therefore the Key Issues for Action applied to all centres.

### The school’s priorities and targets

9. **The PRU’s Mission Statement** is to operate as a Support Service to develop preventative intervention, transitional education and reintegration strategies that support schools and individual pupils in overcoming emotional and behavioural difficulties and enable pupils to benefit from an appropriate inclusive education.

10. The stated aims of the service are to provide a suitably comprehensive basis for provision to meet the needs of pupils with emotional, social and behavioural difficulties (ESBD).

11. **The School Development Plan** (SDP) includes the following targets for development:
   - to achieve higher levels of reading;
   - improve attendance and classroom behaviour;
   - implement a common agreed assessment for all;
   - to develop a broad and balanced curriculum;
   - revise Job Descriptions re the roles of the ‘Centre Teachers’ and ‘Outreach Coordinator’;
   - improve the monitoring role of senior managers;
   - develop a peer monitoring structure;
   - to assist mainstream schools to develop on-site provision;
   - to develop strategies for ‘unblocking’ long term placements.

### Summary

12. The Secondary Social Inclusion Service makes good provision, which meets the needs of the pupils very effectively. Pupils’ educational and personal achievements are good and particularly good progress is made helping them achieve their potential and return to mainstream or move on to suitable further education and training during key stage four (KS4).

### Table of grades awarded

13. The grades awarded by the inspection team were as follows:

<table>
<thead>
<tr>
<th>Key question</th>
<th>Inspection grade</th>
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</thead>
<tbody>
<tr>
<td>1 How well do learners achieve?</td>
<td>2</td>
</tr>
<tr>
<td>2 How effective are teaching, training and assessment?</td>
<td>2</td>
</tr>
<tr>
<td>3 How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>2</td>
</tr>
<tr>
<td>4 How well are learners cared for, guided and supported?</td>
<td>1</td>
</tr>
<tr>
<td>5 How effective are leadership and strategic management?</td>
<td>1</td>
</tr>
<tr>
<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
<td>2</td>
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</tbody>
</table>
14. The above grades agree with the centre’s self evaluation in Key Questions 1, 2, 3, 4, 6 and 7. However, in Key Question 5 the inspectors agreed that there were sufficient significant outstanding features to award grade 1 instead of the centre’s grade of 2.

**Standards**

15. The pupils’ standards of achievement were judged by the progress they make in relation to their previous attainments and the targets set for them in their individual educational and behavioural plans.

16. Overall, pupils’ standards of achievement in the lessons observed are as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>77%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Subjects**

<table>
<thead>
<tr>
<th>Grades for standards in subjects inspected</th>
<th>Key Stage 3</th>
<th>Key Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Information technology</td>
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<td>2</td>
</tr>
<tr>
<td>Design technology</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Modern foreign languages - French</td>
<td>-</td>
<td>-</td>
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<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
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<td>2</td>
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<tr>
<td>Art</td>
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<tr>
<td>Music</td>
<td>3</td>
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<tr>
<td>Physical education</td>
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<td>1</td>
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<tr>
<td>Religious education (including religious studies)</td>
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17. During the inspection, pupils’ progress was evaluated through the observation of their attainments in lessons and by examination of their work over the period of their admission to the centre. In some subjects and at some key stages there was insufficient evidence to grade standards. This was due to the constraints of timetable, the available curriculum and the time that pupils have been attending the centre. Overall, pupils’ progress and achievement is mainly outstanding in KS1 and good in KS2 and KS3.

18. Pupils make good progress in the development of their key skills of literacy, numeracy, and creativity and in their use of information technology. Good progress is also made in personal, moral, social and emotional development and this contributes
significantly towards enabling the majority of pupils to return to mainstream school. However, the development of pupils’ bilingual skills is inconsistent.

19. Pupils become increasingly aware of equality of opportunity and show respect for others. Through success in their work they become more motivated and interested in their learning programmes, work more independently and gain skills that enable them to take more responsibility for their own learning. This enables many to move on to accredited courses or vocational training when they leave the centre.

20. Many pupils make very good progress from being poor attenders to maintaining good attendance. However, overall levels of attendance are still significantly below national expectations.

The quality of education and training

21. Teachers provide very good role models and provide stimulating and challenging activities for the pupils. The quality of the working relationship between the staff and pupils is good. This is a key feature in the standards achieved as it makes a significant contribution to pupils’ motivation, effort and learning.

22. In the lessons observed, the percentage of grades awarded for the quality of teaching was as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>82%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
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</table>

23. The quality of teaching is good overall and has outstanding features which include:

- the establishment of excellent working relationships;
- high levels of subject knowledge and expertise provided by the deployment of specialist staff are a strength of the school.

  - Lessons are well planned with well-considered, challenging targets which address the individual learning needs of pupils across a wide range of accredited courses.

  - Teachers and support staff use a range of strategies to ensure that the pupils are enabled to follow and complete the required coursework to meet the accreditation requirements of the mainstream schools.

  - Assessment on entry to the unit is rigorous and informative. On-going assessment is varied and, while meeting the personal needs of the pupils, a more formalised and whole unit based assessment of standards is not secured.

  - The centre has made good efforts to ensure that the curriculum needs of pupils are met and that the curriculum is accessible to all. Overall it meets the aims of the 1996 Education Act and satisfies the minimum requirements for a PRU. However, the centre needs to extend to all subjects the opportunities for pupils to follow courses
which would lead to accreditation when they move to the next stage of their education after Year 10.

- Although the curriculum is suitably balanced and flexible in the experiences offered to pupils, it lacks balance with respect to practical and creative activities. Elements of design technology alternate with art and are taught only every other half term, music is not taught as a subject and there are limitations on the investigative and practical aspects of science.

- Provision for the promotion of basic and key skills is good and effectively planned for in schemes of work and in teachers’ short-term planning where opportunities are identified for their development in lessons.

- Outstanding provision is made for enriching the curriculum through off-site activities. Outdoor education features prominently in pupils learning experiences. Other contributory factors include educational trips and visits to museums, galleries and theatres; using the local environment as a resource in many subjects and therapeutic activities.

