



*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**

**Ty Gwyn Education Centres  
Cefn Lane  
Glyncoch  
Pontypridd  
RCT  
CF37 3BP**

**Date of visit: January 2015**

**by**

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

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**The monitoring team**

Anthony Mulcahy	Reporting Inspector
Ann Dackevych	Team Inspector

## **Outcome of monitoring visit**

Ty Gwyn Education is judged to have made sufficient progress in relation to the recommendations following the core inspection in September 2013.

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: Improve the quality and consistency of teaching and assessment throughout the PRU**

Very good progress in addressing the recommendation

Leaders have implemented a comprehensive school improvement plan prioritising improvements in the quality of teaching, the development of literacy and numeracy skills and strengthening assessment for learning. This has resulted in greater consistency in the planning and delivery of high quality lessons across the PRU.

Teachers and teaching assistants work effectively together to provide stimulating learning experiences that focus well on meeting individual pupils' needs. They provide well-differentiated, interesting and enjoyable activities that provide pupils with appropriate challenge. For example, in mathematics, key stage 3 pupils select mathematical processes to solve problems linked to a story that they are reading in English.

During lessons, teachers use effective questioning that develops pupils' thinking skills and encourages them to give reasons for their opinions.

Teachers have high expectations of pupils. They set clear learning objectives and provide pupils with positive feedback about progress throughout lessons. This helps pupils to remain focused and enables them to make a valuable contribution to self and peer assessment. For example, in PE, pupils assess the performance of their peers and provide them with coaching advice to help them improve their performance.

The PRU's marking and assessment policy is applied consistently by staff. Marking in books is up to date and provides pupils with positive feedback about their performance and clear advice on how to improve their work.

### **Recommendation 2: Improve pupils' attendance**

Strong progress in addressing the recommendation

The PRU has implemented effective strategies to track pupil absence and identify persistent absentees. Early indicators suggest that this is beginning to improve pupils' attendance.

Leaders work closely with outside agencies including the Attendance and Wellbeing Service to support pupils and families to improve pupil attendance. Attendance data is collected routinely prior to placement and better referral documentation has helped this process. The PRU maintains close contact with other schools and colleges where pupils are dually registered. Regular monitoring ensures swift action to address any absenteeism.

Careful planning of learning experiences to match pupils abilities and aspirations also encourages pupils to attend. The PRU consults pupils regularly about their particular interests and aspirations and takes these into account.

Pupils measure their own attendance levels and an appropriate reward structure motivates them to improve their attendance. The management committee is aware of attendance targets and monitors the situation closely.

**Recommendation 3: Ensure that there is a consistent and systematic approach to improving all pupils' literacy and numeracy skills**

Very good progress in addressing the recommendation

Leaders are committed to improving the literacy and numeracy skills of pupils and have appointed two skills co-ordinators to lead on the implementation of the wholeschool strategy. The literacy and numeracy policy sets clear aims and objectives for the development of skills in all subjects across the PRU.

Staff receive regular high quality training and advice on teaching literacy and numeracy skills. The skills co-ordinators provide informative toolkits for staff and review schemes of work to identify opportunities for skills development and sharing good practice. All teachers identify opportunities for the development of literacy and numeracy skills when planning lessons. This has helped the PRU to create a more consistent approach to the teaching of these skills across the curriculum.

Senior managers use an appropriate range of quality assurance activities to systematically monitor the implementation of the literacy and numeracy strategy. These include regular lesson observations and the scrutiny of pupils' work.

The PRU uses a wide range of appropriate interventions that provide effective support for pupils to improve their literacy and numeracy skills. As a result, most pupils make sound progress with the development of these skills.

**Recommendation 4: Secure appropriate baseline data on all pupils against which progress can be measured**

Strong progress in addressing the recommendation

From admission, staff use an electronic tracking system to monitor pupil progress and inform their future planning. Teachers and teaching assistants meet together regularly to review evidence of pupil progress. They adapt their plans accordingly, in line with the priorities indicated. For example, results from literacy and numeracy tests inform specific targets for individual pupils. Records show that these targets

are tracked and monitored through lessons, tutorials and effective intervention programmes. As a result, many pupils improve their numeracy and literacy ages to correspond with their chronological age.

**Recommendation 5: Ensure that improvement planning is strengthened by clearly focussing on the expected impact of strategies on teaching and learning**

Very good progress in addressing the recommendation

Strategic leadership of the PRU has recently been significantly strengthened. The new executive headteacher and the chair of the management committee provide a clear focus on improvement. This is having a positive impact on pupils' standards.

Leaders regularly present reports on the quality of teaching and pupils' standards to the management committee. This enables the management committee to set realistic and challenging targets for further improvement.

High-quality staff training resources support the priorities set in the school improvement plan.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the pupil referral unit should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.