

Report following monitoring

Level of follow-up: Significant improvement

Alternative Tuition Ty Glyn PRU

**Albion Road
Pontypool
Torfaen
NP4 6GE**

Date of visit: April 2026

by

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

Outcome of visit

Alternative Tuition Ty Glyn is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His 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

R1 Improve pupil attendance

The pupil referral unit (PRU) has made purposeful and increasingly systematic progress in addressing pupil attendance since the core inspection. Leaders have established a clearer strategic focus on attendance leading to more coherent and consistent approaches across the provision. There are now early indications of improvement, although overall attendance remains too low for specific groups of pupils such as pupils with permanent exclusions and those receiving medical tuition. In these cases, complex individual circumstances and limited engagement from families continue to hinder progress. As a result, these cohorts disproportionately affect overall attendance figures and remain a key barrier to sustained improvement.

A key strength in the PRU's work is the development of robust systems and processes to monitor and improve attendance. Leaders have implemented a comprehensive tracking system, supported by weekly pupil progress meetings and fortnightly engagement with implement timely interventions. For example, the introduction of individual and group attendance targets, such as a 5% term-on-term improvement for pupils, has provided a clear benchmark for measuring progress. This is contributing to gradual improvements for many pupils' attendance rates from their initial starting points at the PRU. Despite these improvements, leaders recognise that overall attendance remains a concern.

Leaders' adoption of the local authority's approach to improving attendance has further strengthened their work. The consistent use of staged interventions, including attendance letters, attendance action plan meetings and referrals for fixed penalty notices, has ensured a more rigorous and systematic response to persistent absence. This has led to improved engagement with a minority of pupils and families, where attendance rates have remained extremely low. As a result, only a very few pupils continue to have these extremely low attendance rates at the PRU.

The PRU has developed a broader range of targeted interventions to address barriers to attendance.

For instance, the introduction of short-term provision for targeted pupils from mainstream schools provides a more flexible and personalised pathway for pupils. As a result, pupils involved in these targeted programmes are demonstrating notably higher attendance rates and a minority have successfully reintegrated into mainstream education.

Leaders and staff have developed a more engaging and relevant curriculum offer and established a strong, inclusive and well-coordinated approach to behaviour support. This is rooted in positive relationships, restorative practice and a clear understanding of pupils' behavioural needs. As a result, the PRU has created a calm environment where pupils feel safe and happy. Leaders have implemented effective systems that promote consistency and provide clarity for staff and pupils. The engaging reward system and graduated response approach contribute well to improving pupils' behaviour, engagement and attendance over time. Evaluation of the impact is developing to ensure approaches remain sufficiently flexible and informed by pupil voice.

Since the core inspection leaders have reviewed and strengthened processes for pupils who have a reduced curriculum offer through the use of pastoral support plans (PSPs). There has been a notable reduction in the number of pupils with a PSP. Processes to review and monitor all PSPs are robust and ensure pupils remain on a PSP for the least amount of time possible.

Leaders have been effective in reducing pupil exclusions over time, with a notable decline in incidents, sessions and days missed compared to previous years. This reflects improved behaviour management strategies and greater consistency in staff responses to pupil need.

Overall leaders and staff at the PRU have made suitable progress in addressing pupil attendance through strengthened leadership, improved systems and a wider range of targeted interventions. These actions have led to early improvements, including reductions in very low attendance and stronger engagement for specific groups of pupils.

R2 Strengthen the quality and consistency of teaching and learning across the PRU to improve pupil progress and outcomes

Since the core inspection, leaders have taken purposeful and well-coordinated action to strengthen the quality and consistency of teaching and learning across the PRU. As a result, there is clear evidence of improving practice and a positive impact on pupil engagement, progress and outcomes over time. Many pupils enjoy learning and make effective progress in important areas of their learning and development.

Leaders have developed a clear and effective strategy to ensure consistency in learning and teaching across the PRU sites over time.

