



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

**Pembrokeshire Pupil Referral Unit
High Street
Neyland
Milford Haven
SA73 1TF**

Date of inspection: March 2012

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

Pembrokeshire Pupil Referral Unit (PRU) is maintained by Pembrokeshire County Council. The provision is split between three separate sites situated in Neyland, Pembroke and Penally.

The Neyland site provides for up to 21 pupils at key stage 3. At the time of the inspection there were 15 pupils on roll.

The Sage Centre in Pembroke provides for up to 10 pupils at key stage 3. At the time of the inspection there were six pupils on roll.

'Rainbows' in Penally provides for up to eight pupils at Foundation Phase and key stage 2. At the time of the inspection there were nine pupils on roll.

Pembrokeshire Pupil Referral Service is part of the provision that the local authority make for pupils with social, emotional and behavioural difficulties and for those who require education otherwise than at school (EOTAS). All pupils on roll have special educational needs (SEN).

The Neyland site makes provision for:

- pupils at key stage 3 who access a full-time education comprised of an academic skills-based curriculum with an emotional literacy focus. The pupils are re-integrated to their mainstream school when they achieve agreed targets.

The Pembroke Site makes provision for:

- pupils in key stage 3 who are unable to access group and/or full-time education. Individualised programmes are developed that focus on the pupil's needs.

The Penally site makes provision for:

- pupils at Foundation Phase and key stage 2 who access a full-time education comprised of an academic skills-based curriculum with an emotional literacy focus. The pupils are re-integrated to their mainstream school when they achieve agreed targets; and
- a group of 10 pupils with complex learning needs at key stage 4 and post-16, who share the site and facilities at Penally although they are not part of the PRU.

Summary

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

Current performance

At Pembrokeshire Pupil Referral Service the overall current performance of the PRU is good because:

- there has been a steady improvement in pupils' attainment in all key stages;
- pupils' standards of literacy and information and communication technology (ICT) are consistently good;
- pupils make good progress in their learning and wellbeing; and
- the standards of teaching is generally good.

Prospects for improvement

The prospects for improvement at Pembrokeshire Pupil Referral Service are judged as adequate because:

- strategic management has failed to improve accommodation over time;
- moves to improve the strategic management of the PRU are recent and have not yet had a significant impact on outcomes; and
- although the PRU collects a wide range of performance data, this is not analysed rigorously enough to inform planning.

Recommendations

In order to improve further, the PRU needs to:

R1 analyse performance data to inform planning with more rigour;

R2 continue to strengthen strategic management to provide support and challenge to the PRU; and

R3 ensure that strategic management takes steps to provide all pupils with access to accommodation of good quality.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Pupils arrive at the PRU with challenging behaviour and negative attitudes to learning. However, most pupils at the PRU make good progress in learning to manage their behaviour and developing valuable communication skills. They make good progress compared with their previous achievements and usually meet the behaviour targets agreed on entry.

The PRU's improved benchmarking and tracking of progress in reading, spelling and mathematics ages reveal positive improvement trends. Pupils make good progress in relation to their ability across the curriculum.

Standards of groups of learners like boys, girls, looked after children or those in receipt of free school meals are not yet tracked or evaluated fully by the PRU.

In lessons pupils apply themselves well to tasks and accept responsibility for improving their own learning. Most pupils display positive attitudes and are fully engaged in the set topics. This is well illustrated by the volume of work they complete and by the way the majority of pupils show careful attention to presentation. Pupils apply their communication and ICT skills effectively in a range of contexts in line with their ability. Their numeracy skills are used less securely. They develop the wider skills and resilience needed to support successful re-entry to their mainstream schools or to move on to the next stage in their learning.

The number of pupils returning to mainstream schools is high. Last year more than 70% of pupils attending the PRU successfully returned to mainstream schools. The remaining pupils moved on to provision more appropriate to their needs.

Many pupils arrive at the PRU having been disapplying from the study of Welsh and with very negative attitudes to learning the language. However, they quickly make progress in gaining skills in Welsh second language. Standards in this area are improving.

Wellbeing: Good

Pupils feel safe in school and have positive attitudes to healthy living and eating. The majority of pupils take part in regular physical and sporting related activities.

The majority of pupils show a positive attitude to learning and most remain focused on their work for extended periods. Almost all of the pupils show pride in their work and achievements.

The majority of pupils understand what they need to do to improve. Their behaviour is generally good towards each other, staff and visitors. Pupils actively support each other through an effective Buddy system.

