Inspection under Section 10 of the Schools Inspections Act 1996

Pembrokeshire Pupil Referral Service

Off High Street
Neyland
Milford Haven
Pembrokeshire
SA73 17F

School Number: 668/1104

Date of Inspection: 14 - 17 November 2005

by

Mervyn Douglas Jones
78185

Date of Publication: 25 January 2005

Under Estyn contract number: 1400405
The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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* secondary schools;
* special schools;
* pupil referral units;
* independent schools;
* further education;
* adult and community-based learning;
* youth support services;
* LEAs;
* teacher education and training;
* work-based learning;
* careers companies; and
* the education, guidance and training elements of Jobcentre Plus.

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Pembrokeshire Pupil Referral Service 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 more information about their child’s school.

The inspection of Pembrokeshire Pupil Referral Service took place between 14/11/05 and 17/11/05. An independent team of inspectors, led by Merfyn Douglas Jones 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This Pupil Referral Service 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
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</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</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>
</tr>
</thead>
<tbody>
<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>
<td>18-19</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<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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<tr>
<td>Contents</td>
<td>Page</td>
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<td>Recommendations</td>
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<td>Standards</td>
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<tr>
<td>Key question 1: How well do learners achieve?</td>
<td>11</td>
</tr>
<tr>
<td><strong>The quality of education and training</strong></td>
<td></td>
</tr>
<tr>
<td>Key question 2: How effective are teaching, training and assessment?</td>
<td>13</td>
</tr>
<tr>
<td>Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>15</td>
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<tr>
<td>Key question 4: How well are learners cared for, guided and supported?</td>
<td>17</td>
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<tr>
<td><strong>Leadership and management</strong></td>
<td>19</td>
</tr>
<tr>
<td>Key question 5: How effective are leadership and strategic management?</td>
<td>19</td>
</tr>
<tr>
<td>Key question 6: How well do leaders and managers evaluate and improve quality and standards?</td>
<td>20</td>
</tr>
<tr>
<td>Key question 7: How efficient are leaders and managers in using resources?</td>
<td>22</td>
</tr>
<tr>
<td><strong>Standards achieved in subjects and areas of learning</strong></td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>24</td>
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<tr>
<td>Mathematics</td>
<td>25</td>
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<td>Science</td>
<td>26</td>
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<tr>
<td>Information technology</td>
<td>27</td>
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<tr>
<td>Design and technology</td>
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<tr>
<td>History</td>
<td>28</td>
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<td>Geography</td>
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<td>Art</td>
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<tr>
<td>Music</td>
<td>30</td>
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<tr>
<td>Physical education</td>
<td>30</td>
</tr>
<tr>
<td>Religious education (including religious studies)</td>
<td>30</td>
</tr>
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<td><strong>School's response to the inspection</strong></td>
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<tr>
<td>Appendices</td>
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<td>A Basic information about the school</td>
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<td>B School data and indicators</td>
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<td>C National Curriculum assessments results</td>
<td>33</td>
</tr>
<tr>
<td>D Evidence base of the inspection</td>
<td>33</td>
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<tr>
<td>E Composition and responsibilities of the inspection team</td>
<td>34</td>
</tr>
</tbody>
</table>
Context

The nature of the provider

1. The Pembrokeshire Referral Unit (PRU) was established in September 1995 to serve the county of Pembrokeshire. It is an integral part of the Education Service provided by the Pembrokeshire Local Education Authority (LEA) and is part of the Pembrokeshire Behaviour Support Service. It serves a total of 8 secondary schools and 87 primary schools.

2. The PRU offers support to pupils who have been identified as presenting challenging behaviour in the mainstream school environment, either full-time or part-time placements in two main centres. Pupils in Key Stages 1 and 2 are catered for in the Neyland Centre (Rainbows) and those in key stage 3 are placed in both the Neyland Centre (Phoenix / Assessment) and in a small enhanced support centre based in The Elms in Pembroke (Sage).

3. The LEA arranges transport for all pupils who attend the unit.

4. Currently, all pupils are first language English. Most of them come from the south of Pembrokeshire and Haverfordwest, areas which are described as disadvantaged socially and economically.

5. Thirty-three per cent are entitled to free school meals and there are 4 ‘looked after’ children.

6. Currently, one pupil has a statement of special educational needs (SEN) and there are 30 pupils on ‘school action plus’. All pupils have social, emotional and behavioural difficulties. There have been 31 temporary exclusions in the last twelve months.

7. The numbers of pupils receiving support fluctuate as they return to mainstream full-time. At present, there are 23 full-time pupils and 8 part-time pupils registered at the PRU.

8. Including the headteacher, who also oversees the Pembrokeshire Behaviour Support Service, there are 7 full-time and 1 part-time teachers and 6 learning support assistants (LSA). Also, there are 2 Pupil Support Workers (PSW).

9. The headteacher was appointed in 1996 and the PRU was last inspected in 1998.
The PRU Mission Statement:

10. “We believe that all individuals, whether pupils or staff, should be encouraged to reach their full potential as learners. As a centre, we uphold the ideal of inclusion and seek to engage all pupils in this.”

The school’s priorities and targets

11. The unit’s main priorities for 2005 – 2006 are to:

- challenge the perception of some local schools to the PRU;
- increase the profile of the PRU in the local community;
- develop links with parents;
- monitor teaching and learning;
- develop a cycle of planning;
- continue to achieve the Investors in People Award (IIP);
- increase multi-agency support;
- create an assessment database for easy access and tracking;
- improve *Cwricwlwm Cymreig*, and
- introduce middle-management training.
Summary

12. Pembrokeshire PRU provides good teaching and many outstanding features, which include excellent leadership and management and high quality care, support and guidance for pupils with challenging behaviour.

Table of grades awarded

<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>Grade 2</td>
</tr>
<tr>
<td>2 How effective are teaching, training and assessment?</td>
<td>Grade 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>Grade 2</td>
</tr>
<tr>
<td>4 How well are learners cared for, guided and supported?</td>
<td>Grade 1</td>
</tr>
<tr>
<td>5 How effective are leadership and strategic management?</td>
<td>Grade 1</td>
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<tr>
<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
<td>Grade 1</td>
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<tr>
<td>7 How efficient are leaders and managers in using resources?</td>
<td>Grade 1</td>
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Standards

Grades for standards in subjects inspected:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Key Stage 1 and 2</th>
<th>Key Stage 3</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>2</td>
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<tr>
<td>Welsh as a second language</td>
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<td>2</td>
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<tr>
<td>Design and Technology</td>
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<td>3</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2</td>
<td>2</td>
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<tr>
<td>History</td>
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<td>2</td>
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<tr>
<td>Geography</td>
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<td>Art</td>
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<tr>
<td>Music</td>
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<tr>
<td>Physical Education</td>
<td>No judgement</td>
<td>No judgement</td>
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<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

13. In KS1 and KS2, pupils achieve good standards in all the subjects inspected except Welsh and design and technology, which are graded as 3 because of the lack of opportunities for developing all aspects of the subjects. The main reason being the fact that they attend on a part-time basis only.