This approach begins with embedding agreed core foundations, including bespoke planning, purposeful qualification pathways and strong boundaries and working

relationships. Building on these foundations, leaders are focusing on refining and developing teaching practices, ultimately fostering collaboration and securing the consistent delivery of high-quality teaching.

Leaders have developed clear accountability structures to evaluate the quality of teaching and learning, including, for example, a monitoring, evaluation and review calendar of activities. Leaders gather evidence from data evaluation, learning walks, book looks and professional dialogue. This is strengthening the quality of strategic direction at the PRU and is beginning to lead to improvements in teaching and learning.

The introduction of professional learning journals for teachers is improving both accountability and reflective practice. Staff are making clear connections between their planning, feedback, and development priorities, with strong oversight from leaders. Collated feedback is used effectively to keep professional discussions focused on next steps. At the same time, targeted strategies help ensure that improvement actions are specific and manageable. As a result, teaching is becoming more consistent, and pupil engagement is increasing.

Teaching staff know the pupils well. They have a flexible approach and adapt learning experiences suitably in response to the well-being and behaviour of pupils. Strategies to manage behaviour are consistent, with pupils having clear expectations and boundaries in place. As a result, most pupils engage well in lessons and behaviour is consistently respectful and settled. However, a minority of teachers do not consistently apply strategies that support pupils' additional learning needs well enough.

Many teachers plan relevant, bespoke and engaging learning activities that build on pupils' prior learning well. The most effective lessons are well structured and challenge pupils' well. In these lessons, staff use questioning suitably to deepen understanding and encourage participation and engagement. Where practice is strong, many staff use verbal and written feedback consistently to help pupils understand how to improve and support them to revisit and refine their work. Teaching is supported by revised planning documents and beneficial medium-term plans which provide a valuable framework for learning. Further, the use of a skills tracker ensures that staff are identifying and monitoring skill development across the curriculum.

Learning experiences in many subject areas are engaging, particularly where real-life and practical opportunities are meaningfully integrated into the curriculum. For example, pupils enjoy hands on activities in hairdressing, gardening and cookery lessons. In these lessons pupils engage well and make strong progress in their well-being and learning. The curriculum is broad and balanced, with a strong emphasis on practical and accredited learning. Investment in facilities, such as the gym, hair salon, science lab and kitchen, alongside outdoor learning opportunities, enhances engagement and relevance for pupils.

However, the accommodation at the Nook site does not sufficiently provide a purposeful learning environment to effectively support pupils' additional learning needs.

Overall teachers and support staff work well together to create inclusive learning environments. Teaching assistants are generally delegated appropriately within classes. Where this is most effective, they contribute to maintaining pupils' engagement in learning well.

R3 Working with the local authority and management committee strengthen the accountability of leaders at all levels to drive improvement.

Since the core inspection, leaders at the PRU have worked effectively alongside the school improvement partner, local authority, and management committee. These partnerships have strengthened accountability and driven improvement across several areas of the PRU's work including the quality of teaching, pupil attendance and behaviour.

Leaders have clearly defined roles and responsibilities and where necessary have received training to ensure they fulfil these successfully. As a result, leadership responsibilities are beginning to be more appropriately distributed. There is a clear programme of professional learning for all staff, with a focus on areas for improvement identified in the post inspection action plan. In addition, mentoring arrangements for a few staff have had a positive impact. These staff are well supported by structured programmes and as a result, have met the targets identified within their individual improvement plans. Together these actions are having a positive impact on the quality of teaching and learning, pupil engagement and outcomes.

Leaders know the PRU well and have a clear vision for its development. This knowledge and vision is shared with the local authority through regular 'team around the school' meetings. Arrangements to monitor and evaluate the PRU's work using first hand evidence, including learning walks, work scrutiny and data relating to attendance and behaviour are now in place. Leaders are developing their ability to analyse data and evaluate the impact of their actions. These processes enable leaders to clearly identify aspects of the PRU's work where progress is being made and those that remain in need of improvement. Leaders are generally realistic about the progress the PRU is making and the next steps needed to continue these improvements.