- The whole ethos of the centre contributes to pupils’ moral, social and cultural development. This is enhanced through the PSHE programme, daily group meetings and the excellent relationships which exist between staff and pupils. Pupils’ spiritual development is supported effectively by RE and the daily act of collective worship which also fulfils statutory requirements.

- There are very good links with a wide range other providers and agencies. Liaison between pupils’ mainstream schools and the centre are very good and members of staff engage in valuable outreach work in mainstream schools after pupils have reintegrated. Very good links also exist between the centre and Llandrilllo College.

- All pupils have equal access to all aspects of the curriculum and no pupil is disadvantaged for any reason. However, teaching time per week is twenty-two and a half hours at both key stages; this is short of the WAG expectations of twenty four hours at key stage 3 and twenty five hours at key stage 4.

- Y Cwricwlwm Cymreig is embedded across the curriculum and bilingual skills are effectively addressed. Pupils who wish to study through the medium of Welsh do so; Welsh is used frequently by staff and pupils and due prominence is given to reflecting the cultural heritage of Wales at both local and national levels.

- Sustainable development is promoted through the geography programmes of study and also features in the day-to-day life of the centres as exemplified through their encouragement of recycling and reusing of certain materials.

- Issues relating to the environment and community regeneration are addressed within some programmes of study in science and geography. Aspects of economic development, including budgeting are studied in mathematics whilst the focus on lifelong learning is exemplified through links with further education.
The quality of care and support and guidance is outstanding. Teachers, support staff and staff from other agencies work effectively as a team. Effective procedures are in place for child protection and through staff training all staff are well aware of their responsibilities. The well-being of the pupils is paramount which parents and carers appreciate.

The unit gives very good attention to matters of health and safety. Staff, rigorously carry out risk assessments, and the unit’s procedures are viewed as model of good practice which is disseminated throughout the county.

Pupils with additional learning difficulties are identified and where appropriate their needs are assessed and additional support is provided. This is an outstanding feature.

The unit is very inclusive and admits and supports effectively pupils who have been excluded from other schools. It provides high levels of support for pupils with social, emotional and behaviour difficulties that impede their academic progress and personal development. Very good induction programmes help pupils settle into the unit with good planning to meet their individual needs and for their reintegration into mainstream.

The unit effectively monitors attendance and punctuality and works closely with the educational welfare service to improve attendance.

Staff have good links and work closely with the career service and mainstream schools to ensure pupils have access to careers information and guidance, including work experience placements. The success of these arrangements are indicated in the destinations of most pupils who continue into further education, work related training or employment.

The unit has in place very effective measures to eliminate oppressive behaviour and through its programme of confronting issues as they arise actively deals with incidents of bullying and racial or gender harassment.

Leadership and management

Very well-considered values, aims and objectives for the PRU are clearly stated and wholeheartedly shared by staff. These underpin the work of the service through the very good links with mainstream partners, working groups, consortia and those involved professionals from other agencies. This is outstanding.

The service fulfils its function well in enabling pupils to return to mainstream school. This has a substantial positive influence on the development of support for pupils on their return and in sharing expertise with mainstream staff so that the needs of pupils at risk of exclusion may be effectively met.

Good staff appraisal leads to effective management of the provision for training so that staff expertise is enhanced and the quality of provision improved.
The overall management committee, with its suitably multidisciplinary membership, provides a good forum for deciding on and supporting action for strategic developments. LEA officer members of the committee are regularly and actively involved in supporting and monitoring provision. The committee fulfils its duties effectively and ensures that requirements are met.

The headteacher regularly monitors standards and teaching through lesson observations. These identify both strengths and areas for development which in turn informs school development planning. Professional development needs are also identified at this time.

Although a good start has been made, self evaluation is in the early stages of implementation and parts of the report are descriptive rather than evaluative. The present arrangements sought the views of mainstream schools, parents and learners. Staff evaluation of pupils’ work also provided first hand evidence on which to base judgements about performance. The headteacher and a representative from the UA Social Inclusion service ensured that all involved in the process had a good understanding of the arrangements and made a valid contribution to the drafting of the report.

Clear priorities were identified and form targets in the SDP. These are supported to very good effect by both material and human resources. However there are shortcomings in the use of assessment data to evaluate pupil improvements and identify curriculum strengths and weaknesses.

Since the last inspection significant progress has been made in addressing a number of these Key Issues but some shortcomings remain. Standards found to be satisfactory in the last inspection are now at least good and attendance, although much improved is still unsatisfactory. Opportunities for professional development have significantly improved but although teaching is monitored and professional development needs are identified, no records exist to demonstrate the effectiveness of this. Pupil placements are now full time but teaching time is still less than the WAG recommendation. ICT resources have improved since the last inspection; however, there are still shortcomings in the resourcing of science.

A strength of the school is the quality and expertise of the staff. All have gained additional qualifications that help them meet the specific needs of the pupils. In addition they provide valuable expertise to other organisations and schools within the county in the form of extra support and in-service training.

Resources are good and are well matched to pupils’ learning needs. There is good provision for ICT at the centres. Though the accommodation at Llwydgoed is appropriate, the accommodation at the Cadnant site is restrictive. Its position makes it dark and limited in catering for the diverse needs of the pupils. The building does not provide sufficient accommodation for particular skills in science and design technology or for physical activity.

All staff, including support staff are well managed and effectively deployed to make best use of their expertise. Teaching assistants make a valuable contribution.
to the successful reintegration of pupils into mainstream settings or further education and training.

- The unit exercises efficient control and use of the budget allocation for resources. The unit, itself, is supported effectively by the Unitary Authority’s (UAs) Social Inclusion Service. In terms of outcomes for the pupils in their academic, social and emotional well-being the centre provides good value for money.

