

Primary Pupil Referral Unit

Inspection report

Unique Reference Number	133410
Local authority	Bradford
Inspection number	381506
Inspection dates	10–11 January 2012
Lead inspector	Adrian Simm

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil Referral Unit
School category	Pupil Referral unit
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Audrey O'Keefe
Headteacher	Hilary Beards
Date of previous school inspection	16 September 2008
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Introduction

Inspection team

Adrian Simm

Additional inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons or parts of lessons and all class teachers were seen at least once. Meetings were held with groups of pupils, governors and staff. The inspector took account of the on-line questionnaire (Parent View) although no parents had accessed it, observed the school's work, and looked at a broad range of documentation including that relating to safeguarding practices, the unit's self-evaluation, development planning and detailed assessment information for pupils' progress and behaviour. The inspector scrutinised the views of staff and pupils and analysed five questionnaires from parents and carers.

Information about the school

Pupils at the unit have been excluded permanently or are at risk of permanent exclusion from primary schools across the Bradford Metropolitan district. Some of these schools also have behaviour centres. The unit is for 36 pupils. It currently has 33 boys and four girls on roll, although three are educated off-site at behaviour centres. Most pupils have a statement of special educational needs for behavioural, emotional and social difficulties. In comparison with the last inspection, the severity of pupils' difficulties has increased greatly. The unit includes a longer-stay class for pupils with even more complex difficulties. Just over 50% of pupils receive support from the Child and Adolescent Mental Health Service (CAMHS).

The nature of the unit's work means that pupil mobility is higher than in mainstream primary schools. Most pupils are White British with a small number from Asian backgrounds. A few pupils are looked after by the local authority. The proportion of pupils known to be eligible for free school meals is high. The unit is managed overall by the executive headteacher and governing body of Carrwood Primary School with day-to-day management by the assistant headteacher. The unit gained Healthy School status in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is a good pupil referral unit. Very clear strategies and a relentless drive in helping pupils improve their behaviour and attendance are outstanding features of the unit’s work. Consequently, behaviour is outstanding and attendance is improving very rapidly. The atmosphere within the unit is one of exceptional calm where pupils contribute very well to a welcoming, hard-working and supportive environment. A high number of parents, carers, staff and pupils responding to their inspection questionnaire consider pupils are working safely at the unit.
- Teachers and behaviour support workers are extremely effective in lessons and around the school in improving pupils’ confidence, self-control and overall spiritual, moral, social and cultural development. They know the pupils’ needs extremely well, recognise quickly signs of tension or when they are upset and thus often pre-empt situations from escalating.
- Teaching is good. Staff have undertaken training in the teaching of sounds and letters (phonics) and motor skills and are putting this training to good effect in lessons and one-to-one situations. Overall, pupils achieve well including in reading, writing and mathematics. Staff generally find the right balance between adult support and pupils working independently. However, on occasions, they help pupils slightly more than necessary and thus miss opportunities to encourage pupils to improve their writing and handwriting skills or to extend their reading skills.
- Leaders and managers are highly ambitious and lead by example. Through very detailed self-evaluation they have an extremely clear understanding of pupils’ needs and how well they are doing. They target improvements effectively and ensure the unit plays its part in the local authority’s provision for pupils with behavioural, emotional and social difficulties.
- The unit has improved noticeably since the last inspection, for example, staff have ensured the curriculum is far richer and more creative, and it is updated flexibly to match pupils’ individual needs and interests. As a result of attending

the unit, gaps in pupils' attainment which have built over time in the past lessen considerably.

What does the school need to do to improve further?

- Ensure the right balance is found in teaching to consistently support pupils' behaviour needs and stretch them in their work by:
 - targeting more often the content of their writing and accuracy of their spelling
 - encouraging pupils to read text regularly at their own levels in lessons rather than staff at times reading the text for them.
- Focus senior managers' monitoring activities more sharply on pupils' academic skills so that these improve as strongly as their personal development.

