



*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**

**Glanynant Learning Centre (PRU)  
Hanbury Street  
Glanynant  
Caerphilly  
NP12 3XP**

**Date of inspection: May 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 16/07/2014**

## Context

The Teaching and Learning Centre, known as Glanynant pupil referral unit (PRU), is in the Rhymney valley north of Caerphilly. It opened as a key stage 2 and key stage 3 provision in 2007. It provides short-term education for pupils experiencing social emotional and behavioural difficulties. Pupils attend the PRU to learn to manage their emotions and improve their behaviour before returning to mainstream. Currently there are 10 pupils on roll.

In keeping with the local authority policy, all pupils are dual-registered, remain on roll of their mainstream school, and re-integrate for at least one day each week. Currently, a few pupils attend mainstream schools full-time.

Just over 70% of pupils are eligible for free school meals. There are no pupils from minority ethnic backgrounds. All pupils come from homes where English is the predominant language. Presently, all pupils come from English medium schools. All pupils have additional learning needs. Half of the pupils have statements of special educational needs.

There are three teachers, including the teacher-in-charge, and four teaching assistants. The teacher-in-charge has been in post since 2006.

The PRU shares its building and facilities with a specialist resource base for pupils with emotional social and behavioural difficulties. The teacher-in-charge of the PRU has management responsibility for this provision. The specialist resource base was not included in the inspection of Glanynant PRU.

## Summary

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

### Current performance

Pupils achieve well and improve their behaviour at Glanynant PRU. However, current performance is judged adequate because:

- arrangements for reporting aspects of safeguarding give cause for concern;
- data is not used effectively to strategically plan and monitor pupils' progress; and
- staff do not use a suitable range of assessment resources to inform planning and target setting.

### Prospects for improvement

Glanynant maintains strong links with schools to ensure that nearly all pupils re-integrate into mainstream provision. However, prospects for improvement are judged adequate because:

- leaders and managers do not systematically analyse pupil performance data;
- self-evaluation processes are not embedded firmly enough;
- plans, policies and records of decision-making meetings are not well maintained; and
- the management committee is ineffective in supporting and challenging the PRU.

## **Recommendations**

- R1 Follow Welsh Government guidelines for reporting issues of safeguarding
- R2 Improve the use made of data to analyse performance and plan and monitor improvements
- R3 Extend assessment resources and expertise to improve target setting and monitoring
- R4 Improve self-evaluation processes to help plan improvements
- R5 Develop effective record-keeping processes and ensure that policy documents are kept up to date

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Pupils at the PRU have a range of social, emotional and behavioural difficulties. They start at the centre with little confidence, have difficulty controlling their behaviour, and have a history of poor attendance. However, at the PRU, they respond well to the nurturing ethos and develop confidence and enthusiasm to improve their learning and take a full part in lessons. Pupils make good progress in line with their age, ability and learning needs often from low starting points.

Over time, pupils develop their thinking skills well and this helps them to manage their emotions and behaviour. Almost all pupils remain on task throughout lessons and work with enthusiasm. As a result, nearly all pupils make good progress in developing their literacy and numeracy skills and apply these successfully in a range of subjects and settings, including partner mainstream schools.

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

Pupils recall prior learning in mathematics and apply their number skills well to solve problems. Many pupils use thinking skills well to make connections between ideas and relate learning from the PRU to work in their mainstream schools. For example, in English lessons, they suggest alternative endings to stories and improve their writing by developing and extending their use of adjectives to describe people and events.

Pupils use information and communication technology effectively to improve their reading, present work neatly and research information for topic work.

More able and talented pupils write clearly for a wide range of audiences. They organise and present their ideas clearly and think through questions and answers for themselves. They use punctuation and spelling accurately in extended pieces of creative writing.

Pupils practise and develop their communication skills throughout the school day and are keen to take part in discussions. Pupils work collaboratively in groups and in pairs, and many also work well independently. Nearly all pupils listen and respond to others and make significant contributions to discussions.