**Recommendations**

- In order to raise standards and improve provision the PRU, its Management Committee and the LEA need to:

  R1. more consistently address the development of pupils’ bilingual skills;

  R2. improve the balance of curriculum by enabling pupils to have suitable opportunities for practical work in science and design technology;

  R3. further develop ongoing assessment procedures so that pupils’ levels of achievement are identified across the range of curriculum subjects and that the resulting data is collated and analysed for evaluation and management purposes;

  R4. continue to increase pupils’ taught time to meet with their entitlement to 24 hours at key stage 3 and 25 hours at key stage 4;

  R5. refine and further develop the process of self-evaluation;

  R6. continue efforts to improve attendance.

The Centre, Management Committee and LEA are responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the Centre is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the Centre.
Standards

Key Question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings

- The judgement of the inspection team agrees with the grade 2 the PRU awarded itself in its self-evaluation report
- The pupils' standards of achievement were judged by the progress they make in relation to their previous attainments and the targets set for them in their individual educational and behavioural plans.
- Overall, pupils' standards of achievement in the lessons observed are as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>77%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
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</table>

- Overall, pupils make good progress and through achieving the learning targets set for them they make significant gains in their knowledge, understanding and skills. Occasionally, mainly with those pupils recently admitted to the centres, challenging behaviour reduces the quality of learning and progress is impeded. However, over time, their attitudes become more positive and as they achieve their targets they gain more satisfaction in their work and their confidence and self-esteem grows.

- In most subject areas, pupils’ achievements and progress are good, particularly in the core subjects of English, and mathematics. Good progress is made in the programmes of study followed in science and other subjects but in design technology, music, and physical education, the range of achievement is restricted. This is mainly due to a lack of sufficient on-site practical and recreational facilities. However, the pupils make outstanding progress in the aspects of physical education that they undertake.

- Pupils make good progress in key skills at key stage 4 but in key stage 3 there are some shortcomings.

- In key stage 3 pupils increasingly listen attentively and demonstrate this by accurately responding to questions; however, poor behaviour impacts negatively on pupils’ attentiveness. They are able to speak clearly and express ideas succinctly but, at times, do not engage in discussion or answer questions.

- At key stage 4 pupils show good listening skills and are attentive when others are speaking. They speak clearly and confidently; they express ideas and opinions and are able to justify them confidently and using well-reasoned arguments.

- Most pupils are confident readers. Reading out loud is often accurate and clear; pupils read with expression and meaning. However, some do not always participate. Writing is variable, according to ability with some good examples of sustained writing; pupils making good use of imagery in descriptive work with good punctuation and
Pupils do not sustain writing and their written responses are often short. However, they make good use of vocabulary and spelling and punctuation are good.

- Pupils ICT skills are good and pupils make effective use of them in most subjects; work is word processed to enhance presentation and good quality documents are produced from desktop publishing application. The use of presentation applications to present topics is a strong feature.

- In key stage 4, pupils’ bilingual skills are good and they make good progress with pupils responding well to teachers and using both languages effectively. This is less consistent with younger pupils and for some progress is slow.

- All pupils have individualised educational programmes that are based on a good baseline assessment of their needs and attainments. As a result, all have an equal opportunity to succeed regardless of their background and previous learning experiences. The development of their independent learning is good but, particularly amongst younger pupils, they find it difficult to work collaboratively. Over time, pupils’ rate of progress improves and most are successfully reintegrated or, at the end of Year 10, transferred to college or other full-time, appropriate provision to continue working towards accredited qualifications and fulfilling their potential. This is an outstanding feature and enables many to develop the skills necessary for life-long learning.

- Pupils make good progress in their attitude to learning, progressively becoming more motivated and more productive in their work. As confidence and trust grows, they behave more responsibly, interacting positively with staff and treating each other with respect. This is particularly apparent as pupils gain self-esteem and learn to trust and rely upon others during their challenging outdoor and adventurous activities. Over time, pupils make good progress in coming to terms with their emotions and their behaviour steadily improves. Overall, they make good progress in their personal, moral, social and emotional development.

- Involvement in projects and activities in the community effectively enables pupils to learn skills for participation in, and use of, community facilities such as leisure centres and opportunities for work experience promotes good attitudes in the workplace. Through the wide range of such activities, pupils learn to respect diversity within society.

- Attendance rates for the whole unit averaged 70% for the three terms preceding the inspection, a figure very much lower than national averages for pupils of compulsory school age. Rates of attendance vary slightly between key stages. Pupils in KS4 achieve attendance rates just above 71% but the rates are lower for KS3 averaging just 70%. However, when attendance at both mainstream for re-integration sessions and the PRU are looked at collectively the average attendance for the year is nearer to 80%.

- Very close links with the education welfare service and the secondary social inclusion service have effectively improved attendance rates and reduced exclusions for many pupils. Records show that they are attending far more frequently than before. Additionally, since the implementation of a more relevant curriculum for pupils
in year 10, attendance rates for this year group are improving steadily. There are many success stories for individual pupils whose attendance has improved dramatically.

- All pupils arrive by taxi and are reliant on the drivers not being late, sometimes they are so punctuality overall is satisfactory; most registration sessions and lessons start promptly.

- Pupils make good progress in their personal development. They gain increasing self-control and understanding of the consequences of their actions for themselves and for others and more mature moral and social attitudes develop. Behaviour is generally good in Cadnant but the younger pupils at Llwydgoed are less able to behave appropriately and they are at an early stage in their placement. They make good progress in their knowledge and understanding of important issues such as personal health, substance misuse and sex education. As they gain rewards for good behaviour, effort and achievement, their self-confidence and self-esteem noticeably improve. They start to enjoy a sense of achievement.

- Pupils develop a good awareness of equality of opportunity and display respect for the diversity of Welsh and British culture. Through good use of community facilities and projects they develop secure positive attitudes towards others of different backgrounds or racial origin.
The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: good features and no important shortcomings

- The judgement of the inspection team agrees with the grade 2 the PRU awarded itself in its self-evaluation report.

- In the lessons observed, the percentage of grades awarded for the quality of teaching was as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>82%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- The quality of teaching is consistently good, occasionally outstanding and in a few lessons there are shortcomings.

- Outstanding features include the trust developed between staff and pupils resulting in excellent working relationships and the very good level of staff expertise in some subject area, particularly in the core subjects.

