



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

**Report of visit
Level of follow-up: Estyn monitoring**

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

Date of visit: July 2013

by

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



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The monitoring team

Huw Davies	Reporting Inspector
Caroline Rees	Team Inspector
Sue Crowley	Local authority representative

Outcome of monitoring visit

Pembrokeshire Pupil Referral Unit is judged to have made insufficient progress in relation to the recommendations following the core inspection in March 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity. In accordance with the Education Act 2005, HMCI is of the opinion that this PRU is in need of significant improvement.

Estyn inspectors will re-visit the school in about 12 months' time to inspect progress against the recommendations in the original inspection report.

Progress since the last inspection

Recommendation 1: Analyse performance data to inform planning with more rigour

This recommendation has been largely addressed.

The 2012 inspection report noted that most pupils at the PRU make good progress with their learning, behaviour and communication skills. This progress compares favourably with their previous achievements.

The PRU continues to collect an appropriate range of data for tracking progress in reading, spelling and mathematics. Staff use this data well to determine individual programmes of support for pupils and to assist in grouping pupils according to ability and need.

However, the school does not consistently use performance data well enough when producing individual education plan (IEP) targets.

Attendance and exclusion data is collected and used to determine appropriate support strategies for individual pupils. Managers are starting to analyse this data in order to identify patterns and inform planning. For example, they have put in extra staff at unstructured times of the day, when the behaviour of some pupils is more challenging.

Since the last inspection, the PRU has taken valuable steps to support individual pupils' emotional needs. For example, it seeks information on pupils' attitudes towards themselves and their school, and uses this information to plan behaviour management interventions. Despite being a relatively new feature within the PRU, this is already having an impact on pupils' attitudes and behaviour.

Since the last inspection, staff at the PRU present a range of data to the subcommittees. This includes data on attendance and exclusions. However, this is at an early stage of development and it is not clear how the management committee uses this data to provide challenge for PRU managers.

The use of data to support whole PRU development needs is at an early stage of development.

Recommendation 2: Continue to strengthen strategic management to provide support and challenge to the PRU

This recommendation has been partly addressed.

Strategic management of PRU provision within Pembrokeshire has not been sufficiently robust to bring about the necessary improvements in relation to the recommendations of the last Estyn inspection.

Since the last inspection, there have been significant changes at a strategic level in relation to the PRU. The local authority has developed proposals to bring current provision from a number of sites on to one site, under one headteacher and reporting to one management committee. However, there is a lack of clarity regarding when all of these changes will take place, and what the new staffing structure will look like.

Although a headteacher has been recently appointed, important strategic decisions regarding the future of the PRU have been on hold until the newly appointed local authority Head of Inclusion and headteacher are in post. These include decisions regarding staffing, entry and exit criteria and use of the building. Key members of staff do not know what their role will be in the new structure. This has created anxiety and uncertainty amongst the staff within the different settings.

While the impending re-structure has been taking place, there has not been a full development plan for the PRU for the academic year 2012-2013. This has added to the lack of clarity around the future direction of the provision.

Following the last inspection, the local authority identified the PRU as in need of a level of support. However, key members of staff at the PRU were not aware of what this level of intervention involved. Although the local authority has provided some useful curriculum advice over the year, support has not focused enough on the recommendations of the Estyn report of March 2012.

The management committee meets regularly and has appropriate representation. This includes elected members, headteachers, local authority officers and parent representation.

Since the last inspection, a pastoral and safeguarding sub-committee, a curriculum and standards sub-committee and a policy sub-committee have been established. These meet regularly and have clear terms of reference. The sub-groups have started to provide useful support and challenge for the PRU.

PRU staff provide regular reports and make presentations to the sub-committees. This provides members with useful information on strategies and approaches developed by the PRU. As a result, the level of understanding of members of the management committee in relation to the day-to-day work of the PRU has improved.

However, the role of the management committee at a strategic level is less well developed. As a result, members of the committee are unclear about details of the proposed changes. Involvement in the self-evaluation process has been limited.

Meetings have not placed sufficient focus on progress against the recommendations of the last Estyn inspection.

Recommendation 3: Ensure that strategic management takes steps to provide all pupils with access to accommodation of good quality

This recommendation has been partly addressed.

The local authority has proposals to develop a new Inclusion Centre. This will include rehousing existing PRU provisions in a refurbished teachers' centre.

Local authority officers have carried out an options appraisal and presented reports to the corporate management team. The council has accepted the proposals and allocated funds for the project. The management committee have had limited involvement in this process.

The accommodation has great potential to provide a suitable and secure learning environment for pupils with social, emotional and behavioural difficulties (SEBD). Rooms are spacious and plentiful. However, it is unclear how the new provision will accommodate all aspects of the curriculum for all pupils. For example, there are no plans to develop specialist teaching rooms.

The previous report highlighted the poor quality of outdoor facilities on the Neyland site. There are no clear plans to improve these. These are listed in the current proposals as optional.

The local authority plans to cater for pupils with Autistic Spectrum Disorders (ASD) and complex needs in the new building. However, there is no evidence to suggest that the particular needs of this group of pupils have been fully considered.

Recommendations

In order to maintain and improve on progress, the PRU should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.

The local authority's progress to address recommendations 2 and 3 from the original inspection report should also be reported to the Estyn's local authority link inspector on the next visit.