

Westfields Pupil Referral Unit

Inspection report

Unique Reference Number	107596
Local Authority	Kirklees
Inspection number	356191
Inspection dates	14–15 March 2011
Reporting inspector	Marian Thomas

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	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
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Headteacher	Mr Martin Ridge
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine lessons taught by nine teachers and trainers. Meetings were held with groups of pupils, members of the management committee, teaching staff, and representatives from the local authority. The inspection team observed the work of the pupil referral unit (PRU), and looked at teachers' planning for lessons, school leaders' development plans and samples of pupils' work. They also took into account the views of the parents and carers who returned four questionnaires to the inspection team.

The inspection team reviewed many aspects of the PRU's work. It looked in detail at a number of key areas.

- The progress pupils make in mathematics, English and science.
- How well the curriculum is adapted to meet the needs of all learners.
- The progress made by different groups of pupils.
- How well members of the management committee support the school.

Information about the school

Westfields is a small pupil referral unit (PRU) which has undergone significant change since the last inspection. It no longer admits pupils from Key Stage 4 and now exclusively provides for pupils who have been excluded, or who are in danger of being excluded from mainstream secondary and middle schools within Key Stage 3. It is part of Kirklees provision for pupils out of school and serves the whole of the authority. Pupils are divided into different groups or strands and attend for differing lengths of time dependent upon their needs.

Currently, there are 28 pupils on roll, five of whom are due to attend for a six to eight week period before returning to their home school. A further 21 are due to attend for a longer period of time before transferring to other schools. Two pupils are currently dual registered on a reintegration programme. Staff support a further 35 pupils in mainstream schools as part of the initiative to prevent exclusion. The majority of pupils are of White British background. A small number are in the care of the local authority. Three pupils have a statement of special educational needs. Approximately half the pupils currently on roll are known to be eligible for free school meals.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Westfields is a satisfactory PRU overall which provides good care, guidance and support for its pupils. This enables them to improve their behaviour and attitudes to learning and make satisfactory progress both personally and academically. Parents and carers appreciate the work of school staff in supporting their children. One commented: 'I used to dread phone calls from school but now I am pleased to hear from teachers as my child is making such good progress.'

The headteacher and members of the management team believe all pupils can become successful learners, ensuring the satisfactory quality of provision necessary for them to do so. Self-evaluation of the school's effectiveness is accurate overall and findings are acted upon to satisfactory effect. A strength of the PRU is its ability to recognise and support the needs of all pupils. This ensures barriers to learning are minimised. Since the last inspection, the PRU has undergone significant changes in the age range and level of need of its pupils. This has had an impact on many aspects of the PRU's organisation and working practices. The effective way in which PRU leaders have managed these changes, while ensuring the continuing satisfactory achievement of pupils demonstrates a satisfactory capacity to improve further.

Pupils grow in confidence when they join the PRU. Many say they now enjoy school and are clear about how to stay healthy. Behaviour is satisfactory both within and outside the classroom. Pupils say they feel safe. Attendance is rising and has improved significantly since the last inspection. However, the PRU recognises that the high level of input it currently makes needs to be maintained in order to make sure this upward trend continues. Links with outside agencies have been developed which support pupils' learning and development. This, coupled with established links with home schools, helps to ensure pupils are satisfactorily prepared for return to mainstream schooling. Pupils have an understanding of the local community; however, links to promote their awareness of life in a multi-ethnic society are limited.

Teaching is satisfactory overall but insufficient use is made of assessment in order to develop learning targets for individual pupils in some subject areas. As a result, pupils are not always given sufficiently clear guidance on how to progress and learning does not always match the needs of all pupils. While the curriculum is satisfactory overall, the monitoring and evaluation role played by the curriculum development team is currently underdeveloped.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Increase pupils' levels of achievement by:
 - improving the consistency with which teachers use assessment to set individual learning targets for pupils
 - ensuring learning matches pupils' needs in all lessons.
- Improve the curriculum by:
 - broadening the range of subjects available to pupils
 - increasing the input and expertise of the curriculum development team in order to improve the quality of monitoring and evaluation of the curriculum's effectiveness.
- Provide further opportunities for pupils to increase their knowledge and understanding of life in a multi-ethnic society.

Outcomes for individuals and groups of pupils

3

When pupils join the PRU the level at which they are working is average overall, but with a significant minority working at a lower level. Pupils also often need to develop the skills needed for good learning, for example, sitting down and listening. Attainment overall improves to broadly average for most pupils who return to mainstream schools. This represents satisfactory progress and achievement for the majority of pupils, and good and better progress for a minority. However, a small number do not engage sufficiently well with learning and achieve less well. When they have individual learning programmes pupils respond positively. These programmes enable pupils to work consistently and achieve satisfactorily. This was well demonstrated in a science lesson where pupils enthusiastically investigated the components of different foods. All showed good attitudes to learning and a sensible approach to handling chemicals. They used successful investigation strategies and as a result, achieved their learning and behaviour targets. However, learning is not always as well matched to pupils' needs and where this is the case they become disengaged and progress slows. Overall, pupils across the PRU make satisfactory progress, including in English, mathematics and science. All groups of pupils, including those with special educational needs and/or disabilities and pupils who are looked after by the local authority make equally satisfactory progress.