Many pupils use incidental Welsh confidently throughout the school day and are beginning to use Welsh vocabulary with greater confidence across the curriculum.

## **Wellbeing: Good**

Nearly all pupils feel safe at the PRU and believe that staff respond well to any allegations of bullying. They develop very good relationships with staff and they know whom to talk to if they have a problem or concern. Pupils behave well and are courteous and polite towards each other, staff and visitors.

Nearly all pupils have a good understanding of how to keep healthy and have developed positive attitudes towards physical exercise and improving their diet. They participate enthusiastically in physical activities during break times and make healthy eating choices.

All pupils at the PRU attend their mainstream school for part of the week. Over time, most pupils increase their attendance at their mainstream school and many attend mainstream school full-time before the end of key stage 3. In academic year 2012-2013, 70% of leavers achieved full reintegration into their mainstream schools. This is a significant achievement.

Pupils at key stage 3 explore issues of personal safety, including safe use of the internet, during personal social education lessons and discuss the impact of their behaviour on their own and other people's wellbeing. They develop positive attitudes towards working with others and engage enthusiastically in community-based projects. They take pride in the contribution they made to improve the area around the school. They have planted trees as part of a local conservation project, and built and located nesting boxes in nearby woodland.

Attendance has improved year-on-year over a three-year period. Attendance levels for all pupils show an improvement on their attendance prior to joining the PRU.

Fixed term exclusions have reduced over the past three years. However, the PRU does not collect data on fixed term exclusions for pupils prior to entry and therefore cannot include this information when measuring this aspect of pupil progress and wellbeing. Over the past three years, there have been no permanent exclusions.

Pupils show pride in their work and achievements. They contribute confidently to discussions within lessons and are involved in making choices, for example concerning reward activities. Pupils elect members of the school council who meet regularly on an informal basis with the teacher-in-charge to raise issues of concern and plan reward activities. They are effective in influencing decision-making and have made changes to the school dinner menu to reintroduce a salad bar.

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

The PRU provides a broad and balanced curriculum appropriate to pupils' academic and social needs. This includes an appropriate personal and social education programme that uses external agencies well. Pupils in key stage 3 have the opportunity to discuss and influence the areas that they wish to study. Provision for pupils in key stage 2 is appropriate and supports the needs of individual pupils well.

The PRU is responding well to the Literacy and Numeracy Framework by amending its curriculum planning to ensure that pupils have appropriate opportunities to develop their skills. The PRU is developing a coherent programme to improve pupils' literacy and numeracy skills. Pupils make good progress developing these skills through effective support from their teachers and teaching assistants. The PRU makes good use of information and communication technology across the curriculum to promote pupils' confidence and independent working.

Provision for Welsh language development and the Welsh dimension is evident in aspects of lessons at the PRU. Pupils have regular opportunities to use incidental Welsh and are encouraged to use the Welsh language frequently within lessons.

The PRU provides frequent opportunities within and outside the classroom for learners to engage with and develop their understanding of education for sustainable development and global citizenship. All pupils are made aware of the environment, their place in it and the need to care for it. Projects that enhance the local environment feature strongly at the PRU and successfully promote its work in the community. For example, pupils work in the local park picking up litter.

### **Teaching: Good**

Teachers have good subject knowledge, plan their lessons well and carefully match the work that they set to the pupils' abilities and needs. In nearly all lessons there is a supportive working relationship between pupils, teachers and teaching assistants that contributes significantly to the positive learning environment within the PRU.

In the majority of lessons, high expectations, a brisk pace and a well-planned variety of challenging tasks result in quality learning. In these lessons, staff check pupils' progress frequently and use skilful questioning to ensure that all pupils make effective progress. This oral feedback helps pupils to understand what they need to do to improve further.