- Some shortcomings arise in some lessons when pupils’ continue their challenging behaviour and the established effective procedures for its management are not implemented sufficiently early to prevent a reduction in the quality of the learning experience of other pupils.

- Generally, lessons are well planned and structured with suitably stimulating and challenging activities for the pupils. Suitable learning targets are set that appropriately address the range of needs of the pupils. Teachers take particular account of the pupils’ previous learning in their planning to ensure that pupils’ progress is built on success.

- Good teaching methods and strategies and use of resources motivate and involve pupils in their learning, for example involving them in the use of the interactive whiteboards. Good use is made of praise and positive feedback to pupils so that an ethos of achievement is developed.

- Teachers provide very good role models through consistent acceptance of each pupil, ensuring equality of opportunity and promoting positive attitudes. They provide good counsel regarding good moral standards, fairness and an awareness of social issues, including gender, race and disability.

- Teachers provide very good opportunities for pupils to develop knowledge and skills in both English and Welsh. Currently differentiated work is provided in Welsh to extend the knowledge and skills of pupils more able in Welsh, this impacts very positively on pupils competence to use both languages. However, the promotion of pupils’ bilingual skills is inconsistent with the younger pupils.
Teachers and support staff ensure that the older pupils are enabled to follow and complete the required coursework to meet the accreditation requirements of the mainstream schools.

Assessment on entry to the unit is rigorous and informative. Baseline reports are set up according to the pupils’ national curriculum levels and include information on their behavioural and social attitudes. These form a sound basis for ongoing assessment. However, although personal and social evaluation continues to be rigorous and informative, ongoing assessment of students’ attainment against national curriculum levels is varied and not consistent across the curriculum.

Overall, statutory requirements are met for assessing and reporting on students’ progress and learning within the national curriculum. In KS3, ongoing assessment of basic skills provides good information for the unit and in preparation for return to mainstream. Assessment of students’ progress towards accreditation in KS4 also meets requirements. A good system has been established for monitoring pupils’ progress in relation to their social, emotional and behavioural development.

There are very good links with the mainstream schools and the unit teachers continue to monitor and support students who return to their schools or move on to further education. Their expertise is respected and their contributions appreciated fully by the mainstream schools.

Parents are informed of students’ progress in regular six-weekly reviews and annual reports. Information regarding progress in relation to social emotional and behavioural development is comprehensive. However, reports would benefit from greater detail and consistency regarding attainment levels in all curriculum subjects.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: good features and no important shortcomings

The judgement of the inspection team agrees with the grade 2 the PRU awarded itself in its self-evaluation report

The centre has made good efforts to ensure that the curriculum needs of pupils are met and that the curriculum is accessible to all. Overall it meets the aims of the 1996 Education Act and satisfies the minimum requirements for a PRU. However, the centre needs to extend to all subjects the opportunities for pupils to follow courses which would lead to accreditation when they move to the next stage of their education after Year 10.

Although the curriculum is suitably broad and flexible in the experiences offered to pupils, it lacks balance with respect to practical and creative activities. Elements of design technology alternate with art and are taught only every other half term, music is therapy based and not taught as a subject, and there are limitations on the investigative and practical aspects of science.
Provision for the promotion of basic and key skills is good and effectively planned for. The key skills are built into schemes of work and in teachers’ short-term planning where opportunities are identified for their development in lessons. These opportunities are implemented across the curriculum and are often discussed with pupils at the start and end of lessons.

Outstanding provision is made for enriching the curriculum through off-site activities. Outdoor education features prominently in pupils learning experiences. Other contributory factors include educational trips and visits to museums, galleries and theatres, and using the local environment as a resource in many subjects, especially the town of Conwy and the surrounding countryside. The local community is utilised very well as a learning resource and educational visits within the locality broaden pupils’ learning experiences. The therapeutic interventions featuring art, music and relaxation also make a significant contribution to pupils’ learning experiences. Staff make an excellent commitment to these activities which greatly enhance pupils’ physical, spiritual, social and personal development and life skills.

In KS4, the good progress made, particularly in personal development, enables many pupils to be re-integrated into mainstream schools or further education colleges. Those pupils who need continued support at Key Stage 4 respond well to the alternative curriculum opportunities provided, gain accredited qualifications appropriate to their needs (ASDAN, Entry Level, or GCSE) and the majority are effectively prepared for the workplace or further education and training.

Partnerships with mainstream schools are very well established. Mainstream colleagues value highly the work of the PRU in helping to meet the needs of pupils with behavioural difficulties. Good efforts are made to match the learning experiences to those of peers in mainstream schools according to their age. There are very effective procedures for communication and information sharing between staff thereby promoting continuity in pupils’ learning and early re-integration. Staff from the PRU provide effective outreach support to mainstream pupils who are at risk of exclusion or whose attendance causes concern.

Successful partnerships have been developed with several local colleges and schools which provide pupils with very good opportunities to sample courses and employment training. For Year 10 pupils, the off-site provision at college, training and work experience makes an outstanding contribution to the development of positive attitudes to work and study as well as promoting mature social and personal skills.

Overall provision for pupils’ personal development, throughout the PRU, is good. Good progress is made in improving pupils’ moral and social attitudes. Morning meetings and times for reflection and discussion about the ‘thought for the day’ effectively raise pupils’ awareness and understanding of spiritual and cultural issues. The regular involvement of other providers including specialist workers, nurses and community liaison officers makes a significant contribution to pupils’ understanding of social and moral issues such as those related to smoking, sex education and substance misuse.

The headteacher and staff work closely with parents and keep them well informed about the life and work of the unit. Parents value the good communication and most are
supportive of the aims and values that the unit promotes. Regular contact by telephone and letter are successful in dealing with day-to-day issues as they arise.

○ Y Cwricwlwm Cymreig is embedded across the curriculum and bilingual skills are effectively addressed. Pupils who wish to study through the medium of Welsh do so; Welsh is used frequently by staff and pupils and due prominence is given to reflecting the cultural heritage of Wales at both local and national levels.