Pupils' attendance levels are good and are significantly higher than when they attended mainstream schools. For a minority of pupils, poor behaviour on school buses has led to days being lost due to temporary withdrawal of county funded school transport. However, the total numbers of days lost as a result of exclusion has reduced, as has the individual number of days lost per incident.

Many pupils play an active and enthusiastic role in a range of activities in the local community and beyond. Pupils work effectively together and this helps them plan for life outside of school.

Pupil councils have been set up in all three centres. In one of the centres, pupils have been consulted on a number of whole school initiatives and give regular feedback of their views to the Management Committee. In the other two centres the councils are developing well.

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

Learning experiences are planned well. Teachers and practitioners collaborate effectively to provide an appropriate curriculum across all three centres. All pupils are benefitting from a wide range of learning opportunities.

There is flexible support available for all pupils to help them overcome any barriers to learning. Every pupil has equal access to the curriculum.

Curriculum development is providing good opportunities for pupils to develop communication and ICT skills in most contexts. Listening and thinking skills are particularly well planned for, and most pupils consider their responses carefully. However, recent improvements in provision for numeracy are at an early stage of development. Planning for skills is generally contributing well to pupils' behaviour and attitudes to learning.

Provision and planning for Welsh language development and the history and culture of Wales have a positive impact on the pupils' understanding and awareness of their communities.

All pupils are made aware of the environment, their place in it and the need to care for it. The school council has identified the need to encourage recycling and energy conservation.

Good health, hygiene and fitness topics are discussed regularly. All key stages are involved in the Healthy Schools initiative.

The PRU provides very good opportunities for the pupils to extend their knowledge and understanding of different cultures around the world through a well-planned curriculum including African drumming sessions.

Teaching: Good

Overall, the quality of teaching is good in all settings and secures effective progress in learning. Teachers have good knowledge and understanding of pupils' individual needs and they motivate and engage them positively.

Teachers have good subject knowledge and use a variety of strategies to inspire and challenge pupils. They make good use of a wide range of resources, including technology, to improve learning. This ensures that most pupils make good progress and behave well. In most lessons activities are well matched to the pupils' abilities and stages of development.

Support staff are very effective. They make a significant contribution to the quality of learning and standards achieved. All staff give good advice to pupils on what they need to do to improve. However, marking in exercise books does not always re-enforce that advice effectively enough.

Procedures for assessing, recording and reporting pupils' progress are developing well. Clear and effective systems operate to track progress and record this data. However, the analysis of this data to inform planning lacks rigour.

Pupils are encouraged to assess their own work and that of others and discuss their achievements with pride. They know what they need to do to improve.

There is regular and effective contact with parents and carers to share information on their children's achievements and wellbeing.

Care, support and guidance: Good

There are clear policies in place to promote pupils' health and wellbeing and these are implemented effectively. All staff work together well to develop strategies and learning opportunities to increase pupils' personal development and enhance their self-esteem.

The PRU promotes pupils' moral, social and cultural development, and there are good opportunities for personal reflection.

The PRU works closely with other key agencies and parents to identify and reduce the risk of harm to pupils. These have had a positive impact on pupils' attitudes, behaviour, confidence and self-esteem. Pupils receive targeted support from the school advocate, counsellor and learning coach. This has enabled pupils to improve their social skills and emotional resilience so helping them cope better when making choices in all aspects of their lives.

Induction and transition programmes are tailored well to suit the needs of individual pupils.

The school identifies pupils' learning needs effectively when they join. Pupils with additional learning needs are fully supported to enable them to participate in all activities. Their Individual Education Plans (IEPs) are specific and regularly reviewed, and contribute positively towards their learning. IEPs outline additional and more complex needs and include clear and precise targets. These are regularly evaluated and updated.

The PRU has an appropriate policy and has procedures for safeguarding.

Learning environment: Adequate

The PRU is an inclusive, nurturing community, where pupils receive equal access to all areas of the provision.

Appropriate emphasis is given to recognising, respecting and celebrating diversity. Resources are of good quality and sufficient to meet the pupils' needs.

The outdoor environment Rainbows promotes the physical and social development of the pupils well.

The Neyland and Sage sites have poor outside facilities. The well-equipped gym at Neyland provides good opportunities to promote physical fitness.

The fabric of the buildings at Neyland and Pembroke is poor and not entirely suitable for the purpose.

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

The Behaviour Support Manager and PRU leaders have established and communicated a clear vision which is shared by all staff. They have implemented policies and plans that focus well on meeting the wide range of pupils' learning and social needs.

