



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Bryn-y-Deryn
Cefn Road
Mynachdy
Cardiff
CF14 3HS**

Date of inspection: March 2011

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Bryn-y-Deryn is a pupil referral unit (PRU) maintained by Cardiff City Council with places for up to 50 part-time pupils at any one time in the age range of 11 to 16 years. Sixty-five pupils accessed the provision last academic year. The unit is part of the provision that the local authority makes for pupils with emotional and behavioural difficulties and for those who require education otherwise than at school (EOTAS).

There are currently 43 pupils on roll. All pupils on roll have special educational needs (SEN). Forty percent of pupils have statements of SEN. Seventeen percent of pupils are from minority ethnic groups. One pupil is from a Welsh-medium school and 32% of all pupils have free school meals. Less than 10% of pupils are looked after by the local authority. The PRU aims to offer all pupils a five day programme with a balanced curriculum that meets each one's needs. Pupils study mathematics, English, information and communication technology (ICT), art, science, religious education and personal and social education. Their programmes also focus on promoting and developing anger management and social skills and self-esteem. In addition to this, pupils attend an off-site provision at the Howardian Youth Centre for one or two days each week. This provision is run by the Youth Service, in partnership with the PRU. At the Howardian Youth Centre, pupils can engage in a variety of activities including practical and physical activities and personal, social and health education.

The PRU makes provision for:

- pupils in key stage 3 who are gradually re-introduced to schools. The maximum length of attendance for these pupils will be 18 weeks. During this period it is expected that they will increase the amount of time spent in mainstream school. They have dual registration at the PRU and at their mainstream school;
- pupils in key stage 4 who do not usually return to their schools but work towards entry level and GCSE courses, attend the Howardian Youth Centre and have work placements;
- up to 12 pupils in key stage 4 who are unlikely to attend full-time and need a flexible learning individual programme (FLIP);
- small tuition groups for pupils in key stage 3 awaiting specialist provision;
- a key stage 4 BTEC Drama group open to pupils from the PRU and Greenhill Special School or other secondary schools across Cardiff, designed to boost self-confidence and social skills;
- a Virtual Inclusion Project for six pupils in key stage 3, that is an off-site activity-based programme with an emphasis on re-integration to school within 6 weeks; and
- alternative courses for 14 to 19-year-olds, accessed through the PRU, that include a practical skills course run by ACT, a training provider and hair and beauty courses and a motivation course provided by Your Motive, another training provider.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

Bryn-y-Deryn pupil referral unit's strengths include that:

- most pupils gain appropriate qualifications and develop the skills that they need to return to school or move on to further education or training;
- most pupils gain confidence and improve their behaviour and attendance over time;
- staff relate well to pupils and treat them with respect;
- the curriculum meets pupils' needs well;
- most teachers plan appropriate work and manage pupils' behaviour well;
- pupils receive a range of therapeutic interventions to help them address the issues that contribute to their poor behaviour;
- strong partnership working enables nearly all pupils to receive the recommended 25 hours of education; and
- self-evaluation is developing well.

However, the PRU is judged as adequate despite the good standards that pupils achieve because:

- a minority of pupils feel that the PRU does not deal well with bullying;
- a minority of pupils are persistently late, do not arrive at lessons on time or do not behave well and distract others;
- teachers do not always vary their teaching methods and resources, keep all pupils on task throughout the lesson or set challenging enough work;
- staff do not consistently challenge poor behaviour, punctuality or low level disruption;
- the focus on literacy and numeracy is not yet consistent across the PRU;
- the quality of individual education plans (IEPs) is too variable and they are not always used well to inform planning for individuals; and
- the Exceptional Provision panel focuses mainly on pupils' behaviour and not enough on the pupils' additional learning needs which may hinder their progress.

Despite these shortcomings the PRU gives good value for money. This is because it provides good quality learning experiences which enable most pupils to achieve good standards and move on to further learning.

Prospects for improvement

The PRU has made good progress since the last inspection to clarify its role in relation to schools and other local authority support services and improve access to the PRU for pupils in key stage 3.

However prospects for improvement are judged as adequate because:

- systems for tracking pupils' progress across the PRU and with its partners lack coherence;
- the lack of a senior management team at the PRU hinders improvement;
- the management committee membership is too narrow and it is not always able to influence the local authority's decisions; and
- there is no cohesive data management system.