In many lessons, teachers plan well to improve pupils' knowledge and understanding. They employ an appropriate range of teaching strategies and resources that ensure pupils make good progress. Many lessons are engaging and appropriate to pupils' needs and abilities. Well-timed activities provide frequent opportunities for pupils to work collaboratively to use and apply their learning and problem solving skills.

Teachers mark pupils' work regularly. Many comments on pupils' work help pupils to understand what they need to do to make further progress. However, staff do not use assessment resources well enough to inform teaching.

Parents receive informative reports each week on the progress of their children that effectively identify pupils' strengths and weaknesses, and note targets for improvement.

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

Overall, the PRU provides an appropriate level of care for all pupils. However, recording and reporting of incidents of physical interventions do not follow Welsh



Government or local authority guidelines. This aspect of safeguarding arrangements does not meet requirements and gives cause for concern.

All staff focus on developing each pupil as an individual and raising pupils' confidence and self-esteem. Learning experiences and extra-curricular provision develop pupils' spiritual, moral, and social skills well. The PRU makes appropriate arrangements for promoting healthy eating and drinking. Pupils contribute to decisions about their provision for exercise. Weekly outdoor pursuit sessions and daily ball playing activities help keep pupils fit.

Support for pupils' additional learning needs is adequate. The PRU accesses a wide range of useful specialist support for pupils. However, it does not always use the information received about individual pupils' needs well enough. Individual education plans set suitable targets, are reviewed regularly and help pupils to make good progress. Parents of pupils with statements of special educational needs receive useful information on their child's progress. Teaching assistants work well with pupils needing additional support.

The PRU makes good use of a range of specialist services to give pupils good quality advice and support with issues that impact on their lives. These include sex and relationships education, and healthy eating and drinking.

### **Learning environment: Adequate**

The PRU has a strong nurturing and inclusive ethos. There is a clear emphasis on equality and equal access to the curriculum for all pupils.

Overall, the building and grounds are well maintained and provide a learning environment that meets the needs of pupils very well. Good use is made of the limited space. The building fosters a calm, safe environment, which makes a positive contribution to pupils' learning. However, the PRU has not fully implemented all of the recommendations from a recent review of health and safety.

All teaching areas are of an appropriate size and are well resourced, with attractive informative displays that support learning. Overall, the PRU provides appropriate learning resources with good information and communication technology facilities for pupils.

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

The vision set by leaders of the PRU is clear and focused on improving pupils' opportunities to return to mainstream schools. The PRU communicates this effectively to mainstream schools, and all staff at Glanynant PRU are committed to this.

The mission statement of the PRU that 'our past shall not limit us' suitably reflects the belief in the ability of its pupils to succeed. The PRU has the strategic aim to provide short-term educational intervention to maintain pupils' mainstream school placement,

or when necessary to support pupils integration into appropriate alternative provision. The PRU is successful in meeting this aim.

A policy aligns the aims, values and priorities of the PRU. It sets out roles and responsibilities of the teacher-in-charge and other members of the team. However, this policy, and other policies and planning documents are not up to date and they do not clearly set the strategic direction for the work at the PRU.

Arrangements for the management of performance are becoming more robust. These include lesson observation and book scrutiny undertaken by the teacher-in-charge. Staff meet three times each week to discuss the work of the PRU. These meetings provide staff with useful opportunities to discuss pupils' standards and provision. Discussions include pupils' behaviour during integration sessions at mainstream schools and how best to introduce what staff have learned in recent training they have received in literacy and numeracy. However, there are no written records of these meetings. As a result, leaders and managers are not able to measure the effectiveness of the meetings in improving the work of the PRU.

The management committee does not effectively monitor the work of the PRU. It is supportive of the PRU, but members do not regularly attend meetings or ask challenging questions about progress. Reports to the Management Committee from the teacher-in-charge do not consistently contain enough detail for members to understand what needs to improve. As a result, members do not hold the PRU to account.