Senior leaders and middle managers work consistently across the school to support and challenge colleagues and communicate high expectations to those they manage. They have created a school ethos where staff, pupils and others who work in the school on a regular basis feel valued.

The developing distributed leadership system is starting to have a positive impact on both pupil standards and staff development.

The PRU management committee has been re-structured and is in the position to start to have a positive impact on the work of the PRU. The role and function of the management committee are much clearer than they have been in the past.

However, the present structure has not been functioning long enough to challenge the PRU successfully to do better across the range of its responsibilities.

Staff performance is monitored regularly, and evaluated through an inclusive performance management and appraisal system. All staff contribute well to PRU planning and improvement.

The PRU takes good account of national priorities and has made good progress in developing pupils' skills and broadening the range of learning experiences.

Improving quality: Adequate

Leaders and managers have a good understanding of their strengths and areas that need further development.

The process of self-evaluation is developing well. Staff contribute effectively to the process. The views of parents, carers and a range of stakeholders are incorporated well into a comprehensive and informative self-evaluation report.

Systems to collect, analyse and evaluate information from a wide range of appropriate sources are developing well. A wide range of data is collected on how well the pupils are doing. However, the analysis of this data to inform strategic planning, future targets and curriculum planning lacks rigour.

The views of pupils are actively sought and they make an increasingly valuable contribution to the development of all aspects of life in the PRU.

There are well-established procedures in place for classroom observation by senior managers. These observations provide teachers with valuable feedback and clear actions for improvement.

Staff are encouraged to develop and share their professional knowledge. They have established effective networks of professional practice within the PRU and with other schools and partners. PRU staff have been trained by the Nurture Group Network and five staff are Nurture Group trainers.

The PRU has made good progress over time on improving provision and practices and can demonstrate that pupil outcomes have improved as a result. However, valuable initiatives to lead to further improvements are relatively recent.

Consequently it is too early to judge their impact on the provision available to the pupils or the impact on the pupils' standards of achievement.

Partnership working: Adequate

The PRU liaises well with parents and carers, and communicates effectively with them to improve outcomes for pupils.

It is collaborating with the behaviour support service to strengthen its strategic working with mainstream schools to raise pupils' standards and wellbeing. Already this partnership working is improving and there is better planning to ensure that work is aligned and data is shared.

Joint working with other agencies contributes to building the resilience of pupils in order also to support their return to schools or to more appropriate provision. These agencies include the Youth Offending Team, Social Services, Health, the multi-agency team around the family (TAF), independent school based counselling and local authority services such as behaviour support, additional learning needs and curriculum support.

However, joint planning, resourcing and quality assurance do not have enough impact on outcomes for pupils.

Resource management: Good

Overall, the PRU manages its resources well to support learning and to improve standards. It allocates resources according to agreed planning priorities.

The attractive classrooms are well resourced, including appropriate access to ICT equipment.

The level of staffing is sufficient and allows pupils to have high levels of care and personal support. Staff are well deployed to meet the curriculum and learning needs of pupils. The PRU makes good use of time, expertise and experience across the three sites.

The PRU monitors its budget closely in order to evaluate the cost effectiveness of its current working arrangements. Even with its three centres, its costs compare well to those of similar authorities across Wales. Standards are good and outcomes for pupils are appropriate. The PRU provides good value for money.

Appendix 1

Commentary on performance data

Programmes of study are individually tailored for each pupil and it is not appropriate to compare the standards that pupils achieve with national averages or to analyse trends in overall performance over time.

Appendix 2

Stakeholder satisfaction report

Parent questionnaire

Six parents responded to the questionnaire, and overall are very positive about the PRU.

All parents are satisfied with the school and feel that teaching is good. All feel that staff treat their children fairly and with respect, and that their children are safe at school. Many feel that their children are making good progress and that children behave well at school. All feel that they are kept well informed about their child's progress and all feel comfortable about approaching the school with questions or if there is a problem.

Learner questionnaire

Twenty pupils responded to the questionnaire and, overall, are very positive about their PRU.

Most pupils agree that they feel safe at school. All pupils agree that they are doing well at school.

All pupils feel that the PRU deals well with bullying and many pupils feel that they have someone to talk to if they are worried.

Most pupils agree that the PRU teaches them to be healthy.

Nearly all pupils feel that they have enough books and equipment and a majority of pupils feel that that children behave well so they can get their work done.

Appendix 3

The inspection team

Mike Munting	Reporting Inspector
Steve Lamb	Team Inspector
Collette Gribble	Team Inspector
Elizabeth Halls	Lay Inspector
Teresa Evans	Peer Inspector
Judy Jones	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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