Main Report

Achievement of pupils

Staff are skilled in their roles, work together as a team and put pupils at the heart of everything that happens. As a result, pupils develop self-confidence and begin to flourish in lessons. They learn and progress well in lessons because certain behaviours which have previously acted as obstacles to their learning are quickly being overcome. Often, pupils are able to concentrate on their learning and enjoy the varied and practical approaches employed by staff. For example, in an English lesson with Years 5 and 6, pupils settled quickly after break time and cooperated fully in a fast moving lesson where the use of the interactive whiteboard and role play stimulated learning. Pupils were 'bursting' to be involved, to read aloud and to join in with a sentence completion exercise where they recognised and used successfully most of the time, the correct adjectives as part of their work about the author Roald Dahl.

In another class of pupils of the same age, learning was maintained extremely well as the pupils and staff overcame technical glitches with computer equipment. Pupils were 'space cadets' on a mission to outer space. Predictions they had made before 'take off' were tested out in a 'sight and sound' show during their 'flight' and upon return, two cadets were interviewed unexpectedly in front of their group about what they had discovered. The pupils' willingness to overcome obstacles, cooperate and take advice was noteworthy. Cohorts are small and standards overall by Year 6 are below average. This includes attainment in reading. However, pupils progress well from their starting points which are well-below average. Evidence from careful tracking by the school of pupils' progress shows they are improving at a fast rate and this overall picture has improved considerably year-on-year since the last inspection.

While progress is strong overall in reading, writing and mathematics, writing is slightly weaker but is the area where more pupils have frustrations to overcome from the past. This picture of progress is similar overall for the small number of girls, those in care of the local authority, those of differing ethnic backgrounds and those within the unit who have even more complex special educational needs and/or disabilities. For pupils whose attainment and personal development move more into

line with their age, the school has extremely well-designed strategies for supporting pupils in their return to mainstream schools. Through discussion and their response to inspection questionnaires, pupils have an accurate view that they are learning a lot in lessons developing their skills in communication, reading, writing and mathematics. Of the small number of parents and carers who responded to the inspection questionnaire, they were of the same view overall.

Quality of teaching

For pupils who have previously experienced quite severe behaviour difficulties in their home schools, teaching strives for and regularly finds the right balance between academic challenge and pastoral support. Very good staffing ratios enable teachers and behaviour support workers to give pupils high levels of individual attention. This worked well during the inspection in a short session with pupils with more complex needs where they identified from pictures and discussed how some specific animals were similar or different. Staff questioning allowed the pupils independence of thought and resources readily on hand supported their attempts at spelling the simple words they needed to write. On occasions in some lessons when writing, pupils formed their letters incorrectly which was not picked up on immediately. Misspelling of words at times goes uncorrected. Also staff can be, on occasions, prone to read text to pupils rather than inviting them to try first at levels they are known to be comfortable with.

The unit's provision for spiritual, moral, social and cultural development is extremely effective, especially in pupils' moral and social development where pupils show major strides forward in their personal development. Where, for example, teaching ensures lessons are active, practical and involve role play, pupils' learning is developed very effectively spiritually through the exercise of their curiosity, creativity and imagination. Pupils are consistently asked to reflect upon their actions and the implications of their actions on others. This was brought home to some pupils when their school garden was vandalised overnight some time ago and they appreciated how the actions of others can have a negative impact on them.

Staff endeavour to use every scenario as a learning situation which is excellent practice. As a result, teachers' lesson planning and longer-term curriculum planning are constantly updated and adjusted to match pupils' interests and individual needs. All parents responding to the questionnaire for the inspection consider accurately that pupils are taught well.

Behaviour and safety of pupils

Considering the complexity of the pupils' behavioural difficulties, it is an extremely positive picture that the vast majority of pupils, staff, parents and carers completing questionnaires for the inspection consider there to be a good standard of behaviour at the unit over time and that any cases of bullying are dealt with effectively. In conversation with some pupils, they were clear about what they consider to be the difference between 'name calling' and bullying, and how one might turn into the other. Pupils' views are that there are extremely few instances of bullying and that they feel safe.