14. In KS3, pupils achieve very good standards in English and good standards in all other subjects except design and technology which has some shortcomings.
Pupils’ designing and making skills are underdeveloped due to a lack of opportunities to participate in a variety of assignments and investigations.

15. The majority of pupils achieve, and sometimes surpass, their agreed learning targets and goals. Analysis of assessment results from on-entry indicates that pupils make good progress in literacy and numeracy.

16. In KS1 and KS2, standards and progress in the key skills of speaking and listening, reading, writing and numeracy are good.

17. In KS3, pupils achieve good standards and make good progress in the key skills of speaking, listening, writing and numeracy. Their reading skills are very good and well used to gain information from a variety of sources.

18. However, in all three key stages, there are some shortcomings in the use of information and communication technology skills across the curriculum. There is a lack of opportunities to develop the skills across all subject areas.

19. Although the pupils have a good understanding of the heritage and culture of Wales, their bilingual skills and competence are underdeveloped because they are not consistently promoted across the unit.

20. Pupils make good progress in their problem-solving skills but less so in their creative skills, which are underdeveloped, particularly in design and technology.

21. Pupils respond very well to the high quality teaching and support.

22. Most pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning and their self-confidence and self-esteem are developing well. Generally, they make good progress.

23. Overall, behaviour in the unit is good and this contributes to the progress they make in their personal and social development. The relationship between staff and pupils is very good and promotes an awareness of right and wrong.

24. Overall, pupils’ attendance at both centres is good.

The quality of education and training

25. In the 39 lessons observed during the inspection, the quality of teaching was judged 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>
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</thead>
<tbody>
<tr>
<td>15%</td>
<td>85%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

26. This is well above the Welsh Assembly Government target for 2007 of 65 per cent to be graded 2 or better.
27. Teachers and support staff have very good relationships with the pupils and this, along with the consistency of approach, has a significant impact on the effectiveness of pupil management and control.

28. They work extremely hard to raise pupils’ self-esteem by ensuring success, showing concern and giving regular praise and encouragement.

29. All teachers have good up-to-date subject knowledge and understanding of recent developments in their field of work.

30. Teachers’ planning is very effective with clear objectives, and good account is taken of the needs of individual pupils. However, planning for the promotion and development of pupils’ key skills, including bilingual skills, is inconsistent across the unit.

31. Support staff have a very good understanding of pupils’ emotional and behavioural needs and are fully involved in planning and teaching, contributing substantially to the progress that pupils make in their learning, behaviour and personal and social development. They are deployed and used very effectively.

32. Outstanding features of teaching include:
   - highly imaginative lesson content;
   - the use of open-ended questioning to develop pupils’ thinking and observational skills;
   - high expectations of behaviour and work.

33. There is very effective liaison between the unit and the referring schools before admission. Assessment, using a range of appropriate procedures, is used to inform very good purposeful individual education plans containing both behavioural and appropriate cross-curricular learning targets.

34. Pupils’ learning needs and achievements are assessed in all subjects and appropriate feedback provided. Individual Educational Plans (IEPs) contain relevant targets, with good information and suitable strategies. However the quality of this is variable. Across the curriculum, end of topic assessment is inconsistent and in some subjects, informal.

35. Detailed records are kept, on a lesson-by-lesson basis, of the progress pupils make towards achieving their targets.

36. In the marking of pupils’ work, there is evidence of good practice in English and mathematics, with targets for improvement recorded in pupils’ work-books. This does not always happen in other subjects.

37. Formal reports are sent to parents at the end of autumn and summer terms. These provide a very detailed and meaningful summary of pupils’ achievements in both learning and behaviour.
38. Overall, the curriculum for pupils in all key stages is broad and balanced. This is reflected in the unit’s curriculum policy, schemes of work and timetables.

39. In KS1 and KS2, there is a three-year rolling programme that covers all aspects of the national curriculum. Long term planning is detailed and comprehensive. However, in some instances, despite good liaison with schools, teachers’ short term planning does not always take account of the curriculum covered during the part-time session at the referring school and an over-emphasis on teaching the basic skills occurs at the unit.

40. In KS3, pupils study a wide range of subjects which enhances the opportunity for successful reintegration to mainstream schools. At present, KS3 pupils do not study the full design and technology curriculum or a modern foreign language. However plans to include the teaching of a modern foreign language are included in the unit development plan.

41. Whilst basic skills are provided for by a timetabled literacy/numeracy lesson, strategies for developing key skills across the curriculum are not included in the unit’s curriculum policy nor do they feature prominently in teachers’ short term planning. However, there are examples of good opportunities for developing key skills such as problem solving in English, history and science; ICT and numeracy in geography; and communication skills in most subjects.

42. Good opportunities are provided for the moral development of pupils in lessons and in other activities. Personal and social education also gives pupils the opportunity to discuss moral dilemmas and problems of everyday life.

43. In geography, during field visits, pupils reflect on the effects of nature and its moulding of the landscape. These enhance the spiritual development of the pupils. However this aspect is somewhat limited in other subjects.

44. There are very good strategies in place for developing pupils cultural development. The unit has developed good links with parents, and behaviour support staff visit pupils’ homes twice a year.

45. There are effective links with external agencies including the smoking awareness team, the police liaison officers and the drugs awareness team. The links with the school psychological service also enhances pupils’ learning.

46. Although the unit has bilingual signs on doors and around the school there is very little use of incidental Welsh to promote bilingualism.

47. The PRU is a civilised, caring and supportive community. Staff have an outstanding knowledge of the pupils and their needs, and ensure that appropriate support and guidance is provided for them.

48. Pupils and parents respond positively to the care they receive and pupils feel safe and confident. Staff are successful in developing pupils' personal welfare and their academic development and achievement.
49. Links with parents are outstanding. Parents receive a comprehensive range of essential information about their child. Outstanding support is provided for pupils when they transfer to the PRU and on their return to mainstream. Transition is smooth.

50. The system for recording attendance and punctuality is administered accurately.

51. Pupils respond positively to the support and care they receive, so that relationships between adults and pupils are outstanding and a spirit of partnership and understanding prevails. Correct procedures are followed in the few cases where pupils were excluded temporarily for unacceptable behaviour.

52. The PRU benefits from an outstanding relationship with a range of specialist support agencies and teachers, including the behavioural support team and educational psychologist.

53. Child protection procedures are well established and all members of staff have received appropriate training.

54. Health and safety issues and risk assessments are undertaken conscientiously. Pupils and parents are fully involved in the process and in reviewing the targets.

55. When pupils exhibit complex and challenging behaviour, staff reaction is outstanding. It is well informed, consistent and positive. The leadership team is outstandingly supportive and active in ensuring a caring and structured atmosphere where pupils are valued as individuals.

**Leadership and management**

56. The quality of leadership provided by the headteacher is outstanding. Her management is very purposeful, knowledgeable and clear-sighted and she is dedicated to raising standards in all aspects of the provision in the PRU.

