



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**

**Canolfan Bro Tywi Behaviour Support Service  
Llansteffan Road  
Johnstown  
Carmarthen  
SA31 3NQ**

**Date of visit: March 2019**

**by**

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

## Outcome of visit

Canolfan Bro Tywi is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

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

### **R1. Improve pupil outcomes, including standards and progress in literacy, numeracy and ICT**

Over the relatively short time that pupils attend the PRU, with skilled support, they learn to manage their emotions and behaviour, engage well in class and enjoy their learning experiences. As a result, most pupils make suitable progress from their baseline assessments and they meet their identified targets.

In lessons, most pupils use their skills well across a range of subjects and areas of learning. For example, younger pupils use their numeracy skills well to judge the volume of water in different sized jugs. When weighing ingredients to make pancakes, older pupils estimate how much more flour they would need to increase their production. They use the internet effectively to research the origins of food. In planning a leaflet, pupils think carefully about the purpose of the advertisement, the potential audience, note the key words that they will use, and the specific information the advertisement should relay.

Most pupils have positive attitudes to Welsh and respond appropriately to greetings. However, during their time at the PRU, pupils from Welsh-medium schools do not continue their learning through the medium of Welsh.

Across the PRU, most pupils develop their social skills well. For example, they help a friend find something online, say sorry after a disagreement and offer to show visitors around the interesting activities and resources of their classroom and outside space.

Pupils benefit from the PRU's nurturing approach. They make particularly effective use of the well-considered classroom environments with zoned areas of learning. For example, they develop confidence with reading in the library corner, improve social skills in the role-play zone and use the quiet area well if they need to take time to manage their emotions and behaviour.

### **R2. Make sure that there is a robust assessment of pupil needs on entry to the PRU and that this information is used well to inform teacher planning**

The PRU has successfully engaged with mainstream schools to ensure it receives comprehensive information about pupils' learning and behaviour needs prior to their

entry. This information enables teachers to prepare well for their first meeting with pupils and their parents, and to plan suitably to address pupils' needs.

On entry to the PRU, teachers use a suitable range of standardised tests to further inform their planning for pupils' needs. Teachers and support staff are becoming more skilled in observing and assessing pupils as they work. These observations inform their on-going assessment of pupils' progress. Regular professional dialogue about this aspect is becoming a feature of the work of the PRU.

Teachers are improving the rigour of recording and monitoring pupils' progress by using a new revised monitoring system. They are beginning to use this system appropriately to inform their planning for individual pupils and lessons.

Teachers have also started to use assessment data more effectively to identify pupils who need additional support. They provide these pupils with appropriate interventions for literacy, numeracy and emotional wellbeing. They track pupils' progress carefully to ensure that the interventions are effective and that pupils continue to improve.

### **R3. Ensure that all staff apply the behaviour policy at all times**

Since the core inspection, the PRU has worked productively with a suitable range of stakeholders to create a new and purposeful 'Wellbeing and Behaviour Policy'. The policy promotes the ethos of a nurturing and supportive learning environment. Nearly all staff have received beneficial and relevant training that enables them to respond swiftly and sensibly to incidents of poor behaviour. Staff now use a restorative approach to encourage pupils to reflect on their behaviour and make positive changes.

The PRU has strengthened the way it records incidents of positive and negative behaviour, and staff at all levels are competent and consistent in this process. There is now a greater emphasis on rewarding good behaviour and celebrating pupils' positive attitudes to learning than at the time of the core inspection. Pupils understand the expectations around behaviour and develop strategies to help manage their own emotions and behaviour.

As a result of these combined changes, all staff share the PRU's vision of ensuring a 'positive learning environment where pupils feel at ease and are ready to learn.'

### **R4. Ensure that self-evaluation is robust and covers all areas of the PRU's work including intervention programmes**

Overall, the PRU's self-evaluation arrangements are improving well.

Since the core inspection, leaders have gained a better understanding of how to use findings from monitoring activities to plan for improvement. For example, they have evaluated the quality and impact of interventions and, as a result, have made

sensible changes to provision. In addition, they worked collaboratively with staff to make significant and beneficial changes to the behaviour policy.

Self-evaluation processes now use a wider range of partners than at the time of the core inspection. These partners include parents, pupils, members of the improvement panel and the management committee. The PRU has benefited from support and guidance from the regional consortium and leaders of other providers in order to make changes to its provision. For example, helpful support from a special school has enabled the PRU to improve the way it monitors pupils' progress over time.

The PRU has increased suitably the range of monitoring activities it undertakes. Leaders, including members of the management committee, take part in lesson observations to gather apt information about the quality of teaching. However, observations on pupils' standards and the progress that they make in skills are more limited. For example, although leaders monitor pupils' work in books, there is too much focus on teachers' compliance with the marking policy and not enough consideration on pupils' standards and the quality of provision. In addition, the behaviour manager conducts regular learning walks to monitor the quality of the learning environment. However, these learning walks do not have a strong enough focus on teaching and learning.

Leaders have focused appropriately on the recommendations from the core inspection and secured the improvements linked to the post-inspection action plan. This approach means that the PRU has generally made good progress in important areas of its work. However, improvement planning remains underdeveloped. Although a few areas for development have been identified appropriately, there is not enough focus on curriculum development and improving teaching and learning.

#### **R5. Address the health and safety issues identified during the inspection**

The PRU and local authority have worked collaboratively to respond to the shortcomings identified during the core inspection. They have addressed all of the health and safety issues identified during the inspection appropriately.

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