



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

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

**Date of visit: December 2014**

**by**

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

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**The monitoring team**

Anthony Mulcahy	Reporting Inspector
Huw Davies	Team Inspector

## **Outcome of monitoring visit**

Pembrokeshire PRU is judged to have made sufficient 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 removing the PRU from the list of PRUs requiring significant improvement.

## **Progress since the last inspection**

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

Very good progress in addressing the recommendation

The PRU continues to track pupil progress in reading, spelling and mathematics and has increased the range of data to include information on pupils' success in reaching their targets. Managers are starting to analyse the improvements that pupils make against their performance on entry. This performance data is used effectively in key stages 1, 2 and 3 to set challenging targets in individual education plans. However, targets for pupils in key stage 4 are less detailed and do not contain enough information concerning strategies to secure the desired improvements.

Attendance and exclusion data is collected and used to determine appropriate support strategies for individual pupils. Managers analyse this data carefully to identify patterns and inform planning. However, overall attendance at key stage 4 is 70%, which is well below the rate expected.

Since the last monitoring visit, 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.

Managers now present a wider range of data to the management committee. This includes data on attendance, exclusions and academic performance. The data identifies the performance of groups of pupils including those eligible for free school meals and those who are looked after by the local authority. The management committee uses this data to provide appropriate challenge for managers. For example, it has challenged managers to increase the range of qualifications that pupils access at key stage 4 and has set challenging targets for improved attendance.

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

Very good progress in addressing the recommendation

Since the Estyn monitoring visit in July 2013, there have been significant changes at a strategic level in relation to the PRU. The local authority involved the management committee in planning the strategic direction and vision for the PRU. As a result, the

committee members understand their role and support the vision for the service. This new strategic direction includes an appropriate focus on providing fast track provision and the reintegration of pupils into mainstream schools.

Senior officers of the local authority and the newly appointed acting headteacher have developed effective partnerships with an appropriate range of mainstream schools. These partner schools provide pupils with increased opportunities to reintegrate back into the mainstream. As a result, the PRU now provides temporary, part-time placements for pupils in key stages 1, 2 and 3 who are dual registered with their mainstream schools. Staff from the PRU liaise well with their partner schools to monitor the reintegration of pupils and share expertise.

The majority of pupils who were in Year 9 last year have been placed in mainstream secondary schools for Year 10. However, there are 19 Year 11 pupils accessing the PRU's temporary key stage 4 provision at a local youth centre. Arrangements for these pupils to work alongside mainstream pupils in schools and further education colleges are underdeveloped.

A new provision for vulnerable pupils opened at the Neyland site in September 2013. The local authority and managers at the PRU are developing useful partnerships with providers of specialist services to support the emotional and health needs of these pupils. Staff considered the needs of these pupils carefully when developing the provision. As a result, there are appropriate arrangements to promote the wellbeing and academic needs of these vulnerable pupils.

The local authority and management committee have agreed the criteria for pupils entering and exiting the PRU. These are communicated clearly to major stakeholders in an appropriate range of documents. The local authority has restructured the staff team to reflect the changes in the provision. This has resulted in staff at key stages 1, 2 and 3 having permanent contracts of employment and clear job descriptions. However, staffing arrangements for key stage 4 are less secure.

The management committee meets regularly and has appropriate representation. This includes elected members, headteachers, local authority officers and parent representation. The committee has agreed a new school improvement plan that identifies appropriate priorities for development. However, there is not enough focus on setting targets to improve overall pupil standards. The plan identifies the actions to be taken to secure the planned improvements, resources to be allocated, appropriate timescales for their delivery and clear success criteria.

The sub-committees receive useful and detailed reports from each of the provisions that make up the PRU. Members of the committee scrutinise these reports and are beginning to provide appropriate challenge to managers. Many members of the management committee have also completed learning walks, a minority of which result in useful feedback to managers and management sub-committees. However, there has been insufficient focus on improving standards and the attendance of learners at key stage 4.

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

Very good progress in addressing the recommendation

Since the Estyn monitoring visit in July 2013, the local authority has revised its strategy in relation to the pupil referral unit. As a result, the PRU has moved into refurbished accommodation on the Neyland site. The facilities, décor and standard of accommodation have improved considerably. Each of the classrooms and all circulation areas have been decorated and carpeted to a high quality.

The key stage 3 provision includes three well-equipped classrooms, a room for arts and crafts, a library, relaxation room and a meeting room that can accommodate the whole PRU. The Stepping Stones provision, for the more vulnerable pupils, includes two large classrooms and smaller quiet rooms in a separate wing on the Neyland site. Each of the five classrooms has white boards and projectors and pupils have access to enough computers and electronic tablets to work independently when necessary.

Both the key stage 3 and Stepping Stones provisions open onto a refurbished shared outside play area providing pupils with access to a range of games and activities such as skateboarding, football and basketball. This makes an important contribution to pupils' wellbeing.

Staff work well with mainstream colleagues to map the provision for each pupil and ensure that they receive a broad and balanced curriculum.

Informative and colourful wall displays celebrate pupil achievement well and provide relevant information for pupils on matters important for their wellbeing. For example, there are informative displays showing pupils how to report bullying and how to keep themselves safe.

The site is secure and is well maintained.

Provision for key stage 4 pupils transferred to a local youth centre in September 2014. With the exception of a few youth workers who have offices on the site, key stage 4 pupils have exclusive access to the building during the day.

Pupils are able to follow a range of qualifications and study for GCSE courses in both English and mathematics. Teaching rooms are generally small. The provision makes effective use of other areas of the building for teaching. For example, pupils access a small information and communication technology (ICT) area, a woodwork craft room and catering facilities, all of which help to improve their life skills. However, the curriculum on offer to the pupils has reduced since the move and the resources available to them are limited.

The local authority's developing strategy is that the key stage 4 provision will not be in existence from the end of the academic year 2015.

## **Recommendations**

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