57. She is very ably supported by the hard-working head of the centre. By virtue of their own industry and diligence, they both gain and retain the respect and loyalty of the staff and parents.

58. Shared aims and values, which promote good behaviour, inclusion and equality for all, are very well reflected in the work of the school. All staff are encouraged to expand their qualifications and improve their knowledge and skills for the benefit of the provision offered.

59. The unit's development plan is very detailed and challenging. It contains realistic targets and goals which are regularly reviewed and monitored by the staff and the management committee.
60. The management committee gives the headteacher and staff excellent support and is fully committed to achieving the unit’s aims and objectives. It contributes effectively towards setting the strategic direction of the unit.

61. The PRU self-evaluation report effectively and accurately addresses the seven key questions of the common inspection framework. It is an integral part of the strategic planning of the PRU.

62. The overview that derives from the process is detailed and incisive. It identifies accurately strengths and areas for development and provides an outstanding baseline to plan for improvement.

63. The monitoring system is coherent and feeds directly into the process of the PRU improvement planning. The systems that track pupils' progress in behaviour and academic work are outstanding and the results are also taken into account during these procedures.

64. Following the self-evaluation procedure, an outstanding development plan is produced. This sets out clear and measurable targets for improvement. Resources implications and costings are introduced in the plan.

65. Self-evaluation and development planning have led to measurable improvement in all aspects and the ethos is now positive and is being increasingly promoted and embedded in the daily life of the PRU.

66. The PRU and the LEA have made outstanding progress in addressing the key issues identified for action in the previous report.

67. The unit has sufficient, well-qualified teaching, learning support and administrative staff. The ratio of teachers to pupils is good and the ratio of learning support assistants to pupils is very good.

68. Overall learning resources are good and match the learning needs of pupils.

69. Overall, accommodation is good. However, there is no specialist accommodation for physical education and design and technology.

70. The unit provides referring schools with very good value for money in terms of pupil progress and achievements.

71. Both budgets (the Neyland and SAGE sites) are managed and monitored effectively. The extremely able and efficient administration officer gives very effective support and ensures the smooth running of the unit.
**Recommendations**

In order to build on the high standards already achieved, the Pupil Referral Unit (PRU) staff and management committee should now:

R1 continue to raise standards in subjects where shortcomings have been identified;

R2 develop and implement a policy for the planning and delivery of bilingual, creative and key skills across the curriculum to secure a coherent approach;

R3 continue to develop assessment procedures that reflect the current good practice in English and mathematics, and improve the quality and consistency of marking;

R4 ensure that the curriculum for KS1 and KS2 pupils complements the curriculum they receive in their own school, and meets the needs of the individual.

The LEA management committee is 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 school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.
Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team match the judgements made by the unit in its self-evaluation.

73. The pupils’ standards of achievement in the 39 lessons observed during the inspection 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>
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<tbody>
<tr>
<td>5%</td>
<td>80%</td>
<td>15%</td>
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74. The standards of achievement in the subjects inspected are as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Key Stage 1 and 2</th>
<th>Key Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<td>Physical Education</td>
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<td>No judgement</td>
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<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
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Pupils’ success in attaining agreed learning goals

75. In KS1 and KS2, pupils achieve good standards in all the subjects inspected except Welsh and design and technology, which are graded as 3 because of the lack of opportunities for developing all aspects of the subjects. The main reason being the fact that they attend on a part-time basis only.

76. In KS3, pupils achieve very good standards in English and good standards in all other subjects except design and technology which has some shortcomings. Pupils’ designing and making skills are underdeveloped due to a lack of opportunities to participate in a variety of assignments and investigations.

77. The majority of pupils achieve, and sometimes surpass, their agreed learning targets and goals. Analysis of assessment results from on-entry indicates that pupils make good progress in literacy and numeracy.
78. In KS1 and KS2, standards and progress in the key skills of speaking and listening, reading, writing and numeracy are good.

79. In KS3, pupils achieve good standards and make good progress in the key skills of speaking, listening, writing and numeracy. Their reading skills are very good and well used to gain information from a variety of sources.

80. However, in all three key stages, there are some shortcomings in the use of information and communication technology skills across the curriculum. There is a lack of opportunities to develop the skills across all subject areas.

Pupils’ progress in learning

81. The trends in performance show continuous improvements, with pupils acquiring new knowledge and skills and developing their understanding.

82. Discussions with pupils indicate that they are very aware of the progress they are making and of their personal targets for improvement. This is an outstanding feature.

83. Although the pupils have a good understanding of the heritage and culture of Wales, their bilingual skills and competence are underdeveloped because they are not consistently promoted across the unit.

84. Pupils make good progress in their problem-solving skills but less so in their creative skills, which are underdeveloped due to lack of opportunities in subjects such as design and technology.

85. Pupils respond very well to the high quality teaching and support.

The development of pupils' personal, social and learning skills

86. Most pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning and their self-confidence and self-esteem are developing well. Generally, they make good progress because of their positive attitude towards learning.

87. Overall, behaviour in the unit is good and this contributes to the progress they make in their personal and social development. The relationship between staff and pupils is very good and promotes an awareness of right and wrong.

88. Overall, pupils’ attendance at both centres is good in the context of the unit and the continual effort that has been made, which has provided a significant improvement in the overall attendance figures. The appointment of two Pupil Support Workers during this current term is proving to be very successful.

89. Discussions with pupils indicate that they are aware that they are all treated equally and have some respect for diversity within society. They appreciate that certain lessons, such as food technology, prepare them for the world of work.
The quality of education and training

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgement made by the unit in its self-evaluation.

91. In the 39 lessons observed, the quality of teaching was judged as follows:

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<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tr>
<td>15%</td>
<td>85%</td>
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92. This is well above the Welsh Assembly Government target for 2007 of 65 per cent to be graded 2 or better.

How well teaching and training meet learners’ needs and the curricular or course requirements

93. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.

94. Teachers and support staff have very good relationships with the pupils and this, along with the consistency of approach, has a significant impact on the effectiveness of pupil management and control.

95. They work extremely hard to raise pupils’ self-esteem by ensuring success, showing concern and giving regular praise and encouragement.

96. All teachers have good up-to-date subject knowledge and understanding of recent developments in their field of work. They regularly demonstrate enthusiasm in their teaching and use appropriate resources and a variety of exciting experiences to motivate pupils.

97. Teachers’ planning is very effective with clear objectives, and good account is taken of the needs of individual pupils. However, planning for the promotion and development of pupils’ key skills, including bilingual and creative skills, is inconsistent.

98. Support staff have a very good understanding of pupils’ emotional and behavioural needs and are fully involved in planning and teaching, contributing substantially to the progress that pupils make in their learning, behaviour and personal and social development. They are deployed and used very effectively.

99. Outstanding features of teaching include:
   - highly imaginative lesson content;
   - the use of open-ended questioning to develop pupils’ thinking and observational skills;
- high expectations of behaviour and work.