Pupils feel safe because they know staff are supportive and help them at all times. Many enjoy their time at the PRU. As one pupil commented: 'It's OK here because staff listen to us.' Pupils recognise the importance of eating healthy meals and have a good understanding of what constitutes a healthy diet. Many pupils enjoy the wide-ranging sporting opportunities offered and appreciate the part these play in a healthy lifestyle. Pupils make a satisfactory contribution to the community in and outside school by listening to and appreciating the needs of others. For example, pupils are involved in fund-raising activities and have recently taken on a commitment to raise funds for Comic Relief. Pupils' satisfactory overall spiritual, moral, social and cultural development is seen in the way in which they react to each other and take care of the environment. However, they do not yet have a sufficiently good awareness of communities beyond those represented in the immediate locality.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

While many teachers use assessment information effectively to set achievable targets for pupils, this is not consistent across the PRU. This slows progress for pupils in some lessons, because work does not match the needs of individuals sufficiently well. Where work is modified to meet the different needs of pupils, they engage quickly and are often eager to learn. Teachers regularly mark work and pupils gain satisfactory direction from comments. As a result, most know how to improve their work. In a good number of lessons support staff are well deployed and work closely and effectively with teachers to support the needs of learners. Behaviour is satisfactory in the majority of lessons. It is most often good where learning closely matches pupils' needs and positive behaviour strategies are consistently applied.

The curriculum is satisfactorily organised and enhanced by visits and activities away from the classroom. The outdoor education programme is a strength of the PRU and is clearly enjoyed by many pupils. One commented that his recently accomplished 11 mile cycle ride had inspired him 'to keep fit by joining a gym'. While English, mathematics and science are generally taught to a satisfactory standard, there is insufficient monitoring, evaluation and development of the curriculum overall, which is limiting the range of subjects pupils experience. This is largely the result of a lack of direction from the curriculum development team, whose role is at an early stage of development.

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As a result of good care, guidance and support, pupils feel there is always someone who will listen and help. A careful and thorough assessment is undertaken when pupils arrive at the school, which is then used to target support effectively. Pupils whose circumstances may have made them vulnerable are well supported and this is helped by satisfactory links with outside agencies. Attendance has been low in the past. It is currently rising rapidly as a result of the support given to families by school staff and is now broadly average. School leaders recognise that this work needs to continue in order to ensure continued improvement. Transition arrangements are satisfactorily in place and many pupils make a successful return to mainstream schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effective leadership of the headteacher and well focused support from the local authority has moved the school forward through a period of significant change, while ensuring satisfactory outcomes for pupils. This, coupled with partnerships forged with referring schools, is driving improvement further. The management committee has also undergone significant change and the newly appointed chair is focusing on making members more accountable for supporting and challenging the PRU leadership. Policies and procedures ensure all government safeguarding requirements are met and that practice is of a good standard. The strength and quality of these procedures mean that safeguarding issues are dealt with effectively by senior leaders. Leaders and managers have ensured that the PRU is an inclusive community by implementing satisfactory systems to promote equality of opportunity and to tackle discrimination. Leaders are beginning to build successful links, which benefit pupils and the local community. Some links with the global community have been established through fund-raising for international charities. However, there are too few links to other communities to improve and develop pupils' understanding of life in a multi-ethnic society. The PRU successfully engages most parents and carers, for example, staff ensure that they are kept well informed about their children's successes. Parental health education programmes and the attendance diary links with home are in place and as a result, parents and carers appreciate the ongoing work of the PRU. The PRU ensures satisfactory outcomes for pupils, many of whom have significant needs. It does this on a controlled budget and provides satisfactory value for money.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The inspection team received four responses from parents and carers at the time of the inspection. This represented a moderate response from the 28 families of pupils attending the PRU. The views of parents and carers were largely positive and the majority felt the PRU was supporting their children well. The inspection team supports this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfields Pupil Referral Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 4 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	4	100	0	0	0	0
The school keeps my child safe	1	25	3	75	0	0	0	0
My school informs me about my child's progress	2	50	2	50	0	0	0	0
My child is making enough progress at this school	0	0	4	100	0	0	0	0
The teaching is good at this school	1	25	3	75	0	0	0	0
The school helps me to support my child's learning	0	0	3	75	1	25	0	0
The school helps my child to have a healthy lifestyle	1	25	3	75	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	3	75	0	0	0	0
The school meets my child's particular needs	0	0	4	100	0	0	0	0
The school deals effectively with unacceptable behaviour	2	50	2	50	0	0	0	0
The school takes account of my suggestions and concerns	0	0	4	100	0	0	0	0
The school is led and managed effectively	1	25	3	75	0	0	0	0
Overall, I am happy with my child's experience at this school	2	50	2	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 March 2011

Dear Pupils

Inspection of Westfields Pupil Referral Unit, Batley, WF17 0BQ

Thank you very much for making us so welcome when we inspected your PRU. It was good to meet you all and to hear how you feel about attending the PRU. We send a special 'thank you' to those of you who gave up your time to talk to us, especially the three boys who gave up time at lunchtime to give us their views. We particularly enjoyed hearing their views on the school uniform. We agree with those of you that told us that you think the PRU is doing an acceptable job of helping you to improve your behaviour and to work harder. These are the things we liked the best:

- the friendly and polite welcome you give to visitors
- the way in which staff care for you, helping you to feel safe, improve your behaviour and to adopt a healthy lifestyle
- the way in which many of you are successful learners when you return to school.

In order to make the PRU even better we have asked your teachers to:

- ensure that they give you clear targets to work towards in all lessons
- make sure that the teachers give you as many chances as possible to study different subject areas
- give you more opportunities to experience other cultures to help you to get a better understanding of how other people live their lives.

Thank you once again for making us so welcome and letting us join in your activities.

Yours sincerely

Marian Thomas

Lead inspector

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