



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

**A report on**

**Alternative Tuition Ty Glyn PRU**

**Albion Road  
Pontypool  
Torfaen  
NP4 6GE**

**Date of inspection: December 2024**

**by**

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

## About Alternative Tuition Ty Glyn PRU

Name of provider	Alternative Tuition Ty Glyn PRU
Local authority	Torfaen County Borough Council
Language of the provider	English
Multi-site provision?	Yes
Number of pupils on roll	58
Pupils of statutory school age	58
Date of previous Estyn inspection (if applicable)	01/11/2016
Start date of inspection	02/12/2024

### Further information

Alternative Tuition Ty Glyn PRU is a multi-site provision for pupils aged 11 to 16. Pupils attend the PRU from across Torfaen local authority. Presently there is no primary PRU provision in the local authority.

Since the last core inspection in November 2016, the PRU has more than doubled in pupil numbers. In addition, the profile of pupils has changed. Currently there are 58 pupils across the three sites. All pupils who attend the provision have experienced significant emotional difficulties that stopped them attending school, are highly anxious, or have been permanently excluded or are at risk of permanent exclusion.

The Ty Glyn site caters for pupils in Years 10 and 11. These pupils can present with challenging behaviours. The New Inn site caters for the needs of pupils who are highly anxious. Since the start of September 2024, all younger secondary aged pupils have been relocated to the New Inn site. The Nook site caters for the needs of medical tuition pupils via online learning. All permanently excluded pupils also receive online learning from this site until they have a full-time placement in mainstream school. In addition, a small number of pupils attend The Nook for their learning.

Currently 46 of the 58 pupils are dual registered with a mainstream school. A very few pupils return to mainstream school and currently a very few pupils are reintegrating to a mainstream school. Twenty-three pupils have part-time timetable arrangements, including twelve medical tuition pupils. A very few pupils have English as an additional language and no pupils have Welsh as their first language. The 3-year rolling average for pupils entitled to free school meals is 43.80%. This is below the Welsh 3-year national figure for PRUs of 52.6%. All pupils are identified as having additional learning needs (ALN). This involves a combination of

statements, individual development plans (IDPs) maintained by the PRU and local authority IDPs. Pupil attendance is currently at 49% for the current academic year 2024-2025.

The headteacher took up her post in January 2024. Across the local authority, there has been a restructure of key officers to support the PRU. In addition, there has been a period of change to key policy documents in the local authority. These include a new PRU protocol and managed move policy. The headteacher has been involved in shaping the future provision for the PRU in the local authority.

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

The headteacher provides calm, measured and purposeful leadership. The PRU provides a nurturing learning environment with strong working relationships between staff and pupils. Nearly all pupils respond positively to the care shown by staff.

Overall, the quality of teaching and learning is too variable at the PRU. As a result, pupils do not always make the progress of which they are capable. Many staff have an appropriate understanding of pupils' learning needs and use this knowledge suitably to plan activities for pupils. However, around half of teaching staff do not have high enough expectations of pupils' engagement and progress. Further, low level disruptive behaviours are not consistently challenged and impede the progress that pupils make in lessons.

Leaders have begun to create a curriculum which meets the needs of pupils. This is in the early stage of development. Overall, many pupils develop an appropriate range of skills that help them to make progress during their time at the PRU. However, the progressive planning of skills development across the curriculum is underdeveloped. Leaders accurately identify that opportunities for pupils to develop their leadership skills are underdeveloped at the PRU.

The additional learning needs co-ordinator (ALNCo) works well with staff, pupils, carers, and parents to establish an effective system for the development of pupil individual development plans (IDPs) and one page profiles (OPP). Staff are developing a deeper understanding of the underlying additional learning needs (ALN) of their pupils and are beginning to develop a suitable range of teaching and learning strategies to meet these needs.

Leaders have recognised the need for improvement in pupil attendance as a clear priority for the PRU. Monitoring of pupil attendance is improving since the change in leadership. However, overall pupil attendance currently at the PRU remains too low at 49%.

Incidents of challenging behaviour are reducing across the PRU and there has been a significant decrease in the number of fixed term exclusions issued to pupils. This is beginning to impact positively on pupil attendance and engagement in learning.

Since her appointment, the headteacher has supported senior leaders well to clarify and define their roles and responsibilities. She has identified accurate and pertinent improvement priorities which build well on self-evaluation findings. Working collaboratively, leaders are beginning to use the information gathered from monitoring activities to identify strengths and to inform areas that they need to improve.

Staff support families well and foster beneficial relationships with parents and carers. However, annual reports have not been provided to parents and carers since the summer term of 2022.

The management committee is committed to supporting the pupils and staff at the PRU. However, the role of the management committee in monitoring the work of the PRU towards meeting its agreed priorities is underdeveloped.