**The rigour of assessment and its use in planning and improving learning**

100. There is very effective liaison between the unit and the referring schools before admission. Pupils arrive with a detailed assessment of learning, behavioural, social and emotional needs.

101. Further assessment using a range of appropriate procedures is used to inform purposeful individual education plans containing both behavioural and appropriate cross-curricular learning targets.

102. Assessment is ongoing whilst pupils remain at the unit and progress files are maintained which provide useful and comprehensive information to schools on pupils’ reintegration.

103. Detailed records are kept, on a lesson-by-lesson basis, of the progress pupils make towards achieving their targets. All pupils are aware of their individual targets which are recorded in the pupils’ diaries and are displayed on the classroom walls.

104. The unit uses a ‘points and rewards’ system to motivate pupils and staff provide good feedback on progress and on their achievements in meeting targets.

105. Pupils are actively involved in assessing their progress towards meeting their targets and meaningful discussions take place during tutorial time. Due emphasis is given to progress made and on how to further improve.

106. Pupils’ learning needs and achievements are assessed in all subjects and appropriate feedback provided. However the quality of this is variable. Across the curriculum, end of topic assessment is inconsistent and in some subjects, informal.

107. This is reflected in the marking of pupils’ work where there is evidence of good practice in English and mathematics, with targets for improvement recorded in pupils’ work-books. This does not always happen in other subjects. However, pupils’ work is marked regularly and complemented by encouraging comments and praise where appropriate.

108. All eligible pupils are entered for SATs and the data shared with the referring schools which include it in their published results.

109. Good procedures are in place for informing parents, carers and others on pupil progress. In KS1 and KS2, daily records are provided to parents and referring schools. At KS3, the unit provides a weekly record through the home/unit diary.

110. Formal reports are sent to parents at the end of autumn and summer terms. These provide a very detailed and meaningful summary of pupils’ achievements in both learning and behaviour.
111. Copies of reports are provided to referring schools and also to Social Services in the case of 'looked after' children. Behaviour support service staff also make two home visits a year to discuss pupil progress.

**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**

112. The findings of the inspection team match the judgement of the unit in its self-evaluation report.

**The extent to which learning experiences meet learners’ needs and interests**

113. Overall the curriculum for pupils in all key stages is broad and balanced. This is reflected in the unit’s curriculum policy, schemes of work and timetables.

114. At KS1 and KS2, pupils attend for a half day session at their referring school and a half day session at the unit. There is a three-year rolling programme that covers all aspects of the national curriculum. Long term planning is detailed and comprehensive.

115. However, in some instances, despite good liaison with feeder schools, teachers’ short term planning does not always take account of the curriculum covered during the part-time session at the referring school, and therefore an over-emphasis on teaching the basic skills occurs at the unit.

116. At KS3, pupils study a wide range of subjects which enhances the opportunity for successful reintegration to mainstream schools. In addition to the core subjects of English, mathematics and science, the unit makes provision for Welsh second language, history, geography, religious education, art and design, information technology, food technology and games. Welsh studies are also taught as is an “ASDAN Key Steps” programme which prepares pupils for transition to KS4.

117. At present, KS3 pupils do not study the full design and technology curriculum or a modern foreign language. However plans to include the teaching of a modern foreign language are included in the unit development plan.

118. Whilst basic skills are provided for by a timetabled literacy/numeracy lesson, strategies for developing key skills across the curriculum are not included in the unit’s curriculum policy nor do they feature prominently in teachers’ short term planning. However there are examples of good opportunities for developing key skills such as problem solving in English, history and science; ICT and numeracy in geography; and communication skills in most subjects.

119. Because the unit serves the whole of Pembrokeshire and many pupils have long journeys, there is little opportunity to develop after-hours extra-curricular activities. However, pupils enjoy a range of activities provided off site such as the use of a local leisure centre for swimming and a local activity centre where pupils can
choose from a wide range of physical, outdoor activities. The unit organises a camp twice a year where pupils undertake a variety of activities, contribute to team-work and engage with the skills of living as a community.

120. The unit has good links with a visiting minister of religion who contributes to the teaching of religious education (R.E.). In art, pupils have a good opportunity to reflect on moods, the environment and on nature. In geography, during field visits, pupils reflect on the effects of nature and its moulding of the landscape. These enhance the spiritual development of the pupils. However this aspect is somewhat limited in other subjects.

121. Good opportunities are provided for the moral development of pupils in lessons and in other activities. Pupils are encouraged to think about and discuss their own behaviour and about how it impacts on others. This has a very positive effect on their thinking. Pupils’ willingness to take responsibility for their actions, and to apologise when necessary, is a notable feature.

122. Personal and social education also gives pupils the opportunity to discuss moral dilemmas and problems of everyday life. The pupils support various charities throughout the year including the annual “Red Nose Day” and “Children in Need” appeals and they undertook sponsored events to raise money for a local person working in a Tsunami stricken area.

123. The good relationships between pupils and staff, and at times between the pupils themselves, have a significant impact on the pupils’ social development. The personal and social education programme and opportunities for circle time encourage the acquisition of social competencies and emphasises responsible social participation. These skills are further enhanced at the twice-yearly camps.

124. There are very good strategies in place for developing pupils cultural development. Major festivals such as St. David’s day, Diwali, the Chinese New Year and Christmas are celebrated. The unit also promotes positive attitudes towards other cultures by assigning days to their appreciation. Recent examples include Mexican, Italian, French and Indian. Visitors to the centre have included a Japanese exchange student, a drama specialist and author and music specialists. The unit has a comprehensive programme of visits including theatre, orchestra, and museums.

125. The unit has developed good links with parents, and behaviour support staff visit pupils’ homes twice a year. There are effective links with external agencies including the Youth Offending Team (YOT), smoking awareness team, the police liaison officers and the drugs awareness team. The links with the school psychological service also enhances pupils’ learning.

**The extent to which learning experiences respond to the needs of employees and the wider community**

126. As part of the “ASDAN Sure Steps” programme, pupils undertake modules on work related education. Pupils have the opportunity to engage with the adjacent skills centre and visit areas of vocational interest such as Milford Docks.
127. Although the unit has bilingual signs on doors and around the school there is very little use of incidental Welsh to promote bilingualism. However, in order to counteract the negative attitudes to Welsh and Welsh culture with which pupils arrive, the unit has introduced Welsh Studies in addition to lessons for Welsh as a second language. This has had a very positive effect on pupils’ appreciation of the culture of Wales. It has also made a significant contribution to Y Cwricwlwm Cymreig, which, although not formally planned for in the curriculum policy, is addressed through subject planning.

128. The unit actively encourages recycling, has recycling bins in classrooms, and has instituted the Darwin Project to this end. However pupils’ understanding of sustainable development and global citizenship is limited.

129. The Welsh Assembly’s Government’s aim of ensuring that all people play a meaningful part in society is met through a variety of topics and activities embedded in the curriculum. Personal and social education and “ASDAN’s Sure Steps” programme supplement this provision.

