

# PRU for Medical Needs

Inspection report

---

<b>Unique Reference Number</b>	134596
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	360626
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Marian Thomas

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

---

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	17
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Rouse-Dean
<b>Headteacher</b>	Mrs Helen Sail
<b>Date of previous school inspection</b>	3 July 2008
<b>School address</b>	The Priory Centre Priory Road Hull HU5 5RU
<b>Telephone number</b>	01482 616645
<b>Fax number</b>	01482 616648
<b>Email address</b>	helen.sail@hullcc.gov.uk

---

<b>Age group</b>	5–16
<b>Inspection dates</b>	11–12 May 2011
<b>Inspection number</b>	360626

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed seven lessons taught by seven different teachers. Meetings were held with members of the management committee, two senior health care practitioners, teaching staff and the pupil referral unit's senior leadership team. The inspectors observed the work of the unit and looked at teachers' planning for lessons, unit leaders' development plans and samples of students' work. The inspectors also took into account the views of nine parents and carers who returned questionnaires to the inspection team.

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

- The progress of students in both key stages.
- Whether the attendance of students is good enough.
- The quality of the health, safety and welfare documentation and the associated systems.
- Whether the management committee is effective in supporting the headteacher.

## Information about the school

The pupil referral unit provides education for students who, for medical and behavioural reasons, are unable to be educated in mainstream school. A student referral unit is legally both a type of school and provider of education other than at a maintained or special school. The provision is divided into four parts: the West End Children's Unit and the West End Adolescent Unit, both for students with psychiatric difficulties, a classroom at Hull Royal Infirmary, and a tuition centre at the Priory Centre in Hull. Provision for post-16 students is occasionally made in the West End Adolescent Unit but there is no sixth form. The nature of the provision means that the numbers being taught in the unit can change rapidly and the majority are short-term placements. At the time of the inspection, boys outnumbered girls and the majority of students on roll were of White British heritage. A number of students have statements of special educational needs and a few students are looked after children. The unit has attained Healthy School status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The PRU for Medical Needs is a good pupil referral unit. The excellent standard of care, guidance and support provided for all students and the success with which their behavioural, medical and learning needs are met enables them to make good progress both personally and academically. Parents' and carers' views are reflected well in the comment: 'The school has brought the best out in my child under very difficult circumstances'. This supports the unit's excellent relationship with parents and carers.

The headteacher and teachers in charge of the four settings within the unit have high expectations of what students can achieve and deliver the quality of provision necessary for them to do so. Self-evaluation of the effectiveness of the provision is accurate and rigorous and findings are acted upon to good effect. The unit's strength is its ability to recognise and support the varied needs of all students. This ensures barriers to learning are minimised. Since the last inspection the unit has significantly improved many aspects of its performance. For example, it has ensured that the unit's development priorities are focused clearly on improving the achievement of students and has enabled staff to keep up to date with current developments in education through links with others schools. This demonstrates a good capacity for sustained improvement under current leadership.

Students arriving at the unit often have very low self-esteem and significant gaps in their learning. As they re-engage with learning they make good progress in their personal development and grow in confidence. This is as a result of the excellent quality of care, guidance and support offered by all staff. Students say they enjoy school, sometimes for the first time. They feel exceptionally safe and are clear about how to stay healthy. Behaviour is good overall because most students learn how to control their emotions and make the right choices. Effective transition arrangements ensure students are well-prepared for the next stage of their education or return to mainstream school. As a result, the number of students not in education, employment or training after leaving the unit is low. Attendance is above average and improves very well for many students during their time at the unit. Through the many opportunities for art and creative writing, and through the personal and social curriculum students develop an excellent understanding of spiritual, moral, social and cultural issues.

Good teaching is based on a thorough assessment of students' learning needs and as a result, all groups of students make equally good progress. While the tracking of students' progress is diligently undertaken in each setting, a variety of different systems are used. This lack of consistency between the settings makes it difficult to measure and compare students' progress. Teaching assistants and learning mentors provide a good level of support both in and outside lessons. In a small number of lessons, objectives set are not sufficiently clearly defined which impacts on students' progress.

**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

## What does the school need to do to improve further?

- Improve the pace of students' learning by ensuring that objectives for learning set by teachers in lessons always clearly define the learning that is to take place and are understood by all students
- Improve the monitoring of students' overall progress by ensuring that systems used to record and track progress are consistent across the four settings within the pupil referral unit.

## Outcomes for individuals and groups of pupils

**2**

When students join the unit the levels at which they are working are generally lower than those expected for their age. This is often due to previous low patterns of attendance due to their medical and behavioural needs. Some also need to develop the skills needed for good learning such as improving their levels of concentration. As students re-engage with learning attainment rises to average overall. This represents good progress and achievement for many students.