## Recommendations

We have made four recommendations to help the PRU continue to improve:

- R1 Improve pupil attendance
- R2 Strengthen the quality and consistency of teaching and learning across the PRU to improve pupil progress and outcomes
- R3 Working with the local authority and management committee strengthen the accountability of leaders at all levels to drive improvement.
- R4 Develop arrangements for pupil voice and leadership opportunities at the PRU to support pupils to become independent learners who can make informed choices

## What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that this PRU is in need of significant improvement. The PRU will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the PRU's progress about 12 months after the publication of this report.

## Main findings

### Pupil progress

The PRU provides a nurturing learning environment and there are strong working relationships between staff and pupils. Nearly all pupils respond positively to the care shown by staff. Overall, the quality of teaching and learning is too variable at the PRU. As a result, pupils do not always make the progress of which they are capable.

Many staff have an appropriate understanding of pupils' learning needs and use this knowledge suitably to plan activities for pupils. Where teaching is most effective, lessons relate well to pupil's individual needs and to their lived experiences and interests. Verbal feedback is immediate and supportive of pupils' efforts. This motivates pupils to persevere with their learning tasks and make suitable progress over time. However, around half of teaching staff do not have high enough expectations of pupils' engagement and progress. Further, low level disruptive behaviours are not consistently challenged and impede the progress that pupils make in lessons.

Many teaching assistants provide suitable support to pupils. They encourage and support pupils to manage their emotions and participate in their learning. However, a few teaching assistants are passive and do not support pupils' learning well enough.

Leaders have begun to create a curriculum which meets the needs of pupils appropriately. The curriculum is developing to become broad, balanced, and purposeful, offering a range of beneficial experiences in real life contexts. This is in the early stage of development.

The PRU enriches the lives of pupils with a range of valuable extra-curricular activities. Pupils relish the introduction of Friday enrichment activities which include opportunities to build model aircrafts and take part in sport and athletic activities at Cwmbran stadium. In addition, pupils benefit from purposeful residential trips, for example, to an outdoor pursuits centre. These opportunities help pupils to develop resilience, self-esteem and teamwork.

Many pupils use their oracy skills to respond to questions or to explain their learning suitably. Many pupils use their reading skills appropriately to access their learning. For example, they show sound comprehension skills to follow instructions in cooking. Many pupils develop and apply their writing skills suitably across the curriculum. Many pupils make appropriate progress in developing mathematics skills. They work well with basic number and shape and complete exam style questions confidently. However, targeted literacy and numeracy interventions to support pupil progress are at the early stages of development. The provision to develop pupils' digital skills progressively across the curriculum is underdeveloped.

A very few teachers use incidental Welsh phrases effectively. The PRU provides opportunities for pupils to explore their Welsh identities. For example, researching Welsh athletes in health and well-being lessons. However, the provision to develop pupils' Welsh language skills is limited.

Many pupils develop an appropriate range of skills that help them to make progress during their time at the PRU. However, the progressive planning of skills development across the curriculum is underdeveloped.

Teaching staff track and monitor pupils' progress from their baseline assessments appropriately on the PRU's newly established assessment platform. They are beginning to use this information to inform planning, to develop suitable learning plans and to set targets for literacy, numeracy, and well-being. Processes to track and monitor individual pupil progress in achieving their targets is developing appropriately. As a result, staff are increasing their knowledge of their pupils' needs and are beginning to review targets suitably and provide bespoke learning opportunities.

Leaders accurately identify that opportunities for pupils to develop their leadership skills are underdeveloped across the PRU. The PRU does not currently have a school council. Staff have collaborated with pupils to inform change through informal conversations and feedback. For example, the PRU has recently moved to providing a range of hot meals at lunchtimes at one of the sites.

Since the additional learning needs co-ordinator (ALNCo) started her post in January 2024, she has worked diligently with staff, pupils, carers, and parents to establish an effective system for the development of pupil individual development plans (IDPs) and one page profiles (OPP). In this short amount of time, the ALNCo has worked well with the local authority to ensure most pupils have an effective local authority IDP in place. As a result, staff are developing a deeper understanding of the underlying additional learning needs (ALN) of their pupils and are beginning to develop a suitable range of teaching and learning strategies to meet these needs.

The ALNCo has developed effective systems to track and monitor pupil progress towards meeting their individual targets. Progress is reviewed weekly by senior leaders and individual pupil interventions are evaluated and amended to reflect the needs of each pupil. This process is at the early stage of development, however, the ALNCo and leadership team have an accurate understanding of the next steps for improvement.