**Key question 4: How well are learners cared for, guided and supported?**

**Grade 1: Good with outstanding features**

130. This grade is in agreement with the unit’s self-evaluation grade.

131. The PRU is a civilised, caring and supportive community. Staff have an outstanding knowledge of the pupils and their needs, and ensure that appropriate support and guidance is provided for them.

132. Pupils know that they can approach any member of staff for advice and they often do so. Staff spend time providing support and guidance for learners during break and lunch times and often after school hours.

133. Pupils and parents respond positively to the care they receive and pupils feel safe and confident. Staff are successful in developing pupils' personal welfare and their academic development and achievement.

134. Links with parents are outstanding. Parents receive a comprehensive range of essential information about their child. Parents value the home-school contact book as an effective means of communication.

135. The PRU expectations for behaviour are clearly expressed and regularly shared with the pupils. Pupils' individual targets are shared with parents, and pupils have a clear understanding of how to achieve them.

136. Outstanding support is provided for pupils when they transfer to the PRU and on their return to mainstream. Transition is smooth. Arrangements are thorough and well organised. Good reports are provided daily for schools of KS1 and KS2 pupils who attend the Unit part-time.
137. In Year 9, pupils are well supported and offered appropriate guidance to help them choose the courses that are right for them. The work of the Careers Wales advisor is well integrated into the PRU curriculum and pupils and parents value the advice they receive.

138. The system for recording attendance and punctuality is administered accurately. Staff know the pupils well and any pupil causing concern receives immediate action.

139. Pupils respond positively to the support and care they receive, so that relationships between adults and pupils are outstanding and a spirit of partnership and understanding prevails. There were no permanent exclusions in the three terms preceding the inspection.

140. Correct procedures are followed in the few cases where pupils were excluded temporarily for unacceptable behaviour. Good support, including the use of outside agencies, is provided for these pupils before, during and when they return to school.

141. The PRU benefits from an outstanding relationship with a range of specialist support agencies and teachers, including the behavioural support team and educational psychologist. The PRU also works closely with Social Services to ensure appropriate care and support for the 'looked after' pupils.

142. Child protection procedures are well established and all members of staff have received appropriate training.

143. Health and safety issues and risk assessments are undertaken conscientiously. A few health and safety issues were brought to the attention of the headteacher during the inspection week, including providing a method of direct contact between the classrooms and the office in an emergency.

**The provision for additional learning needs**

144. Assessment of pupils on entry to the PRU, together with information from primary and secondary schools, is outstanding in identifying pupils who need additional help.

145. Annual reviews and transitional reviews are carried out in accordance with statutory requirements. Parents' involvement is outstanding with most making contributions to their child's review.

146. Individual Educational Plans (IEPs) contain relevant targets, with good information and suitable strategies. Pupils and parents are fully involved in the process and in reviewing the targets.

147. When pupils exhibit complex and challenging behaviour, staff reaction is outstanding. It is well informed, consistent and positive. Parents are involved in setting and implementing agreed targets to support pupils and avoid exclusion.
The quality of, and provision for, equal opportunities

148. The curriculum successfully provides specific opportunities for pupils to learn about and discuss issues related to racism and human rights. The few pupils from ethnic minority groups have good friends in their peer group.

149. The PRU has been outstandingly successful in creating a climate where pupils are free from harassment and discrimination. Parents and pupils are confident that the staff would respond promptly to such instances.

150. Staff are successful in encouraging pupils to have appropriate expectations. All courses are open to all pupils. When girls are referred to the unit, there are successful strategies to promote gender equality and to challenge stereotypes.

151. There are effective measures to challenge bullying or any oppressive behaviour. There are outstanding relationships with an extensive range of outside agencies.

152. The PRU works very closely with Social Services to provide effective support for pupils who are looked after by the LEA.

153. The steps taken by the PRU have been very successful in ensuring that no pupil suffers from less favourable treatment than others. The leadership team is outstandingly supportive and active in ensuring a caring and structured atmosphere where pupils are valued as individuals.

Leadership and management

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

Grade 1: Good with outstanding features

154. The findings of the inspection team match the judgements made by the unit in its self-evaluation.

How well leaders and managers provide clear direction and promote high standards

155. The quality of leadership provided by the headteacher is outstanding. Her management is very purposeful, knowledgeable and clear-sighted and she is dedicated to raising standards in all aspects of the provision in the PRU.

156. She is very ably supported by the hard-working head of the centre. By virtue of their own industry and diligence, they both gain and retain the respect and loyalty of the staff and parents.
157. She has a clear vision and determination to lead the unit successfully forward, identifying the ways in which this can be achieved and fully utilising the skills of a hard-working staff, both teaching and support staff.

158. Shared aims and values, which promote good behaviour, inclusion and equality for all, are very well reflected in the work of the school. Policies, including those for racial equality and personal and social development, have clear objectives which are understood and well promoted in both centres.

159. The unit takes account of national priorities but the provision for promoting bilingualism is underdeveloped.

160. The headteacher and staff work very closely with other schools. This is one of the strengths of the unit and one that is greatly appreciated by the staff of the pupils’ home school.

161. There is a very effective staff appraisal system which successfully links teachers’ and support staff’s professional development with the priorities set by the unit in its development plan. All staff are encouraged to expand their qualifications and improve their knowledge and skills for the benefit of the provision offered.

162. The unit’s development plan is very detailed. It contains realistic targets and goals which are regularly reviewed and monitored by the staff and the management committee.

How well governors or other supervisory bodies meet their responsibilities

163. The management committee gives the headteacher and staff excellent support and is fully committed to achieving the unit’s aims and objectives. It contributes effectively towards setting the strategic direction of the unit.

164. They have a very good oversight of the budget and supervise expenditure well. The committee members act in the best interest of the pupils at all times but are not fully involved in monitoring the quality of provision.

165. Regulatory and legal requirements are fully met.

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

Grade 1: Good with outstanding features

166. In its self-evaluation report the school awarded itself a Grade 2 for this question. The inspection team came to the judgement that there are outstanding features.
How effectively the school's performance is monitored and evaluated.

167. The PRU self-evaluation report effectively and accurately addresses the seven key questions of the common inspection framework. It is an integral part of the strategic planning of the PRU.

168. The overview that derives from the process is detailed and incisive. It identifies strengths and shortcomings which is an outstanding baseline to plan for improvement.

169. The process rightly begins at individual level where self-evaluation takes place through regular formal meetings and lesson observations. These consider the effectiveness of the schemes of work, departmental planning and lessons. Each subject co-ordinator together with the Headteacher, Head of Centre and Teacher in Charge has a clearly defined role in monitoring and evaluating progress in the Neyland PRU and the Elms Unit.

170. The departmental self-evaluation process culminates in a formal self-evaluation exercise of an in-depth analysis which in turn is fed into the PRU's self-evaluation document.

171. Views of parents, pupils and headteachers are sought in questionnaires, the results of which are incorporated into planning. The views of the Management Committee are also sought and valued, as are the views of a wide range of interested parties. This is an outstanding feature.