○ The unit provides pupils with good quality work-related education. Teachers take good account of national recommendations for the work-related curriculum, and the vocational aspect of the personal and social education [PSE] programme is well developed. The needs of local employers and the local community are clearly understood. The PRU has re-established a productive working partnership with Careers Wales, and local employers are supportive of the PRU. A good range of work experience opportunities are being provided and, overall, pupils are being well prepared for the world of work or further education and training when they reach school-leaving age.

○ The headteacher and staff are highly successful in tackling social disadvantage and stereotyping and in promoting equal opportunities for all pupils. High expectations of pupils with regard to behaviour and achievement, coupled with extensive work to enhance pupils’ confidence and self-esteem, ensure that all pupils know they are valued equally and as individuals. Through the community aspect of the PSE programme and through their involvement in the community, pupils are beginning to understand that they can contribute to its regeneration through active citizenship and partnership with others.

○ Pupils’ awareness and understanding of sustainable development and global citizenship is progressing well. Pupils understand the problems of litter and pollution, the necessity for water and energy conservation and are involved in re-cycling schemes. Pupils have a growing understanding of global citizenship and how global forces can shape the lives of people. For people involved in recent natural disasters, they respond with empathy and concern.

○ Pupils have opportunities to develop their problem-solving and decision-making skills through their involvement in the community projects. However, opportunities to become involved in enterprise and entrepreneurial activities where pupils design, make and market products for sale are often missed.

○ The unit is successfully laying the foundations for lifelong learning and makes every effort to support pupils as they progress through their education. The commitment to transforming the curriculum for older pupils is a high priority and is already having a positive impact on the learning experiences of those pupils involved.
Key Question 4: How well are learners cared for, guided and supported?

**Grade 1:** good with outstanding features

- The judgement of the inspection team agrees with the grade 1 the PRU awarded itself in its self-evaluation report.

- Staff place a high priority on pastoral care throughout the PRU and provide outstanding care, guidance and support for all pupils. All staff know and understand pupils very well and effectively monitor and support their educational progress, their social development and their personal welfare. Close liaison with the LEA and partnership with a range of relevant support agencies, including Social Services, ensures pupils’ needs are met.

- The unit is very inclusive and admits and supports effectively pupils who have been excluded from other schools. It provides high levels of support for pupils with social, emotional and behaviour difficulties that impede their academic progress and personal development.

- Pupils work and participate in leisure activities in a relaxed, supportive environment where they feel secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the PRU is excellent and this contributes significantly to pupils’ self-esteem and confidence. They have access to a highly effective personal and social education (PSE) programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. The use of external agencies, including health professionals and career service personnel, to help deliver the PSE programme, is highly successful.

- Close working partnerships have been developed with parents and carers. The PRU actively seeks their views; and parents and carers value their involvement in review meetings. Regular phone calls and letters provide parents with an update of their child’s progress and behaviour and an opportunity to share their views. Induction procedures to help new pupils settle into the unit are very effective. Pupils settle well and staff provide sensitive pastoral support. Pupils’ rights and responsibilities are made clear, and pupils understand quickly what is expected of them.

- Older pupils are provided with good information about the range of courses and employment opportunities available to them. Every effort is made to ensure pupils have equal access to opportunities that reflect their individual needs and interests. There is limited access for pupils or adults with mobility difficulties but suitable alternative placements are available and a suitable disability access plan is in place.

- Very efficient systems to monitor pupils’ attendance, behaviour and performance have been implemented. Attendance is monitored rigorously and every effort is made to encourage pupils to attend regularly. First day calling and follow-up procedures are well established and pupils and parents are reminded frequently of the importance of regular attendance.
The unit has a detailed policy and set of procedures to promote health and safety, which are monitored and implemented consistently by the headteacher and staff. Arrangements for dealing with accidents and emergencies are well established and several members of staff are qualified to administer first aid. Staff, rigorously carry out risk assessments, and the unit’s procedures are viewed as model of good practise which is disseminated throughout the county.

The duty of care is fundamental to the unit’s ethos and consequently staff work in pupils’ best interests to nurture their welfare and to protect them. The PRU’s policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. The designated member of staff with responsibility for child protection issues has established very effective working partnerships with a range of external welfare agencies.

Very good induction programmes help pupils settle into the unit with good planning to meet their individual needs and for their reintegration into mainstream. Through the thorough procedures for assessing pupils’ needs on referral, admission and induction of pupils, a comprehensive picture of each pupil’s needs is established.

Pupils with additional learning difficulties are identified and where appropriate their needs are assessed and additional support is provided. This is an outstanding feature.

Staff have good links and work closely with the career service and mainstream schools to ensure pupils have access to careers information and guidance, including work experience placements.

Very good policies are in place to promote good behaviour and the rewards system is well understood and valued by pupils. Pupils understanding and awareness of diversity, race, discrimination, harassment and bullying is effectively promoted through the programme of PSE, through daily interactions and the good counsel provided by staff. The unit implements very effective measures to eliminate oppressive behaviour and through its programme of confronting issues as they arise actively deals with incidents of bullying and racial or gender harassment.
Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: good with outstanding features

- The judgement of the inspection team disagrees with the grade 2 the PRU awarded itself in its self-evaluation report as a result of identifying some outstanding features.

- Outstanding features include:
  - a shared understanding of the PRU’s mission and the strong sense of teamwork to achieve targets for improvement and promote high standards;
  - the very good links and working partnerships with involved professionals;
  - the strategic development of support provided to mainstream schools;
  - the commitment of the staff to in-service training and improving the quality of provision.

- The headteacher and staff with leadership responsibilities work well as a team and the very well-considered values, aims and objective of the service are clearly stated and wholeheartedly shared by staff. The way these underpin the work of the service through the very good links with mainstream partners, working groups, consortia and those involved professionals from other agencies is outstanding. Professional skills are effectively shared so that the often wide-ranging needs of pupils are met.