Recommendations

In order to improve the PRU should:

- R1 address pupils' perceptions that bullying is an issue;
- R2 make sure that all staff deal with behaviour consistently;
- R3 make sure that all teaching is consistently good and focuses on literacy and numeracy;
- R4 continue to tackle persistent lateness and improve punctuality within the PRU working day; and
- R5 make sure that IEPs are consistently of good quality and that teachers' planning takes account of targets within them.

The local authority needs to:

- R6 focus more on the additional learning needs as well as the behaviour of pupils who are referred to the PRU;
- R7 make sure that there are coherent systems for tracking pupils' progress across the PRU and its partners;
- R8 consider strengthening the leadership team at the PRU;
- R9 widen representation on the management committee; and
- R10 provide a cohesive data management system.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All pupils who attend the PRU have been unsuccessful in their schools and have either been permanently excluded or are at risk of exclusion. When they arrive at the PRU, they are unable to manage their behaviour, find it difficult to relate to others, have a very low opinion of themselves and believe that they are unable to learn. At the PRU most pupils benefit from a wide range of learning experiences. They improve their behaviour over time, learn to work with others and gain a wide range of appropriate qualifications in accredited courses. Many pupils in key stage 3 successfully return to their schools. Most pupils make good progress in achieving the agreed behaviour targets in their IEPs. All pupils leave the PRU with a recognised qualification and, in 2010, all pupils in key stage 4 moved on to further education or training. Seven out of 13 pupils moved on to college courses.

In 2010, pupils gained 25 GCSE passes in art, English, mathematics, information and communication technology (ICT) and childcare. Pupils also gained passes in English and mathematics at entry level. Four pupils gained the BTEC certificates including two distinctions.

Pupils also gain Duke of Edinburgh awards, the ASDAN Youth Achievement Award and the Lord Mayor's Award. Key stage 3 pupils gain Agored Cymru entry level awards in football, fishing, lifesaving, bike maintenance, horse-care and fitness.

Most pupils develop the communication skills that they need to make themselves understood and relate well to others. They learn to contribute well to discussions, reason and improve their writing. A few more able pupils read for pleasure, write accurately, draft and redraft their work and select and use information successfully. Most pupils improve their basic skills. Eleven out of 12 pupils completed a commercial reading programme and nine of them increased their reading scores.

Pupils enjoy their extended work experiences which include working in a barber shop, a nursery and a garage. Pupils also took part in a live radio show. In their work placements they learn to arrive on time, wear appropriate clothing, follow instructions and behave appropriately when meeting clients.

Wellbeing: Adequate

Most pupils improve their attendance and attend well despite having difficult journeys across the city. They appreciate the respect that staff show them and they gain confidence in themselves and in their abilities.

Pupils enjoy taking part in a wide range of activities designed to raise their self-esteem, improve how they work with others and widen their horizons. Pupils begin to understand the importance of healthy living, the dangers of using drugs and smoking. They benefit from good quality sex education and the Condom Card (C

Card) system, which helps them understand sexual health and condom use. However, although the staff give pupils a clear understanding of what to do if they are bullied, and pupils say that they feel safe in school, about a fifth of pupils do not have confidence in the way that the PRU deals with bullying.

Pupils are consulted about the life and work of the PRU. They gain a good understanding of the democratic process through the recently formed school council. Pupils were involved in the recent appointment process of several members of staff.

Pupils benefit from a wide range of therapeutic interventions such as anger management and behaviour, music and art therapies. These sessions help them to gain insight into what makes it difficult for them to behave well and to develop self control. They are able to talk to staff about their feelings and how they respond to others. For example, pupils in key stage 3 and in the Virtual Inclusion Project evaluate their behaviour at the beginning and at the end of their programme. This means that they can track their own progress.

A few pupils are persistently late and do not always arrive at lessons on time. As a result, they do not make enough progress. The few pupils who do not behave well waste time and sometimes distract others from their work. Just over a half of the 19 pupils who completed the questionnaire disagreed or strongly disagreed with the statement that 'pupils behave well and I can get my work done.'

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

The PRU provides a curriculum that meets pupils' needs. Nearly all pupils benefit from a personal learning package that provides the 25 hours of full-time education recommended by the Welsh Assembly Government. Pupils have opportunities to take a useful range of GCSE courses. All pupils access a wide range of recognised qualifications that are designed and used to motivate them. These include ICT, careers and the newly introduced literacy and numeracy awards. Most pupils access a comprehensive range of good quality work-related training. Pupils have many opportunities to take part in outdoor pursuits such as gorge walking, camping and mountain biking. However, on a very few occasions access to programmes does not always match the individual needs of pupils. Many pupils move on to further study in college or work-based learning companies.