172. The monitoring system is coherent and feeds directly into the process of the PRU improvement planning. The systems that track pupils' progress in behaviour and academic work are outstanding and are used effectively as part of the self-evaluation process.

173. Parents are very supportive of the school's progress and pupils expressed great satisfaction and respect for the provision. Regular home visits ensure an outstanding partnership with parents.

174. Good records are kept. The Headteacher reports regularly to the Management Committee. The effectiveness of the joint improvement planning is evident in the positive outcomes of the outstanding self-evaluation report and a range of initiatives which have enhanced the provision.

The effectiveness of planning for improvement

175. Following the self-evaluation procedure, an outstanding development plan is produced. This sets out clear and measurable targets for improvement. Resources implications and costings are introduced in the plan.

176. The development plan is analysed and agreed with the Management Committee. It is further discussed and agreed during meetings between teachers, heads of units and the Headteacher. Progress towards the targets in the document is carefully monitored throughout the year.
177. Pupils, parents and other interested parties' perceptions of the PRU performance are sought using a questionnaire survey. The results are very positive for the PRU. Feedback from external agencies and the schools it supports are also very favourable.

178. Leadership has a clear vision and overview for the PRU's direction, which is shared by the staff, who have ownership of the progress of many initiatives.

179. Self-evaluation and development planning have led to measurable improvement in all aspects and the ethos is now positive and is being increasingly promoted and embedded in the daily life of the PRU.

180. The PRU and the LEA have made outstanding progress in addressing the key issues identified for action in the previous report. Strategies to monitor and evaluate teaching, learning and behaviour management have developed well. The curriculum and timetable arrangements are secure and guidelines and procedures for the use of restraint is clear and all staff have been trained in the procedures. Standards in design and technology have remained the same.

181. The LEA has successfully addressed the issue of inadequate accommodation and resources in the main Centre. Clerical and administrative support staff are in post and an educational psychologist visits the Centre regularly. There are adequate resources to meet the needs of children.

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

**Grade 1:** Good with outstanding features

182. The findings of the inspection team match the judgement of the unit in its self-evaluation report.

**The adequacy, suitability and use made of staffing, learning resources and accommodation**

183. The unit has sufficient, well-qualified teaching, learning support and administrative staff. The ratio of teachers to pupils is good and the ratio of learning support assistants to pupils is very good.

184. Teaching and learning support staff work extremely well together and form effective teams ensuring all classes and activities are well supported in meeting pupils’ learning and personal needs. This is a notable strength of the unit and an outstanding feature.

185. Clerical and secretarial staff ensure administrative tasks are effectively implemented. The extremely able and efficient administration officer gives very effective support and ensures the smooth running of the unit.
186. All staff benefit from wide-ranging training. Administrative staff and learning support assistants have either achieved or are working towards NVQ level 3. In addition to training they receive regular mentoring from the NVQ assessor.

187. Complementing well-planned in-service training days, teaching staff have received extensive and appropriate training delivered by the behaviour support service in important areas of behaviour management. All staff have received mandatory training in child protection and appropriate use of restraint.

188. Overall learning resources are good and match the learning needs of pupils. Where there are shortcomings in resources provided on site, for example in physical education, the unit makes good use of external resources to compensate.

189. There are sufficient books, and a small area has been utilised as a library and research area. Most classrooms have two or more computers in addition to those in the I.C.T. suite and two classrooms benefit from interactive whiteboards and projectors. Resources are generally well managed and kept up to date by subject coordinators.

190. Overall, accommodation is good. The fabric of the building, both inside and outside, is in very good condition. There are specialist rooms for science, food technology, art and design and I.T. Rooms are large and bright and together with corridors contain very good displays of pupils’ work. However, there is no specialist accommodation for P.E and design and technology.

191. Access for disabled persons to the main site in Neyland is very good with an access ramp, low level reception counter and disabled toilet. Access is not as good at the SAGE site in Pembroke. Detailed disability access plans have been formulated for both sites outlining short, medium and long-term requirements.

192. There is a small grassy area used as a playground. There are plans to pave the area and make it more amenable to play but it will remain too small to accommodate all pupils who wish to use it.

**How efficiently resources are managed to achieve value for money**

193. All staff within the unit, including those with dual roles within the behaviour support service, are managed effectively and efficiently.

194. Behaviour support staff are used efficiently and effectively both to support pupils and liaise with referring schools.

195. The unit provides referring schools with very good value for money in terms of pupil progress and achievements.

196. Both budgets (the Neyland and SAGE sites) are managed and monitored effectively. Funds are used to meet priorities identified in the unit’s development plan. These priorities are reviewed annually and effective strategic planning over recent years has ensured that the unit provides very good value for money overall.
Standards achieved in subjects and areas of learning

**English**

**Key Stages 1 and 2:** Grade 2: Good features and no important shortcomings  
**Key Stage 3:** Grade 1: Good with outstanding features

**Good and outstanding features**

197. In KS2, structured reading schemes and well chosen text help pupils to make good progress in developing their reading skills.

198. Younger pupils recall the characters and the main points of stories and can offer good ideas about characters' personalities and how they might relate to one another.

199. Older pupils have an impressive recall of the narrative and are able to offer good observations on events and relationships.

200. Most pupils are able to write simple phrases and sentences, with the more able going on to write more legible and extended pieces.

201. In KS3, pupils show outstanding progress in reading, writing and speaking by responding positively to the clear aims set out at the beginning of each lesson, to activities set at a brisk pace which link all language skills.

202. Pupils can conduct extended conversations on a range of topics, adapting language to suit new situations.

203. Pupils write in extended form for a wide variety of purposes.

**Shortcomings**

204. In KS2, much written work involves only filling in gaps and single sentences response.

**Welsh second language**

**Key Stage 1 and 2:** Grade 3: Good features outweigh shortcomings  
**Key Stage 3:** Grade 2: Good features and no important shortcomings

**Good features**

205. In KS1 and KS2 most pupils listen attentively to teaching and support staff. They respond to questions accurately mainly using single word answers although the more able can use simple phrases and sentences.
206. They know the names of at least seven colours. They are able to introduce themselves in Welsh and to ask simple questions of other pupils. They know the meaning of several words and phrases used to describe people’s feelings.

207. When asked questions, they answer with confidence. Pupils accurately use a computer game to match facial expression to Welsh words and phrases.

208. In KS3, pupils also listen attentively to teaching and support staff. They are able to greet teachers and each other in Welsh and respond accurately and confidently. They are able to introduce themselves and ask and answer simple questions, for example “Sut wyt ti heddiw?” “How are you today?” using a range of answers to express how they feel. They are able to answer in full sentences.

209. They are able to match English and Welsh phrases accurately. There is some use of incidental Welsh during lessons with pupils thanking teaching and support staff in Welsh when they receive help. Pronunciation is clear and accurate.

**Shortcomings**

210. In KS1 and KS2, pupils’ vocabulary is limited to the topic being studied. An instance of poor behaviour prevented learning for one pupil and limited the learning of another for a short period of time.