- The headteacher acts as the line manager to the tutor of a college course specifically designed to provide further education and training for students who need close support in order to continue their education. This is very successful and the strong links between the PRU and the local college of FE enable such pupils to transfer confidently and continue their education on leaving the PRUs. This excellent development has been strategically developed by the LEA and FE College through the Conwy and Llandillo Working Together (CALWT) project. This is an outstanding example of strategic management aimed at meeting the needs of a particular disadvantaged group of young people.

- Additionally, the work of the service in fulfilling its function has a substantial positive influence on the development of support for pupils as they return to mainstream school. Service staff provide support and guidance to the schools so that pupils experiencing social, emotional and behavioural difficulties may continue their mainstream education. The strategic development and management of this support for inclusion has been outstanding and highly valued by mainstream schools. The challenging targets set for this development are being effectively met.

- Good staff appraisal is undertaken and provision is made to enable their professional development needs to be met. The management of the provision for training and sharing of staff skills and expertise, makes an outstanding contribution to the improvement of provision.
The management committee, which oversees the work of all the Conwy PRUs, plays a major role setting the strategic direction of the PRU. It is suitably made up of representatives from most involved agencies. This multidisciplinary membership includes the headteacher and provides a good forum for deciding on and supporting action for strategic developments. The headteacher keeps the committee well informed on the work of the PRU through comprehensive termly reports.

LEA officer members of the committee are regularly and actively involved in supporting and monitoring provision. The committee fulfils its duties effectively and ensures that requirements are met.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: good features and no important shortcomings**

- The judgement of the inspection team agrees with the grade 2 the PRU awarded itself in its self-evaluation report.

- The headteacher regularly monitors standards and teaching through lesson observations. These identify both strengths and areas for development which in turn informs school development planning. Professional development needs are also identified at this time.

- Although a good start has been made, self evaluation process is in the early stages of implementation. The self evaluation report provides a good basis for future development but parts of the report are descriptive rather than evaluative. The present arrangements suitably sought the views of mainstream schools, parents and learners. Scrutiny of pupils work also provides first hand evidence on which to base judgements about performance. This is undertaken at regular intervals.

- The headteacher and a representative from the UA Social Inclusion Service ensured that all involved in the process had a good understanding of the arrangements and made a valid contribution to the drafting of the report.

- Clear priorities were identified and form targets in the SDP. These are supported by both material and human resources to very good effect. However there are shortcomings in the use of assessment data and information on outcomes for pupils to enable efficient evaluation of provision and the impact of planned improvements.

- At the time of the last inspection the different centres, which now consist of individual PRUs, were all registered as one PRU under the name of the Behaviour Support Service. Consequently the previous inspection team’s report is based on all the centres and therefore the Key Issues for Action applied to all centres.

- Since the last inspection significant progress has been made in addressing a number of these Key Issues but some shortcomings remain. Standards found to be satisfactory in the last inspection are now at least good and attendance, although much improved is still unsatisfactory. Opportunities for professional development are
notable strengths of the PRU. Placements at the PRU are now full time but teaching time is still less than the WAG recommendation. ICT resources have improved since the last inspection; however, there are still shortcomings in the resourcing of science and design technology.

**Key Question 7: How efficient are leaders and managers in using resources?**

**Grade 2: good features and no important shortcomings**

- The judgement of the inspection team agrees with the grade 2 the PRU awarded itself in its self-evaluation report.

- The inspection team identified many good features especially in the range of expertise and commitment within the staff. Aspects of parts of the accommodation give some cause for concern.

- The unit has a sufficient number of staff who cater for the specific needs of students who have behavioural difficulties that affect their overall learning development. Effective arrangements have been made regarding teachers’ planning and preparation time.

- A particular strength of the PRU is the quality and expertise of the staff. All have additional qualifications, arising from continual professional development that helps them meet the specific needs of the pupils. In addition they provide valuable expertise to other organisations and schools within the county in the form of extra support and in-service training.

- All staff, including support staff are well managed and effectively deployed to make best use of their expertise. Teaching assistants and behaviour support assistants are well deployed throughout the unit and give effective support to both students and staff. They are patient, resourceful and committed to the students and are involved fully in the planning of teaching and recording of students’ work. Teaching assistants make a valuable contribution to the successful reintegration of pupils into mainstream settings or further education and training.

- Resources for learning are good in most subject areas and meet pupils’ learning needs. There is good provision for ICT at each centre. Available resources are used very well and are efficiently managed.

- Although the accommodation at Llwydgoed is appropriate, it is insufficiently developed to provide the practical facilities to meet needs in science and design technology. The accommodation at the Cadnant site is restrictive. Its position makes it dark and limited in catering for the diverse needs of the pupils. The building does not provide sufficient facilities for developing practical skills in science and design technology or for physical activity either outside or inside.

- The centre exercises efficient control and use of the budget allocation for learning resources. The centre, itself, is supported effectively by the Unitary Authority’s financial officer. In terms of outcomes for the pupils in their academic, social and emotional well-being the centre provides good value for money.
Standards achieved in subjects and areas of learning

English

Key stages 3 and 4: Grade 2 - good features and no important shortcomings

Good features

- Pupils in KS3 can, at times, listen attentively and speak clearly and confidently. They are able to read out loud with good expression.

- Pupils discuss emotions and brainstorm key words associated with 'happiness'. They complete a prompt sheet which supports their writing. When writing a poem on things that make them happy and they show good use of imagery. They are able to discuss elements of the poem and why they chose to write it in that particular way.

- Also at KS3, pupils know the rules for the use of the apostrophe for possession and for the omission of letters. They discuss in detail the correct usage and complete worksheets to demonstrate good understanding.

- At KS 4, pupils listen attentively and speak clearly and confidently. They read out loud with good enunciation and expression.

- They plan their writing effectively, completing planning sheets which they then use to support sustained writing. Pupils make confident choices in their planning and justify them with well thought out reasons and arguments. Writing demonstrates a good use of vocabulary, good spelling and punctuation and descriptive writing features a good use of imagery.

- Work is often supported by ICT with use of presentation applications which significantly enhance the finished product.

Shortcomings

- At KS3, poor behaviour impacts negatively on standards achieved in some lessons.

- At KS4, the written responses of some pupils are too brief and lack detail.