Overall, the PRU has an improved focus on the development of pupils' literacy and numeracy skills. However, this focus is not yet fully embedded across the PRU and its partners. Pupils at key stage 3 generally receive good support to meet their literacy and numeracy needs. Following a comprehensive initial assessment, pupils receive individual targeted support for aspects of the curriculum they find particularly difficult.

Whilst not a requirement, the PRU chooses to provide opportunities for pupils to experience the Welsh language and the culture of Wales. The PRU has an annual Eisteddfod and the Virtual Inclusion Project has recently introduced accredited awards for pupils in Welsh language and culture.

The PRU does not provide enough opportunities for pupils to develop their understanding of education for sustainable development and global citizenship. There are well-developed plans to make improvements.

Teaching: Adequate

All teachers have a very good understanding of their pupils and foster positive working relationships with them that are based on trust and respect. Teachers demonstrate sound subject knowledge and work well with teaching assistants to support individual pupils.

Most teachers plan work which is appropriate to the needs and abilities of the pupils. However, they do not always plan opportunities for pupils to meet the targets within pupils' IEPs. They share clear learning objectives and use questioning effectively to extend and review what pupils learn. However, teachers do not always use a wide enough variety of teaching strategies or resources to fully motivate pupils throughout a session or to extend more able pupils. Homework is not regularly used to reinforce what pupils learn or develop their skills as independent learners.

In most lessons, staff manage pupils' behaviour well. All staff consistently apply the positive behaviour tracking system and regularly review behaviour targets with pupils. Points are awarded in each lesson for how well pupils achieve their targets and meet the PRU's code of conduct, with rewards each term. Incidents of very poor behaviour are carefully followed up and discussed with pupils and parents. However, staff do not consistently challenge poor behaviour, punctuality and talking that is not about the task they are working on during class.

Teachers use comprehensive systems to assess baseline performance and accurately track pupils' progress in mathematics, English and pupils' behaviour. They keep detailed records of the work completed by each pupil and use these well in discussions with pupils about next steps and how they can improve their results. Teachers use a valuable self-evaluation tool with pupils in key stage 3 and in the Virtual Inclusion Project to assess whether they are ready to reintegrate into their mainstream school.

The regular reports to parents about pupils' progress are of good quality.

Care, support and guidance: Adequate

Pupils benefit from a wide range of opportunities to reflect on and learn about healthy lifestyles. This includes work on smoking, drugs and physical exercise. They receive helpful advice from staff on how to deal with issues that impact on their lives.

The anti-bullying policy has been recently reviewed and updated. The PRU works well with the local authority's anti-bullying team to provide workshops for all pupils and individual support for victims of bullying. Although this work has ensured that pupils feel safe and know whom to talk to if they have a problem, it has not yet successfully changed pupils' perceptions, which are that bullying is an issue at the PRU.

There is a variety of appropriate initiatives to encourage high attendance. These include daily phone calls, contacting providers, cards to pupils saying they are missed, good attendance certificates and rewards and are in line with the Welsh Assembly Government's National Behaviour and Attendance Review.

Pupils receive good individual support, which includes cognitive behaviour therapy and counselling, to help develop their social and emotional wellbeing.

The PRU has an appropriate policy and procedures for safeguarding.

The PRU meets its statutory duties in relation to pupils' additional learning needs.

Pupils' statements of SEN are up-to-date and are reviewed regularly with parents and pupils. The PRU is pro-active in seeking additional external assessments and support for pupils in relation to their needs. However, the quality of IEPs is too variable. They do not always contain clear success criteria or useful information such as review dates. The information within the IEPs is not used well enough to plan comprehensive programmes for individual pupils.

Referrals of pupils in key stage 4 to the PRU from the Exceptional Provision Panel do not always give enough focus to the additional learning difficulties that present barriers to learning for many pupils with social emotional behavioural difficulties. As a result, teachers waste valuable teaching time whilst they update assessment information on these pupils' needs.

Learning environment: Good

All pupils have good access to the curriculum. Pupils are encouraged to recognise and value the differences in others. The PRU provides a supportive, caring and welcoming learning environment for its pupils based on mutual respect. Overall, the main PRU building and classrooms are well resourced and provide a stimulating learning environment to meet the pupils' needs. There is a wide range of attractive and informative wall displays. The building has dedicated classrooms for the teaching of English, mathematics, art and ICT. The building is suitably decorated, furnished and well maintained.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The local authority's management committee understands the work of the PRU and provides the head of centre with a clear sense of direction. However, the PRU has no formal leadership team. This limits the ability of the head of centre to make improvements. Nevertheless, staff have a strong commitment to school development. For example, leaders have introduced a range of useful initiatives to improve pupil attendance and punctuality and these have made a significant impact.