**Mathematics**

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<td>Key Stage 1 and 2:</td>
<td>Grade 2: Good features and no important shortcomings</td>
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<td>Key Stage 3:</td>
<td>Grade 2: Good features and no important shortcomings</td>
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**Good features**

211. In KS1 and KS2, pupils can sort, match and sequence numbers correctly. Older pupils do this up to 1,000. They identify patterns and count accurately.

212. Their understanding of place value is developing well and they perform simple sums involving the four rules of number correctly.

213. They recognise the value of coins and can make purchases and calculate any change in their problem solving activities.

214. They use mathematical symbols correctly and create simple pictograms from gathered data.

215. In KS3, pupils reinforce their work in numeracy with an increasing understanding of patterns and relations.

216. Their understanding of place value is good and older pupils are mastering more complex calculations, including the use of negative numbers. They understand the relationship between fractions, decimals and percentages and can correctly state the equivalent values.
217. They are developing a wide range of mental and problem-solving strategies, identifying and using the appropriate operations.

218. Pupils deal effectively with tasks appertaining to number, shape and measurement. They gather information, such as pupils’ favourite cars, and confidently display data in graphical forms.

219. They are developing a good vocabulary of mathematical terms.

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<td><strong>Key stage 3:</strong> Grade 2: good features and no important shortcomings</td>
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**Good features**

220. Pupils make good progress in knowledge and understanding whilst at the unit. This is enhanced by an emphasis on practical activities and pupils quickly develop the skills needed in these areas. In KS1 and KS2, pupils develop an awareness of what constitutes a fair test. In KS3 this concept is fully understood.

221. In KS1 and KS2, pupils estimate how far a vehicle will travel on the flat and on a hill using a computer program. They are able to apply this skill to a real life practical investigation. They make very good estimates of how far a toy truck will travel down a slope, and are able to repeat this when the slope is increased.

222. They are able to record results using methods appropriate to age and ability.

223. In KS3, pupils have a good understanding of the symbols used to create circuit diagrams. They construct simple circuits mounted on ply board. They successfully solder all joints in the circuit. They know the functions of conductors and insulators and are able to use the circuits they have constructed to test for these.

224. Another KS3 group knows the meanings, symbols and functions of a range of electrical components including transistors, resistors and L.E.D.s They know that resistors in a circuit can protect other components and that transistors are used as switches. They are able to construct complex circuits and use them to test the sensitivity of conductors. They carry out all practical work, including soldering carefully and safely.

225. They are able to record observations from practical work in tabular form and present findings clearly.
Information technology

**Key Stages 1 and 2:** Grade 2: Good features and no important shortcomings
**Key Stage 3:** Grade 2: Good features and no important shortcomings

**Good features**

226. Pupils in KS1 and KS2 are competent and confident when using the mouse and keyboard. They select menus, follow instructions and show good overall control of the computer.

227. Effective use is made of a paint program to create pictures and patterns.

228. Word processing skills are developing well with pupils confidently editing work correctly as well as changing font, size and colour.

229. In KS3, pupils log-on correctly with a password and respond to on-screen directives. They understand how to file, locate and open documents.

230. They navigate confidently around various texts by using the screen cursor, keys, mouse and scroll bar and they can change fonts, sizes and font styles and colours to highlight points of interest.

231. They enhance their written work with pictures, photographs and drawing they have dragged and dropped.

232. Pupils make effective use of CD-ROMs and the Internet to gain access to appropriate programs for research in other subjects.

**Shortcomings**

233. Pupils’ use of ICT across the curriculum is insufficiently developed.

Design and technology

234. The only lessons observed during the inspection were those in Food Technology. However, judgements are made following discussions with pupils, scrutiny of pupils’ past work and of teachers’ planning documents.

**Key Stages 1 and 2:** Grade 3: Good features outweigh shortcomings
**Key Stage 3:** Grade 3: Good features outweigh shortcomings

**Good features**

235. All pupils have a good understanding of food technology and regularly design and make a variety of food products such as pizzas, fairy cakes, scones, biscuits and bread rolls.
236. They follow instructions and recipes carefully and correctly, demonstrating good design ideas for the finished item, taking the importance of ‘healthy eating’ into consideration.

237. Pupils select, cut, weigh and prepare the different ingredients carefully and accurately, using the appropriate tools safely. They are very aware of the importance of hygiene when handling food and are developing good independent learning skills.

238. In KS1 and KS2, pupils use a variety of construction kits effectively to experiment and make different items using their imagination and manipulative skills.

239. They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.

240. Good links are made with class topics. For example, creating a motte and bailey castle with working catapults, linked to their history studies.

Shortcomings

241. Pupils’ designing and making skills are underdeveloped due to a lack of opportunities to participate in a variety of assignments and investigations.

| History |
|-----------------|-----------------|
| Key Stages 1 and 2:-- | Grade 2: Good features and no important shortcomings |
| Key Stage 3:-- | Grade 2: Good features and no important shortcomings |

Good features

242. In KS2, pupils’ past work demonstrates knowledge and some understanding of the different castles that have been built in the area.

243. They know that castles at different times were built with different materials. Pupils are able to place them in the right chronological order.

244. In KS3, pupils have a secure knowledge of important events and the main personalities within the Industrial Revolution period.

245. They are developing an understanding of some of the key historical concepts, for example, the influence of machinery on people's lives.

246. Pupils are starting to use documentary and pictorial sources well, and to share their views on events and their historical importance.

Shortcomings

247. Pupils’ interpretation and investigation skills are underdeveloped.
**Geography**

**Key Stages 1 and 2:**  
**Grade 2:** Good features and no important shortcomings

**Key Stage 3:**  
**Grade 2:** Good features and no important shortcomings

**Good features**

248. In all key stages, pupils develop an awareness of the wider world. They make good progress in geography and this is enhanced by field visits and the special days when the unit celebrates the cultures of different countries.

249. In KS1 and KS2, geography forms part of a rolling programme of topic work and was not taught during the week of the inspection. Judgements were made from scrutiny of pupils’ work, teachers’ planning including schemes of work, photographic evidence and talking to pupils.

250. Pupils have a good understanding of maps and develop good map skills. They have a good understanding of the weather and how it affects landscapes. They understand the need for recycling and participate in the unit’s recycling scheme. They visit local beaches and understand the effects of pollution.

251. In KS3, whilst studying the physical and human geography of Italy, pupils have a good understanding of the structure of volcanoes. They know the earth has an inner and outer core, a mantle and crust. They know that molten rock inside the earth is called magma and that it is referred to as lava outside of the earth when a volcano erupts. They listen attentively to each other and speak with confidence whilst discussing the advantages and disadvantages of living near a volcano. They show a good understanding of the economy of areas near to volcanoes.

252. Pupils in KS3 also study Wales. This takes the form of a journey around the country and the study of places along the route. They develop good map skills and are able to use scale to measure distance in kilometres and miles. They show a good understanding of different populations and economies within Wales and can discuss advantages and disadvantages of living in towns studied.

