



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

## **Report following monitoring**

**Level of follow-up: Significant improvement**

**Glanynant Learning Centre (PRU)  
Hanbury Street  
Glanynant  
NP12 3XP**

**Date of visit: April 2024**

**by**

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

## Outcome of visit

Glanynant Learning Centre 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. Strengthen improvement planning by ensuring self-evaluation activities focus on pupil progress and the standards they achieve**

Since the core inspection in December 2022, leaders, with the support of school improvement partners (SIP) and the local authority, have introduced comprehensive processes and systems to strengthen the PRU's quality assurance arrangements. They have developed a detailed programme for evaluating the work of the PRU which includes an appropriate programme of activities such as lesson observations, work scrutiny, pupil assessments and information from stakeholders.

Self-evaluation reports are accurate and informative and are supported effectively by a range of quality assurance activities that are suitably evaluative and focus equally well on identifying what is working well and what needs to improve. Both quality assurance and self-evaluation activities focus appropriately on pupil progress and the standards they achieve and enable leaders to make accurate judgements on the quality of the provision.

Leaders evaluate the impact of self-evaluation processes on the quality of teaching and pupils' progress well. For example, leaders identify relevant professional learning to support and improve teaching for both class teachers and teaching assistants. Information from self-evaluation activities is in the early stages of being used to inform line management meetings and performance management reviews. There is a consistent focus on improving pedagogy and its impact on improving the progress and outcomes of pupils. Leaders provide a skilful balance between support and challenge, which has led to significant improvements in the provision for the teaching of literacy, numeracy and digital skills. However, although valuable progress has been made, leaders have identified that further work is needed to improve the consistency of teaching.

Leaders have taken appropriate account of the views of staff, pupils, and parents and carers when strengthening the PRU's self-evaluation and improvement planning processes. As a result, there is an agreed and shared purpose to this work. Leaders

are realistic about the progress the PRU is making and the next steps needed to continue these improvements.

There are positive working relationships between the teacher-in-charge, the head of provision for vulnerable learners, the management committee and the SIP. This supports the increased pace of sustained improvement well and has strengthened the strategic and operational management of the PRU significantly. As a result, the PRU has made sound progress in meeting this recommendation.

## **R2. Ensure that all members of the management committee and the local authority have a good understanding of the PRU's strengths and areas for development**

Since the core inspection, the original management committee has been disbanded and a new management committee formed, with an exclusive focus on Glanynant Learning Centre. Membership of the committee has been strengthened and new members have a growing understanding of the work of the PRU. This represents strong progress against this recommendation.

Committee members have a comprehensive understanding of the PRU's strengths and areas for development. They are committed to providing ongoing support and constructive challenge and have collaborated fully throughout the follow-up process. Supported by robust evidence, they engage in professional dialogue to drive continuous progress and improvement within the PRU.

Members of the management committee offer a wide range of relevant skills and expertise to support their roles as committee members. Membership includes representatives from the local authority and local schools, as well as teacher and parent members. The chairperson has quickly developed a secure understanding of their role and responsibilities. Through their regular meetings and visits to the PRU, the chairperson has gained a clear insight into the provision's strengths and areas for development. They use this information appropriately to provide valuable support and challenge to the teacher in charge and wider staff team. While a few other committee members have participated in school visits and learning walks, the wider engagement of the committee in visits to the PRU to develop firsthand knowledge of provision and practice is still in its early stages. In addition, although most members have an educational background, opportunities for training to enhance their ability to provide scrutiny and challenge are also in the early stages of development.

The management committee's ability to provide effective challenge has been enhanced by increasingly detailed reports from the teacher-in-charge. These reports are appropriately based on self-evaluation activities, pupil progress, and progress toward the recommendations from the core inspection, which allows for suitable challenge and scrutiny.

Senior leaders, including those within the local authority, know the PRU very well. This is enhanced by regular line management meetings as well as ‘schools causing concern’ meetings. Arrangements to monitor and evaluate the PRU’s work using first-hand evidence are now well embedded. This allows leaders to clearly identify aspects of the PRU’s work that are most in need of improvement.

### **R3. Improve attendance and pupils’ engagement in full-time education**

Since the core inspection, there has been a significant improvement in pupil attendance across the PRU. Nearly all pupils now attend regularly, and all pupils are now provided with full-time education either at the PRU or in conjunction with their mainstream school. At the time of the monitoring visit, the attendance at Glanynant was just above their target level of 92% attendance.