### **Improving quality: Unsatisfactory**

Self-evaluation processes, which clearly identify strengths and priorities for improvement are developing, but are not systematic or embedded firmly enough. The self-evaluation report is comprehensive but does not identify important aspects requiring improvement, including important areas recognised by others.

The PRU does not have a suitable management information system to enable it to use enough rigour to analyse performance data and set appropriate targets for improvement. Its paper-based systems are not sophisticated enough to enable leaders to analyse information and plan improvements.

The PRUs improvement cycle has an appropriate timetable of activities. However, it is too early to evaluate the effectiveness of these activities. Teachers' analysis from monitoring of individual pupils' performance is beginning to feed into strategic planning for improvement and individual staff performance targets. These targets now link to appropriate training in areas of identified weakness. However, staff do not contribute enough to strategic self-evaluation process.

Staff reflect on their practice at daily informal meetings. They share ideas about what works well and how to improve their work. This enables staff at the PRU to be more consistent in their approach, particularly in dealing with pupils' behaviours. However, recording of planning, monitoring and decision-making is weak.

## **Partnership working: Good**

Strategic partnership with mainstream schools is a strength of the PRU. The local authority policy requiring mainstream schools to continue to offer pupils' a part-time placement is working very effectively. As a result, pupils nearly always continue to attend their own mainstream school.

Effective work between the PRU and mainstream schools supports pupils to improve their behaviour, self-esteem and wellbeing. This has a positive impact on their attitude to learning and enables them to enjoy learning and improve their achievements.

The PRU is successful in returning many pupils to fulltime mainstream provision. Where required, the PRU provides daily support to mainstream schools and on-going contact through telephone calls with advice and guidance. The basis for the success of the partnership work is highly effective communication. However, the PRU does not maintain active records of this work. As a result, leaders are not able to evaluate accurately what works well and the actions that are less effective.

Strategic partnerships with a range of multi-disciplinary and voluntary agencies support the emotional health and wellbeing of pupils. The PRU does not formally evaluate the outcomes for pupils of these partnerships. Because of this, it is not possible to judge their effectiveness.

A successful regional partnership helps pupils get involved in local community activities. This builds positive relationships between the community and pupils at the PRU.

## **Resource management: Good**

The PRU is appropriately staffed to meet pupils' needs and to provide an outreach service for mainstream schools. Teaching and support staff are well qualified and experienced. Leaders ensure that resources support and improve the learning environment.

Staff make good use of training to improve their skills and expertise in supporting pupils. For example, intensive training in Welsh is having a positive impact in pupils' enthusiasm and learning in the subject.

Performance management arrangements and provision for staff development are beginning to make a positive difference to classroom practice.

Staff are deployed effectively in the PRU and in supporting mainstream re-integration. Their developing outreach role is helping mainstream schools to increase their capacity to maintain pupils with difficult behaviours and prevent pupils' admission to the PRU.

The teacher-in-charge has leadership and management responsibility for a specialist resource base in the same building.

The PRU provides good value for money because pupils achieve good standards.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Secondary Questionnaire (Overall)

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

Special Questionnaire (Overall)

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

#### Responses to parent questionnaires

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

## Appendix 2

### The inspection team

Sw Roberts	Reporting Inspector
Anthony Mulcahy	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Alwyn Thomas	Peer Inspector
Les Archard	Provider Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of ALN terms

**ADHD:** attention deficit hyperactivity disorder

**ALN:** additional learning needs

**ASD:** Autistic Spectrum Disorders, includes Asperger's Syndrome

**ATR:** additional teacher resource

**BESD, ESBD or SEBD:** Behaviour, Emotional and Social Difficulties

**CoP:** Code of Practice

**HI:** hearing impairment

**MSI:** multi-sensory impairment

**PMLD:** profound and multiple learning difficulties

**SpLD:** specific learning difficulties, including dyslexia

**VI:** visual impairment