The school improvement partner (SIP) has contributed effectively to strengthening the quality and consistency of teaching and learning across the PRU. As a result, leaders now have clearer systems to evaluate teaching and a stronger focus on the impact of provision on pupil progress rather than solely on delivery.

The SIP's work has also supported the development of a more coherent curriculum offer, with a clear emphasis on what pupils should achieve by the time they leave the PRU.

This has led to improved alignment between curriculum planning and pupil outcomes. Consequently, there is emerging evidence of improved pupil progress, particularly for the older secondary pupils, where they are accessing a broader and more appropriate range of qualifications. In addition, pupils' attitudes to learning have improved.

There is a stronger culture of aspiration, with both staff and pupils using a shared language of progress and achievement.

Overall, the partnership working between the SIP and PRU leaders has led to improved systems, stronger leadership and early gains in pupil progress. However, leaders acknowledge the need to further develop the quality of teaching and embed improvements across the PRU fully.

The local authority has strengthened its strategic partnership with the PRU. Purposeful challenge, alongside targeted support such as additional funding and staffing, has enabled the PRU to address practical barriers more effectively. This support has led to improved leadership capacity, stronger partnership working and early gains in attendance. The local authority recognises the need to address persistent barriers to learning for the most vulnerable pupils and the need for further support to ensure that provision meets the needs of all pupils, particularly those with additional learning needs.

Membership of the management committee has strengthened since the core inspection and members have a growing understanding of the work of the PRU. They are committed to providing ongoing support and increasingly constructive challenge. Members of the management committee offer a wide range of relevant skills and expertise to support their roles as committee members. Through their regular meetings and visits to the PRU, many members have gained a growing insight into the provision's strengths and areas for development. Opportunities for training to enhance their ability to provide scrutiny and challenge are in the early stages of development.

The management committee's ability to provide effective challenge has been enhanced by detailed reports from leaders. These reports are appropriately based on self-evaluation activities, pupil progress, and progress toward the recommendations from the core inspection. Overall, the management committee is becoming more effective in holding leaders to account, focusing on the impact of provision on pupil outcomes and therefore driving improvement.

R4 Develop arrangements for pupil voice and leadership opportunities at the PRU to support pupils to become independent learners who can make informed choices.

Leaders at the PRU have worked swiftly and purposefully to develop arrangements for pupil voice and leadership, drawing up and implementing appropriate plans.

Leaders have put in place a learner voice cycle which is highly effective in gathering and acting upon the views of pupils. A pupil voice group meets weekly to establish the views and priorities of pupils across the PRU. The newly established pupil council, consisting of representatives from all sites, meets half-termly to discuss issues in more detail.

In the short time since its formation, the pupil council has had a substantial impact on the operation of the PRU. Pupils have instigated improvements to the PRU's enrichment offer, catering, trips, and exam revision sessions. Notably, the pupil reward system has been overhauled in response to pupil voice, expanding the range of rewards available, fostering greater engagement in the rewards process.

The pupil council has had significant impact regarding the PRU's facilities, including the commission and design of quiet spaces at the New Inn site, and the installation of both a multi gym, science lab and a salon at Ty Glyn.

As a result of these successes, nearly all members of the pupil council are proud of their impact on the PRU, and highly knowledgeable regarding all aspects of its practice. They feel confident that their opinions, and those of their peers, are heard, considered and acted upon by leaders. Many demonstrate a well-developed understanding of improvement work, and give a considered account of consultation, budgeting and planning processes.

In response to pupil voice, the curriculum breadth and offer have developed significantly with, for example, Entry Pathways introduced alongside GCSE. This has provided more options for older pupils and granted them more control over their curriculum. Since the introduction of the PRU's bespoke learning plans, many pupils are showing greater independence when completing their learning tasks and are beginning to show more resilience when faced with new challenges.

Leaders and staff have worked effectively with external partners to provide pupils with opportunities to work and learn as part of the wider community. Pupils have started to play an active part in the Torfaen Youth Council, which provides a platform for young people across the region to address pertinent issues. As part of the Torfaen Youth Alliance, pupils have helped to plan and lead arts and film projects around themes such as diversity.

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