### **Pupil attendance and behaviour**

Leaders have recognised the need for improvement in pupil attendance as a clear priority for the PRU. A 5% improvement in attendance target for each pupil each term has been in place since the start of September 2024. Monitoring of pupil attendance is improving since the change in leadership at the PRU. Weekly pupil progress reviews are in place led by senior leaders and include scrutiny of the attendance information for each pupil. These meetings provide valuable timely opportunities to target specific pupils whose attendance is causing concern to leaders.

Since September 2024 transport arrangements for pupils have changed and PRU staff now transport most pupils to and from the PRU. This innovative arrangement includes those pupils who attend a range of provisions as part of their individual learning plans. This is beginning to impact positively on improving pupil attendance. Leaders are working well with the local authority officers to support and improve the attendance of pupils and in particular those with persistent absence. However, overall pupil attendance currently at the PRU remains too low at 49% for the current academic year 2024-2025.

Whilst the behaviour tracking system has been in the PRU for over two years, improvements in its use have only been evident since the change in leadership. Leaders now analyse the behaviour tracking information weekly and identify trends and emerging patterns in individual pupil behaviour. All staff have access to the system and are beginning to use it to record pupil behaviour. This is beginning to improve consistency in recording pupil behaviour. However, there is inconsistent use of the behaviour policy and strategies across the PRU. For example, staff do not consistently challenge when pupils use inappropriate language. Staff inconsistency in challenging and managing pupil behaviour limits the effectiveness of behaviour strategies and the reward system.

Incidents of challenging behaviour are reducing across the PRU. In addition, particular types of behaviour exhibited by pupils have reduced. For example, incidents of physical aggression against both staff and peers have declined. There has been a significant decrease in the number of fixed term exclusions issued to

pupils across the PRU. This is beginning to impact positively on pupil attendance and engagement in learning.

## **Leadership**

The headteacher provides calm, measured and purposeful leadership. She articulates a clear vision for pupils at the PRU rooted in 'working together to create positive futures.' She provides clear strategic direction and is aspirational for the well-being and outcomes of all pupils. Since her appointment, the headteacher has managed turbulent staffing issues including long term absences well. Further she has supported senior leaders well to clarify and define their roles and responsibilities to support improvement at the PRU. Beneficial professional learning is beginning to develop their leadership skills. This is helping to secure improvements in important areas, for example, in the use of assessments and in the development of a broad and balanced curriculum. However, distributed leadership is at an early stage of development across the PRU.

The headteacher has identified accurate and pertinent improvement priorities which build well on self-evaluation findings and take account of national and local priorities. Working collaboratively, leaders are beginning to use the information gathered from monitoring activities to identify strengths and to inform areas that they need to improve. Leaders monitor progress in addressing the priorities and are beginning to evaluate the impact of the improvements on pupils' well-being and outcomes.

The headteacher has introduced performance management processes to support improvement. Teachers and support staff now have measurable targets linked to PRU improvement priorities and the improvement of teaching and learning. Additionally, staff have their own personal areas for development and associated targets. Professional learning activities align well with the PRU improvement priorities and individual performance management objectives. Leaders are beginning to address under performance, for example, in the quality of teaching and learning. However, the quality of teaching and learning across the PRU remains inconsistent.

The headteacher and senior leaders have created an effective culture of collaborative and transparent working arrangements with key partners. For example, joint working with the school improvement partner has led to improvements in the range of qualifications offered to pupils. In partnership with local authority officers, the headteacher has developed a useful protocol which outlines the provision and entry criteria at the PRU. The headteacher is a valuable member of the local authority's ALN referral and managed move panels. This supports leaders well in ensuring that pupils are placed appropriately at the PRU. These arrangements are at the early stages of development.

Staff support families well and foster beneficial relationships with parents and carers. They communicate regularly and provide them with helpful information about their child. However, annual reports have not been provided to parents and carers since the summer term of 2022.

The management committee is committed to supporting the pupils and staff at the PRU. It undertakes its roles and responsibilities diligently, using members' individual skills well to support the PRU. The headteacher provides comprehensive reports to



the management committee. These include valuable insights into, for example, the development of the curriculum, safeguarding, staffing-related matters and PRU finances. However, the role of the management committee in monitoring the work of the PRU towards meeting its agreed priorities is underdeveloped.

### **Additional information**

The PRU's arrangements for safeguarding pupils do not give any cause for concern.

The PRU's arrangements for site management do not give any cause for concern.

The PRU has appropriate arrangements for promoting healthy eating and drinking.

Leaders and the management committee manage the PRU's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the PRU and its effectiveness
- meet the headteacher, management committee, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the PRU's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their PRU
- meet groups of pupils in leadership roles, such as representatives from the PRU council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the PRU to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the PRU's self-evaluation processes
- consider the PRU's improvement plan and look at evidence to show how well the PRU has taken forward planned improvements
- scrutinise a range of PRU documents, including information on pupil assessment and progress, records of meetings of staff and the management committee, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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