Improvement planning takes good account of national priorities. The PRU's effective and close working with the 14-19 Network Partnership helps pupils access a broad range of curriculum options and provision.

The School Effectiveness Framework is gradually having an impact on how teachers plan their curriculum and behaviour management strategies. Involvement in professional learning communities to secure school improvement is becoming a

strong feature of development planning, but it is too soon to judge the impact of this work.

The PRU is beginning to use data effectively to identify areas for improvement and to set pupils' targets and monitor progress. However, coherent systems for tracking pupils' progress in the PRU and across partners are not well developed. This means that the data is not transferred to and from schools in an efficient and effective manner in order to plan pupils' transition in and out of the PRU. Despite this, the PRU maintains effective liaison and communication with partners by phone and email.

The PRU is managed by the local authority. Management committee members bring a wide range of expertise to its work in supporting and challenging the PRU. Members are from the local authority, local schools and other partners of the PRU. However, there is no parental or independent representative to challenge the local authority and ensure there are no potential conflicts of interest. The committee is not always successful in influencing the local authority in its decisions about the PRU and, on occasions, does not support the changes necessary to make improvements.

Improving quality: Adequate

The PRU is developing the process for self-evaluation well. All staff are fully consulted, and discuss improvements and the implementation of the priorities. Information is also collected from a range of questionnaires that gather the views of pupils and key stakeholders. The self-evaluation report is detailed and honest. However, the report is not evaluative enough. The PRU is beginning to use pupils' performance data effectively to inform planning. As a result, monitoring and evaluation of pupils' outcomes relate well to curriculum planning and evaluation. However, the lack of a local authority cohesive data management system inhibits the PRU's ability to use data rigorously and act upon the evidence in a systematic and structured way.

Performance management processes are linked closely to improvement planning. Sharing professional practice to improve performance is well established. Staff improve their working practices through training and a range of professional support and advice. This includes involvement in networks of professional practice and close work with other agencies, schools and partners.

There is regular reporting of progress to the management committee and the local authority. The PRU accurately identifies areas for development and makes appropriate progress in implementing its improvement action plan.

Clarification of the role of the PRU in relation to schools and other local authority support services has been achieved since the last inspection. Access to the PRU for pupils in key stage 3 now meets the Welsh Assembly Government's 'Inclusion and Pupil Support' guidance.

Partnership working: Good

The PRU works very successfully with its partners to enhance the career pathways for pupils. Partners provide good opportunities to raise pupils' awareness of further education and training for future employment and how they can improve their skills and experience. Well-established partnerships through the 14-19 Network include extensive links with local further education colleges, the voluntary sector and work-based learning providers. In 2010, these useful links helped all leavers to secure further education and training, or work placements.

The PRU works effectively with mainstream schools to ensure that it can operate effectively as short term provision for pupils in key stage 3. However, the PRU does not always receive enough support to manage and maintain the successful transition of these pupils back to mainstream schools.

Resource management: Good

Overall, the PRU manages its resources well. It provides a well-maintained and stimulating learning environment. Accommodation, resources and the deployment of staff are generally good. As a result of these good resources and the good outcomes achieved by pupils, the PRU provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 19 out of 43 pupils. All of these pupils state that they feel safe in school and have someone to turn to if they have any concerns. They all say that staff encourage them to take responsibility and keep healthy. All pupils agree that staff help them with problems and to learn and make progress. Most say that the staff treat all pupils fairly and with respect. Most confirm that the school helps them to understand and respect people from other backgrounds. Most pupils feel that the school prepares them well for moving on.

However, nearly a quarter of the pupils who responded feel that they are not doing very well in school and just over half of them disagree or strongly disagree that behaviour is good and that they can get their work done. Almost a third of the pupils who responded do not feel that the PRU deals with bullying well. A fifth of pupils feel that their views are not listened to and that the PRU does not make the changes that they suggest.

Appendix 2

The inspection team

Claire Yardley HMI	Reporting Inspector
Susan Roberts HMI	Team Inspector
Mark Evans HMI	Team Inspector
Jassa Scott HMI	Team Inspector
Susan Roberts HMI	Team Inspector
Jenny Rathbone	Lay Inspector
Fiona Simpson	School Nominee

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11