Welsh second language

Key stage 3: Grade 2 - good features and no important shortcomings

Key stage 4: There was insufficient evidence on which to make a judgement

Good features

- At KS3, pupils make good progress in speaking, reading and writing Welsh. They make very good use of the target language and are able to say and write where
they live, where they are close to, where they are not far from, in what county and the nearest town. They know the points of the compass and can use them effectively in their oral work. They know and use correctly the ‘nasal mutation’ when applied to place names.

- At KS4, no lessons were observed and there was insufficient written evidence on which to base a judgement. However there is a good Welsh ethos at the centre and pupils and staff make good use of incidental Welsh.

**Mathematics**

**Key stages 3 and 4:** Grade 2 - good features and no important shortcomings

**Good features**

- Throughout the unit, pupils make consistently good progress in mathematics. Good initial assessment of their competencies across the range of mathematics ensure that pupils are enabled to learn about those elements that they have missed and make progress based on a good understanding of previous work.

- Pupils in KS3 respond with increasing interest as they gain confidence in their learning. As their attitudes become more positive they become thoughtful and attentive in their lessons and gain satisfaction through achievement. For example, they demonstrate their knowledge of angles, can name the different types and know the number of degrees in a right angle, a complete turn, and can work out the number of degrees in two full turns. They use a protractor with care and accuracy to measure a range of acute and obtuse angles and make good estimations about the size of an angle.

- Pupils in Year 9, through following a commercial scheme used in mainstream schools, have a broad grasp of number, algebra, shape, space and measures and data handling. For example, they understand and solve equations confidently. They are suitably prepared for a more formal ‘teacher assessment’ of their achievements at the end of the key stage.

- Pupils in Year 10 continue to make good progress in units of study towards Foundation Level GCSE accreditation. Good understanding is achieved of the principles of probability, fractions and decimals and pupils can readily convert these to percentages. Good budgeting skills are gained when dealing with simple and compound interest and discounts. When working with measurements, pupils are competent in solving problems using multiplication and division of the various units of measure, including time. Good understanding of symmetry is evident and pupils have a good grasp of rotational symmetry. Pupils become competent in the use of an electronic calculator.
Science

Key stages 3 and 4: Grade 2 - good features and no important shortcomings

Good features

- Pupils achieve good progress across a good range of topics covered in both key stages.
- Students in key stage 3 display good skills of scientific inquiry and follow appropriate safety rules when experimenting with electrical circuits. They show understanding of power structures. They understand the importance of a fair test when applying filtration processes to differing materials and report their results accurately.
- In key stage 4 they have a good knowledge of scientific principles and make good progress in their coursework towards their accreditation for WJEC entry level GCSE. They achieve good knowledge and understanding of range of topics with a present emphasis on human biology and forces.

Shortcomings

- The nature of the accommodation at Cadnant and resources at Llwydgoed restricts the development of pupils’ experimental and investigative skills.

Information technology

Key stages 3 and 4: Grade 2 - good features and no important shortcomings

- No discrete lessons were observed in I.T. but sufficient use was made of ICT across the curriculum to enable the inspection team to make appropriate judgements.
- At both key stages, pupils use the internet well for research purposes. They can locate appropriate information and using ‘cut and paste’ save and insert it into other documents. Work is considerably enhanced by word processing and desktop publishing applications.
- The use of presentation applications is particularly strong and pupils effectively use them to enhance their written work.

Design technology

- No design technology lessons were observed and there was insufficient evidence to make a judgement on pupils’ standards of achievement.
- In key stage 3 there was a display of redesigned clothing produced by the students. However no work relating to the design process was seen.
- In key stage 4 no design technology was seen and the nature of the accommodation at Cadnant restricted the teaching of technology.
History

**Key stages 3 and 4:** Grade 2 - good features and no important shortcomings

**Good features**

- Key stage 3 pupils study a range of local history. They show a good understanding of early settlements and can decipher myth from fact. They produce work in groups in the form of three-dimensional presentation and also individually in their books.

- In Key stage 4 pupils continue to explore the locality making good use of the castle at Conwy and in the wider context study the effects of World War Two on the locality and the wider world.

- Through their work on coal mining in the South Wales valleys, they display in their work an understanding of the effects of history on both the past and the present, and discuss personal opinions on information researched and presented.

Geography

**Key stages 3 and 4:** Grade 2 - good features and no important shortcomings

**Good features**

- Pupils in key stage 3 were able to locate local places of interest on a map of Wales and discuss the interaction of man on the environment, notably in reference to local quarrying and mining. They study local tourism and create presentations on power point that highlight the geographical advantages of North Wales.

- In key stage 4 students study local rivers and their impact on the settlements and tourism. They regularly visit the town and the surrounding hills and valleys on field trips with the emphasis on physical and economic geography.

**Shortcomings.**

- In key stage 3 some students have difficulty relating aspects of their work to geography’s influence on economic and environmental development.

Art

**Key stages 3 and 4:** Grade 2 - good features and no important shortcomings

**Good features**

- No discrete lessons were observed in art but previous work at the Centre indicates that good standards are achieved.
At both key stages, pupils have created two and three-dimensional works using a variety of materials. These are good quality compositions demonstrating good use of line, colour, tone, shape and texture.

In key stage 3, pupils show a growing awareness of the work of famous artists and have used the works of Braque, Cezanne and Picasso as stimuli. They produce excellent chalk representations based on ‘The Sailor’ by Picasso. The use of colour and tone is particularly good.

At key stage 4, pupils previous work is also mainly of a good standard.

Shortcomings

At key stage 4, more recent work on sign, symbols and logos is simplistic in detail and lacks the experimentation of tone and colour shown in earlier work.

Modern Foreign Language

Modern Foreign Language was not included in the curriculum at the time of the inspection.

Music

Overall, it is not appropriate to make a judgement on the students’ standards of achievement in music because pupils experience in music is limited to a therapeutic experience. However, pupils do achieve good skills in music appreciation and in creating their own music using percussion and electronic instruments.