Staff take very effective steps to ensure a rapid improvement in attendance. This aspect of the unit's work has improved exceptionally well since the last inspection. The improvement in attendance is impressive, given the large number of occasions when pupils visit their CAMHS appointments. Some behaviour support workers are also escorts on taxis which bring the pupils to school. This is a very proactive link with pupils' families and carers and helps settle pupils before arrival at the unit, especially on those days when taxis arrive late. It also helps settle pupils more on their return home.

Permanent exclusions do not feature in the ethos of the unit; fixed-period exclusions are used as necessary but have not grown in number despite the increased severity of the behavioural difficulties of the pupils now on roll. Short-term removal of pupils from lessons for one-to-one support has fallen markedly in recent months. Pupils with extreme behaviours often settle very quickly with expert staff support. A strong feature of lessons is that pupils work extremely hard at achieving self-control and staff often detect early signs of pupil unease and are quick to deploy differing strategies.

The atmosphere within the unit is very calm and ordered; the colourful and exciting displays are fully appreciated by pupils when once they might have been damaged. Break times offer a range of opportunities for pupils to 'run off steam' or sit quietly with a member of staff and 'read a book'. Lunchtimes are very orderly social settings. Pupils make every effort to control their own behaviour and respond very positively when others are in need of care and consideration.

Leadership and management

Leaders, managers and the governing body promote equality of opportunity very well so that all pupils are supported individually and have every chance to progress. Improvements, for example, in the accommodation, resources and the curriculum together with very well targeted staff professional development, are examples of the unit's pursuit of excellence since the last inspection. The executive headteacher together with the assistant headteacher and senior manager, who are responsible for the day-to-day running of the unit, are a formidable team. They bring together the experience of a good number of staff from the executive headteacher's mainstream primary school and behaviour centre, and from the unit for the benefit of all staff and pupils. For example, in judging pupils' progress and the outcomes of their assessments in the unit, pupils' work is moderated with advice and support from external staff. This is very good practice.

The assistant headteacher ensures that assessment and tracking systems are sharp and accurate so that pupils' levels in their learning and personal development are known precisely. She ensures lesson plans are checked regularly, that scrutiny of work is undertaken and that the quality of lessons is monitored. While the assistant headteacher makes regular informal visits to lessons, a more formal focus on ensuring that pupils' academic skills are progressing as strongly as their personal development is not quite as sharp as it might be. Overall, spiritual, moral, social, and cultural development of the pupils and the curriculum are outstanding and reflect the drive for individualised learning that is flexible and responsive to pupils' changing

needs. Leaders and managers at all levels, including the governing body ensure effective safeguarding arrangements. The unit has an extremely strong capacity to build further on its strengths.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 January 2012

Dear Pupils

Inspection of Primary Pupil Referral Unit, Bradford BD5 8DB

I write to thank you for your warm welcome when I came to spend two days with you recently. I agree with you that you are making good progress in your work and learning to get on with others extremely well. Thank you for completing your questionnaires which I found extremely helpful.

A special thank you to the school council who found time to talk with me and to those of you who came to the library to tell me about how good the primary pupil referral unit is and to read your books to me.

The Bradford Primary Pupil Referral Unit is good. Staff help you progress well in your work and are outstanding in how they help you build your self-confidence and keenness to work. A big part of this is because of your own hard work, cooperation and the respect and confidence you build in yourselves.

I have talked with your headteacher and assistant headteacher who I know are very keen that your unit should be as good as it can be. I have recommended that you are given every opportunity and are encouraged to try even harder with your reading, writing and spelling and that your teachers check that this is happening. With your help, the work you do could then become as incredible as the improvements you make in your behaviour. Well done to each and every one of you.

All the best for the future.

Yours sincerely

Adrian Simm
Lead inspector

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