



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**

**Carmarthenshire Secondary Teaching and Learning Centre
Parc Gittio
Llwynhendy Road
Llwynhendy
Llanelli
Carmarthenshire
SA14 9DP**

Date of visit: January 2017

by

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

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The monitoring team

Sw Roberts	Reporting Inspector
Jassa Scott	Team Inspector

Outcome of monitoring

Carmarthenshire Secondary Teaching and Learning Centre is judged to have made sufficient progress in relation to the recommendations following the core inspection in September 2015.

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: Address the safeguarding concerns raised during the inspection

Very good progress in addressing the recommendation

The PRU has addressed the safeguarding concerns raised during the inspection. Safeguarding policies have been reviewed and meet requirements. Staffing levels have increased which allows better supervision of pupils both within and outside of lessons. For example, if pupils need to leave the site to buy lunch or are taking part in alternative activities away from the site, they are accompanied by staff.

Individual behaviour risk assessments are up-to-date and any physical interventions are recorded and de-briefed appropriately. All staff are clear on how to respond to poor behaviour and the PRU has developed a good range of emotional literacy interventions for staff to use when pupils are not engaging with a lesson. Time out of lessons is recorded and analysed.

Recommendation 2: Improve pupils' attendance

Satisfactory progress in addressing the recommendation

The PRU has robust systems to record, share and analyse attendance data. Senior managers and staff have a good understanding of attendance trends for individual pupils and across the two sites. The PRU has worked well with the educational welfare service to provide staff with an understanding of the barriers and drivers for attendance and helpful approaches to improve attendance. Senior managers used a worthwhile questionnaire with pupils with low attendance to explore what might help them attend more.

The PRU makes good use of the range of information it has to make improvements that support good attendance. For example, it identified that attendance was particularly low on Fridays at the Pwll site so staff changed the activities being followed that day, which has improved attendance.

Staff effectively use the reward system to encourage good attendance. All pupils are aware of their attendance targets and most pupils have a sound understanding of the impact that poor attendance has on their ability to achieve their goals, such as going to college. Around half of the current pupils have improved their attendance over the last year. The majority of the Year 11 pupils who left in 2016 had improved

attendance compared to the previous year. The PRU uses a good range of strategies to support pupils to attend including a more bespoke curriculum and therapeutic interventions. In particular, staff have worked hard to engage parents better, for example through a successful wellbeing day which brought parents into the centre. However, overall attendance, at 67% for the current year, is not improving.

Recommendation 3: Improve pupil behaviour and ensure that all staff manage pupil behaviour consistently

Strong progress in addressing the recommendation

The PRU has focused well on providing staff with an improved understanding of pupils' emotional literacy through training and visits to other providers. There is a wide range of resources and interventions to support emotional literacy and this has had a positive impact on behaviour and behaviour management. The PRU has engaged well with the Cynnydd project to extend the range of support and therapeutic interventions available to help pupils learn to control their emotions. These strategies and interventions are used in a timely way to help calm pupils and support them to return to lessons.

The PRU is developing a more person-centred approach to curriculum planning for individual pupils. In this approach, identified pupils who are disengaged from learning work with staff to design a bespoke timetable of off-site activities tailored to their needs and interests. This has had a good impact on the behaviour and attendance for this group of pupils.

Senior managers, staff and pupils were all involved in reviewing the behaviour management policy. There is a clear system of rewards and sanctions which is well understood and consistently applied. There are improved IT systems for recording rewards and sanctions and this means all staff have up-to date understanding of behaviour across the two sites.

During the inspection, pupils engaged well with lessons. There were constructive and supportive relationships between staff and pupils. Staff and pupils know the rules and these are reinforced through rewards and sanctions.

The number of fixedterm exclusions has reduced, though for a very few pupils the time lost through these is still too high.

Recommendation 4: Improve the process and quality of self-evaluation

Very good progress in addressing the recommendation

Leaders have established a strong culture of self-evaluation. They have introduced a useful cycle of quality assurance activities to monitor and review the work of the PRU. These include book scrutiny, lesson observations and data analysis. As a result, the PRU has an excellent understanding of its strengths and areas of weakness. The PRU's pre-inspection self-evaluation judgements match the outcomes of the inspection.

All staff make a valuable contribution to self-evaluation processes. They meet regularly to discuss progress against whole school targets and the recommendations from the inspection. Teachers provide comprehensive subject evaluations. They are beginning to make good use of the practice of their peers, for example in the use of information and communication technology (ICT).

Clear links between self-evaluation and professional development ensures staff receive targeted support and training in line with identified needs. The development plan identifies appropriate priorities for development. It notes suitable actions that are likely to secure the planned improvements.

Daily briefing meetings and good communication across the two sites enable staff to continuously reflect on their practice and secure incremental improvements. The quality of communication across staff is a good feature of the work of the PRU.

Recommendation 5: Ensure that the PRU, management committee and local authority work together effectively to raise standards

Very good progress in addressing the recommendation

Close working between the PRU, the management committee, the local authority and ERW consortium has developed since the inspection. This has resulted in better overall support to the PRU, for example to increase staffing and secure a new site.

The improvement panel, established after the inspection, has helped drive the progress made within the PRU. Its members, including the chair of the management committee, are very well informed about the PRU's strengths and areas for development. They use this knowledge effectively to challenge and support the PRU to plan improvements. They monitor the impact of improvements carefully. For example, they are aware that a bespoke curriculum is helping to engage pupils and motivate them to attend and achieve.

The network of support to the PRU has expanded significantly as a result of the improved partnership work with the local authority and ERW. This has led to better links with mainstream schools and improved access to training including in literacy, numeracy and ICT across the curriculum. These opportunities to learn from the practice of others have increased staff skills and confidence in developing pupils' literacy, numeracy and ICT skills within their own subject areas. This is having a positive impact on pupils. For example, the increased use of ICT in mathematics has been highly motivating for a few pupils.

Recommendation 6: Improve the accommodation to ensure that it provides a safe environment and meets the learning needs of pupils

Satisfactory progress in addressing the recommendation

Since the inspection, improvements have been made to the accommodation to make sure that it provides a safe environment for learning. However, the imminent move to a new, single site has meant that only minor, essential work has been undertaken.

The new site provides ample, spacious classrooms and other areas, including a kitchen and common room. Work is due for completion in time for pupils to start the process of moving in after the halfterm holiday.

Recommendation 7: Improve the provision for ICT across the curriculum

Satisfactory progress in addressing the recommendation

Provision for ICT across the curriculum has improved. The PRU has invested in suitable resources and all staff have received training to support them in developing pupils' use of ICT as an effective learning tool.

The use of ICT across the curriculum is developing well. Scrutiny of pupils' books show that in English GCSE lessons they use word processing skills well to write extended pieces of work. In mathematics, pupils confidently use an online resource, which they can also access at home to complete homework. In media work, pupils create interesting animations which incorporate camera and video work. In art GCSE, pupils make good use of online research to support their developing portfolio.

Pupils can gain nationally recognised accreditation to evidence the effectiveness of their skills using a range of ICT such as laptops and tablets and a variety of software. However, it is too early to judge pupils' accredited outcomes.

Recommendations

In order to maintain and improve on this progress, the PRU should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.