There are robust and consistent processes across the PRU for staff to respond to pupil absence. This includes contact with parents on the first day of absence and close liaison with specialist agencies such as the education welfare service. Leaders take a proactive approach to promoting and supporting good attendance which has had a positive impact on attendance rates.

Leaders and staff use attendance and engagement data effectively in half termly pupil progress meetings. The team take a holistic view of each pupil’s attendance and behaviour in light of any social, emotional and educational needs to identify relevant actions and support. Where required, appropriate curriculum adjustments are made to meet pupils’ needs and to secure their continued engagement in worthwhile educational experiences within the PRU. For example, staff use bespoke interventions such as access to outdoor activities or music therapy.

Teachers and support staff know the pupils very well and respond sensitively to pupils’ needs. The school improvement partner has effectively supported the teaching team to further develop their skills to design and deliver interesting lessons to engage and motivate pupils. The strong working relationship between staff and pupils contributes positively to pupil engagement and motivation in learning as well as their overall attendance.

### **R4. Improve pupils’ literacy, numeracy and digital competence skills**

Since the core inspection, leaders have engaged well with the SIP to develop an effective working partnership. All teaching staff have participated enthusiastically in a range of professional learning, which has included team teaching and best practice visits to other providers. This is having a positive impact on improving the quality of the provision for skills across the PRU.

Leaders have developed a clear vision for the PRU, based on the ART (ambition, relationships, tailored) of teaching. They have developed comprehensive curriculum plans to ensure the development of pupils’ skills across the PRU. Staff plan appropriately challenging and tailored tasks for all pupils which match their needs

well. They identify clear objectives for learning, in a developing range of real-life contexts. This has resulted in improved opportunities for pupils to develop and apply their literacy, numeracy, and digital skills. For example, following a visit to Big Pit, pupils write poems using descriptive adjectives and use software to create atmospheric music. They use their measuring skills well when following a recipe to make Bara Brith.

There is a significant improvement in the range and quality of pupils' work since the core inspection. During lessons, most pupils make good progress in developing their literacy skills. For example, many use their oracy skills well to respond to questions or to recall and explain their learning. Pupils develop in confidence and respond well to visitors. Individual pupils read well for a purpose in their activities across the curriculum. For example, they show good comprehension skills to interpret the meaning of texts in a range of genres and identify key vocabulary. Pupils develop suitable writing skills and improve their knowledge and use of spelling and grammar during their time at the PRU.

Individual pupils make suitable progress in developing their mathematical skills. They work well with basic number and collect, present and evaluate data with support. Pupils develop their understanding of shape, space and measures effectively.

Pupils' digital skills are developing appropriately. For example, pupils use ICT regularly to create informative posters and confidently use software to create atmospheric music. Leaders have accurately identified the need to develop a digital skills curriculum map to ensure that pupils develop and apply their ICT skills progressively.

Leaders and staff at the PRU track and monitor pupil progress carefully in the development of their literacy, numeracy, and digital skills. Teachers use range of useful assessments and interventions consistently well to evaluate pupil progress and to inform the next steps in learning. As a result, most pupils are making good progress from their starting points.

#### **R5. Ensure that teachers' feedback enables pupils to know what they are doing well and what they need to do to improve**

Since the core inspection, leaders have developed a useful feedback policy which aims to provide constructive feedback to pupils, enable them to make progress and achieve the agreed learning outcomes and success criteria. As a result, across the PRU, there are clear expectations for providing feedback to pupils, which are understood by all staff and ensure consistency across the provision.

Teaching staff provide beneficial and timely feedback to pupils. In lessons, teachers and support staff focus effectively on what pupils have done well and what they need to do to improve. As a result, most pupils are beginning to understand how well they are doing. They respond well to feedback and improve their work.

Teachers and support staff use a range of useful strategies to provide verbal feedback that deepens pupils' learning. For example, staff suggest alternatives, increase the complexity of tasks, ensure thinking time and use prompts to support learning. As a result, pupils respond well and make suitable progress during lessons.

The frequency and quality of written feedback has improved significantly since the core inspection. Teachers ensure that all books are marked in accordance with the feedback policy. Written feedback focuses appropriately on 'live' marking so that pupils receive a timely response. As a result, most pupils make good progress during lessons and achieve their individual learning targets.