**Art**

**Key Stages 1 and 2:**  
**Grade 2:** Good features and no important shortcomings

**Key Stage 3:**  
**Grade 2:** Good features and no important shortcomings

**Good features**

253. In KS1 and KS2, pupils are making good progress in their skills in the use of tools and paint. They are developing an awareness of colour, and can make pictures with recognisable objects or human features.

254. Through using a range of materials pupils are developing good skills in the use of line, tone and colour. They use their imagination well to explore new media to increase their skill and knowledge.
255. In KS3, when creating their paintings, pupils are able to use different techniques to achieve suitable background colour tones. They achieve good standards in line, sketching and painting landscapes.

256. Previous work in all key stages shows effective eye-catching paintings and drawings showing good awareness of using colour for effect.

**Shortcomings**

257. A minority of pupils depend too much on copying source materials.

**Music**

258. Music lessons have not been delivered at the unit this term and are not time-tabled until next term. Therefore, there was insufficient evidence to judge standards.

**Physical education**

259. Opportunities to observe physical education lessons were limited during the inspection period. As such, an accurate judgement on standards could not be made.

**Religious education (including religious studies)**

- **Key Stages 1 and 2:** Grade 2: Good features and no important shortcomings
- **Key Stage 3:** Grade 2: Good features and no important shortcomings

**Good features**

260. In KS1 and KS2, pupils are gaining good knowledge about the main symbols and artefacts of the six main religions.

261. They know how different believers celebrate their faiths in different festivals. They know that Christianity is the main religion in Wales.

262. In KS3 pupils talk and write about religion or an aspect of religion, linking some key people, objects and places.

263. Pupils become increasingly aware of the questions about meaning and purpose arising from life experience. They describe their own feelings, actions and opinions and, in simple terms, comment on the viewpoints of others.

**Shortcomings**

264. In KS2, pupils' understanding is seldom developed beyond factual information.

265. In KS3, pupils are not always aware of the significance and context of religious belief and practice in every day life.
School's response to the inspection

The staff, Management Group and Pembrokeshire County Council have welcomed the results of the recent inspection and are very pleased that it highlighted the good progress made since the last inspection and recognised the Pupil Referral Unit as being good with outstanding features.

The process was conducted at all times in a professional, efficient, fair and open manner. Staff were always informed regarding the requirements of the inspection and felt that the team were accommodating and sensitive to the working of a Pupil Referral Unit.

The team recognised the strong partnerships that exist between the Pupil Referral Unit, other aspects of the Behaviour Support Service, the schools parents and the community.

Parents felt that their views had been heard and taken into consideration.

Although the amount of supporting paperwork was considerable, it was clear that the team had read and considered the evidence provided. Clear use was made of the School Self Evaluation and staff were pleased that the evaluation was upheld and enhanced by the team. Judgements made were based on evidence gathered by the team and real efforts were made to ensure that the correct conclusion was drawn. The key issues raised by the team were openly acknowledged by staff as areas for development.

At all times both the Registered Inspector and the whole team were pleasant, courteous and friendly and this allowed staff and children to relax and perform well. The school nominee was accepted as part of the team and she felt that her views were valued and respected and used to inform the final assessments.

Staff and the management group have welcomed the results of the inspection and fully accept the recommendations made which are reflected in the school’s self evaluation and development plan. The PRU fully intends to develop these to further enhance the standard of the provision made.
### Appendix A

#### Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Pembroke Pupil Referral Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Special</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>7 - 14 years</td>
</tr>
<tr>
<td>Address of school</td>
<td>The Old College, Off High Street, Neyland, Pembrokeshire</td>
</tr>
<tr>
<td>Postcode</td>
<td>SA73 17F</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01646 602473</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Judy Jones</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 1995</td>
</tr>
<tr>
<td>Chair of governors/</td>
<td>Graham Longster</td>
</tr>
<tr>
<td>Appropriate authority</td>
<td>Pembrokeshire County Council</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Mr Merfyn Douglas Jones</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>14th – 17th November 2005</td>
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### Appendix B

#### School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</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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</thead>
<tbody>
<tr>
<td>N (fte)</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Number of pupils</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
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<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>
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<tbody>
<tr>
<td>Number of pupils</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Total number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
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<tbody>
<tr>
<td>Number of teachers</td>
<td>7</td>
<td>1</td>
<td>7.5</td>
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</tbody>
</table>

#### Staffing information

- Pupil: teacher (fte) ratio (excluding nursery): 4:1
- Pupil: adult (fte) ratio in nursery classes: n/a
- Average class size, excluding nursery classes: 6
- Teacher (fte): class ratio: 1.25:1

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

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>R</th>
<th>Y1–Y6</th>
<th>Y7–Y9</th>
<th>Y10–Y11</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>n/a</td>
<td>n/a</td>
<td>91.5%</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Term 2</td>
<td>n/a</td>
<td>n/a</td>
<td>92.0%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Term 3</td>
<td>n/a</td>
<td>n/a</td>
<td>92.4%</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

#### Percentage of pupils entitled to free school meals

- 33%

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

- 31
Appendix C

National Curriculum Assessment Results

Not applicable

Appendix D

Evidence base of the inspection

- Four inspectors, including a lay inspector, spent a total of 12 inspector days in the PRU and met as a team before the inspection.

- The headteacher was the nominee and played a very important and supportive role during the inspection.

- Pre-inspection meetings were held with staff, parents and the management committee to discuss the life and work of the unit.

- Six questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

- During the inspection, discussions were held with the headteacher, teachers and support staff.

- Discussions were also held with headteachers or their representatives from three of the schools which have pupils at the unit.

- Discussions were held with pupils about their work and the life of the school.

- Thirty-nine lessons or part lessons were observed.

- A sample of pupils’ work, practical and written, from across the ability range in each year group, was examined.

- Pupils’ behaviour was observed at various times during the day.

- All the documentation presented by the school prior to, and during the inspection, was analysed.

- Post-inspection meetings were held with the staff and the management committee to discuss the outcome of the inspection.
Appendix E

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Mr Merfyn D Jones</td>
<td>Context, summary, recommendations. Key questions 1, 2 and 5</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td>Subjects: mathematics, design and technology, information technology and physical education</td>
</tr>
<tr>
<td>Mr Heddwyn Evans</td>
<td>Key Questions 4 and 6</td>
</tr>
<tr>
<td>Team Inspector</td>
<td>Subjects: English, history, music and religious education</td>
</tr>
<tr>
<td>Mr Paul Donovan</td>
<td>Key Questions 3 and 7 and contributing to key question 2</td>
</tr>
<tr>
<td>Team Inspector</td>
<td></td>
</tr>
<tr>
<td>Mr John Foley</td>
<td>Contributing to all key questions</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Judy Jones</td>
<td>Providing information</td>
</tr>
<tr>
<td>Nominee</td>
<td></td>
</tr>
</tbody>
</table>

Contractor: Baker-Phillips Educational Communications Ltd  
Address: Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

The inspection team would like to thank the headteacher, staff, governors, pupils and parents of the unit for their co-operation and courtesy throughout the inspection.