During a music session, pupils in both key stages listened to a range of music genre and expressed the feelings and emotions that they related to each type. They correctly identified several music types including Rock, Country, Pop, Heavy Metal, Rap, Indian and Classical. They understood beat and rhythm and made good suggestions about where in the world the music originated.

When using percussion and electronic instruments the pupils were able to maintain a rhythm and were thoughtful and creative when developing their performance towards producing their own CD.

Physical education

Key stage 3: Grade 2 - good features and no important shortcomings

Key stage 4: Grade 1 - good with outstanding features

Good features

Pupils make good progress in their physical skills in games, swimming and in outdoor and adventurous activities. Not only do they progress in physical fitness,
coordination and performance, they also make significant progress in personal, social and emotional development as a result of gaining confidence and self esteem by overcoming fears and achieving challenging tasks. This is an outstanding feature as pupils develop their confidence over time.

- In games lessons, such as playing badminton at a local leisure centre, pupils know the importance of an active warm-up and understand the effect of exercise on the body. Through practice, they make very good progress in their coordination skills, becoming effective in serving, maintaining a rally and using forehand and backhand strokes. They cooperate well, deferring to others better placed to play the shot. In a competitive game, they strategically use smashes and drop shots appropriately.

- Pupils increasingly behave responsibly and adhere to safety rules and instructions when involved in outdoor and adventurous activities. For example, when canoeing, they take responsibility for their own kit, competently launch their canoe, enter and paddle with good control. They know the drill for capsizing and helping in the recovery of a colleague from the water working collaboratively in the rescue.

### Religious education

- Students study Christianity, Judaism and Buddhism. No lessons were observed and work was varied in its presentation. Consequently, it was not possible to make an overall judgement on standards in religious education.

### School's response to the inspection

The school and staff were naturally apprehensive about the process, but they were confident that the findings would be generally positive in view of the improvements that have taken place since the last inspection. The whole process revealed some issues that had been identified in the ‘School Development Plan’ and some that had not - which will now be included in the Action Plan from the inspection. The inspection was carried out in a rigorous and consistent way with the recommendations totally justified.

The lead inspector and his team worked in a professional manner, always approachable and always allowing opinions to be heard. Their deliberations were robust and reasonable and appeared to be concise and consistent. Generally, the staff felt that the experience was a positive one.

### Appendix 1

**Basic information about the school**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Secondary Social Inclusion Service</th>
</tr>
</thead>
<tbody>
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<td>PRU</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>11-15</td>
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<tr>
<td>Address of school</td>
<td>Cadnant Education Centre Rosemary Lane, Conwy. and Llwydgoed Education Centre, Bryn y Maen, Colwyn Bay,</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Post-Code</td>
<td>LL32 8NB and LL28 5EP</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>01492 581661 and 01492 530837</td>
</tr>
<tr>
<td>Headteacher</td>
<td>David L. J. Jones</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>January 1998</td>
</tr>
<tr>
<td>Chair of Appropriate Authority</td>
<td>Mr Andrew Wilson (Chair Management Committee)</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td>Mr H. J. Phillips</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>12th – 13th Feb 2007</td>
</tr>
</tbody>
</table>

## Appendix 2

### School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
<th>Y 14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

| Total number of teachers |
|---|---|---|
| Number of teachers | Full-time | Part-time | Full-time equivalent (fte) |
| | 5 | 2 | 6 |

### Staffing information

<table>
<thead>
<tr>
<th></th>
<th>Pupil: teacher (fte) ratio (excluding nursery)</th>
<th>3:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil: adult (fte) ratio in nursery classes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Average class size, excluding nursery classes</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teacher (fte): class ratio</td>
<td>6:4</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage attendance for three complete terms prior to the inspection

<table>
<thead>
<tr>
<th>Year group</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Y14</th>
<th>Whole School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>78.2</td>
<td>77.7</td>
<td>72.4</td>
<td>81.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Term 2</td>
<td>78.8</td>
<td>80.3</td>
<td>77.8</td>
<td>81.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Term 3</td>
<td>74.4</td>
<td>80.7</td>
<td>80.4</td>
<td>83.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>

### Percentage of pupils entitled to free school meals

65

### Number of pupils excluded during 12 months prior to inspection

0
Appendix 3

National Curriculum Assessment Results
End of Key Stage 3:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS3 Results 2006</th>
<th>Number of pupils in Y9</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the number of pupils eligible for assessment at the end of Key Stage 3 was fewer than five, summary information is not included</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days at the Unit and met as a team before the inspection.

The LEA Link Officer for the Unit attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 22 lessons or part lessons at the Unit and

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their Unit;
- documentation provided by the Unit before and during the inspection; and
- responses to a parents’ questionnaire.

Before and during the inspection, members of the team held discussions with:

- the management committee and staff;
- parents;
- teachers and teaching assistants;
- mainstream school teachers; and
- representatives of agencies linked to the Unit.
## Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Phillips – Registered Inspector</td>
<td>Context, Summary, Recommendations, Appendices Contributions to: Key question 1, 2, 4 and 5 Mathematics, Music, Physical education, Modern foreign languages</td>
</tr>
<tr>
<td>Elizabeth Halls – Lay Inspector</td>
<td>Contributions to: Key question 1, 3, 4 and 7</td>
</tr>
<tr>
<td>Paul Donovan – Team Inspector</td>
<td>Contributions to: Key question 1, 2, 3, 6 and 7 English, Welsh second language Art, Information technology</td>
</tr>
<tr>
<td>Glyn Scott – Team Inspector</td>
<td>Contributions to: Key question 2, 4 and 7 Science, Design technology, History, Geography and Religious education</td>
</tr>
<tr>
<td>David Messum – PRU Nominee</td>
<td>Providing evidence and support to the inspection team</td>
</tr>
</tbody>
</table>

**The inspection contractor was:** Baker-Phillips Educational Communications Ltd.  
**Address:** Oaks Lea, Higher Knolton, Overton, Wrexham, LL13 0LF

### Acknowledgement

The inspection team would like to thank the management committee, teaching and support staff and the pupils for their co-operation and courtesy throughout the inspection.