



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

**Report following monitoring  
Level of follow-up: significant improvement**

**City & County of Swansea Pupil Referral Unit  
Brondeg House  
St John's Road  
Manselton  
Swansea  
SA5 8PR**

**Date of visit: March 2016**

**by**

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

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**The monitoring team**

Anthony Mulcahy	Reporting Inspector
Claire Yardley	Team Inspector

## **Outcome of monitoring**

The City and County of Swansea Pupil Referral Unit (PRU) is judged to have made sufficient progress in relation to the recommendations following the monitoring visit in January 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the PRU from the list of PRUs requiring significant improvement.

## **Progress since the last inspection**

### **Recommendation 1: Resolve the ongoing leadership issues**

Strong progress in addressing the recommendation

Since the Estyn monitoring visit in January 2015, there have been significant changes at a strategic level in relation to leadership of the PRU. There is now clear vision and high expectation at senior level for the work of the PRU.

The local authority is currently undertaking a review of its education other than at school (EOTAS) provision. Therefore, recent leadership appointments are on a temporary basis. Despite uncertainty about the future, the PRU now benefits from new leaders with the appropriate experience and expertise. The headteacher status of the new head of the PRU allows him to attend headteachers' meetings, raise the profile of the PRU and secure wider opportunities for pupils. There are regular staff meetings with clear agenda items and minutes for action, which concentrate on standards of teaching and learning.

Staff recognise and value the recent appointment of a headteacher for the PRU. There is a clear management structure and staff know exactly whom they need to talk to for advice and support. All staff benefit from good quality and pertinent training.

The PRU has received extensive, targeted support from the new chief education officer, the education senior leadership team, the management committee, the challenge adviser and the accelerated intervention board. The local authority has made good use of appropriate external consultants to support the management team.

The management committee meets regularly and has appropriate representation. This includes an elected member, headteachers, local authority officers and parent representation. They provide appropriate challenge and are making better use of data to monitor the work of the PRU.

However, schools do not always provide enough or accurate information about pupils' progress to the admissions panel. This lack of accurate data makes it difficult for PRU staff to compare how well all pupils make progress after joining the PRU with their previous achievements.

## **Recommendation 2: Improve pupils' attendance**

Limited progress in addressing the recommendation

Staff at the PRU track pupil absence well and work effectively with outside agencies to support vulnerable pupils who are at risk of disengaging. The PRU has appropriate riskbased arrangements for responding to absence on the first day and improved systems for recording attendance. Staff now have access to accurate information about individual pupil attendance that they review weekly.

The PRU has put in place a range of useful strategies to improve pupil attendance. These include increasing the range of courses available for pupils to choose from, involving pupils more in decision-making and rewarding pupils for improved attendance. Most individual education plans (IEPs) now contain ambitious targets for attendance.

These strategies are newly in place and are starting to have a positive impact on attendance at three of the centres. However, procedures to improve the attendance of a few persistent absentees at key stage 4 have been less successful. As a result, the PRU's current overall average attendance rate remains broadly similar to that at the last monitoring visit.

## **Recommendation 3: Improve the quality of planning so it meets the needs of all pupils**

Satisfactory progress in addressing the recommendation

Staff across all centres have received training in the production of personcentred plans that focus well on meeting the individual needs of all pupils. These include IEPs that contain appropriate learning and behaviour targets. All IEPs include suitable targets for developing pupils' literacy and numeracy skills and strategies to help pupils address each target. Pupils are fully involved in the target setting process and know their targets for improvement.

Leaders at each centre have agreed a common approach to the production of IEPs for their pupils and monitor the quality of IEPs at their own centres. The senior leadership team have addressed areas for improvement highlighted in a recent review of the quality of IEPs.

Teachers across the PRU plan learning activities that match the needs and interests of pupils well. Staff at each centre have recently agreed a format for lesson plans that have an appropriate focus on the targets set in IEPs and pupils' prior attainment. However, the level of detail contained in these plans varies too much between centres and it is too early to judge the impact of this planning on the rate of pupil progress.

## **Recommendation 4: Evaluate consistently the performance of staff across all centres**

Strong progress in addressing the recommendation

Since the monitoring visit of January 2015, the PRU has developed an effective system to evaluate the work of staff that has a strong emphasis on improving standards of teaching and learning across all centres.

Leaders have implemented performance management procedures for all staff, including lesson observations and the scrutiny of pupils' work, that focus well on the quality of teaching and the standards that pupils achieve. The recording of lesson observations provides a detailed evaluation of strengths and areas for improvement. Leaders use this information well to set individual and whole PRU targets for improvement. As a result, performance management targets link well to whole PRU priorities and inform professional development opportunities for staff. However, there is variation in the quality of how progress against the targets is evaluated. A few evaluations lack enough detail and clarity.

**Recommendation 5: Introduce a comprehensive self-evaluation process that takes account of pupil progress and attainment and is used consistently across all centres**

Strong progress in addressing the recommendation

The management committee has a clear understanding of self-evaluation and offers appropriate challenge to staff at the PRU. Local authority officers, the management committee and the accelerated intervention board work very well together to make sure that there is a developing culture of self evaluation and cycle of review.

The self-evaluation report is evaluative, focuses on pupil outcomes and clearly identifies the strengths and areas for development across the PRU. It is linked very carefully to development planning.

An annual lesson observation and work scrutiny cycle inform self-evaluation well. Within the individual centres, all staff are involved in the self-evaluation process. Regular staff meetings have clear agenda items and minutes for action, which focus well on improving standards of teaching and learning.

Generally, the PRU is making better use of data to evaluate its work, measure pupils' progress and set targets for improvement. However, this work is not yet of consistently good quality across all areas of the PRU.

The PRU has recently widened its consultation and has gained the views of parents, pupils and schools. As a result, the PRU has made important improvements, such as offering pupils more health education and a wider range of physical activity at key stage 4. However, the PRU has not yet formally consulted its partners within the community about the quality of its work.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the PRU should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.