Despite many students' high levels of social and emotional need, behaviour is good both in and out of lessons. Students respond positively to their individual learning programmes, which are often planned collaboratively with health care professionals. These enable students to work consistently and achieve well across the curriculum. This was demonstrated well in a science lesson on the physical forces involved in levers. The teacher's exceptional level of knowledge and understanding ensured the lesson was well-organised and highly-motivating. A high level of concentration was essential in order to access the task. Despite the student's level of social and emotional need it was completed quickly and enthusiastically. This represented excellent progress for this student. Students make equally good progress across the curriculum against challenging targets.

At the end of Year 11, most students leave with qualifications. Many have only attended the pupil referral unit for a short time. Last year's school leavers successfully passed examinations in art, English, mathematics, science, and information and communication technology (ICT). All groups of students, including those with special educational needs and/or disabilities, and students who are looked after, make equally good progress.

Through the work of effective partnerships with health care professionals, students learn to feel exceptionally safe. They know that staff are there to support and guide them to make safe choices. They say they enjoy their time at the unit. One student commented: 'I feel really cared for here'. Through the organisation and preparation of lunch each day, students learn to recognise the importance of eating healthy meals and have a good understanding of what constitutes a healthy diet. Students make a contribution to the community within and outside school by listening to and appreciating the needs of others. For example, students are often involved in fundraising activities and recently developed a link with a school in Zanzibar. Students' excellent overall spiritual, moral, social and cultural development is seen in the highly-perceptive way in which they treat others and take care of the environment. This can clearly be seen in morning circle time where students are able to discuss their feelings and gain a greater insight into the feelings of others. Through outside visits and links with other schools across the authority, students develop a 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*

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

<sup>1</sup> 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?

Teachers use assessment information effectively to set achievable targets for students. Planning of lessons is conscientious. However, in a small number of lessons the objectives for students' learning are not clearly-defined and learning slows. In the majority of lessons, good attention is given to ensuring work is modified to meet the different needs of students. Teachers mark students' work promptly and give good guidance on how it can be improved. As a result, most students clearly understand what to do to improve their work and this contributes to their good progress. Support staff are well-deployed and work closely and effectively with teachers to support the needs of all students. Teachers' high expectations and effective behaviour strategies coupled with strong relationships ensure students re-engage with learning.

The curriculum is well-organised. It has a strong emphasis on developing students' academic, social and emotional skills. Through very close partnerships with health colleagues, exceptionally vulnerable students are offered quality learning experiences which help to prepare them for their return to school or for adult life. Visits and activities away from the classroom imaginatively enhance the curriculum and help develop students' independence. Through effective partnerships with mainstream schools, the range of academic accreditation offered to students is good, as is the quality of work experience and voluntary placements for students well enough to access them.

**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

As a result of excellent care, guidance and support, students feel there is always someone who will listen and help. A careful and exceptionally thorough assessment is undertaken when students arrive at the unit, which is then used to target support effectively. The most vulnerable students are exceptionally well supported and this is helped by strong links with many outside agencies. Students' previous attendance has often been low. However, for many attendance improves dramatically at the unit and this improvement continues when they return to mainstream school. Transition arrangements are securely in place and are well supported by partnerships with many of the students' home schools. This can clearly be seen in the destinations of last year's leavers, the majority of whom successfully returned to education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear vision of how to move the unit forward. She is ably supported in this by the teachers in charge of the different sections of the unit. As a result, good outcomes for students have been attained on a well-controlled budget. This, coupled with strong partnerships forged with outside agencies and students' home schools, is driving improvement further. The management committee's members represent a good range of partner organisations and support the work of the unit well. 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 promptly and effectively by the unit's leadership. The senior leadership team and staff have ensured that the unit is an inclusive community. Systems to promote equality of opportunity and tackle discrimination within the unit are good. The staff work hard and successfully to eliminate any gaps in the performance of different groups of students. Leaders have built successful links which benefit students and the immediate community. Through these links students develop an understanding of life in a multi-ethnic society well. The unit makes much effort to engage all parents and carers. The work of staff ensures they are kept exceptionally well informed about their children's successes. Through the induction process, links with home are well developed and parents and carers are highly appreciative of the on-going work of the unit.

**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 leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Nine responses were received by the inspection team from parents and carers. This represented just over half of the population of the pupil referral unit and was a high response rate. The majority of questionnaires were positive and supported the work of the pupil referral unit. The findings of the inspection team endorsed these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at PRU for Medical Needs 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 9 completed questionnaires by the end of the on-site inspection. In total, there are 17 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	67	3	33	0	0	0	0
The school keeps my child safe	8	89	1	11	0	0	0	0
My school informs me about my child's progress	5	56	4	44	0	0	0	0
My child is making enough progress at this school	3	33	4	44	2	22	0	0
The teaching is good at this school	5	56	4	44	0	0	0	0
The school helps me to support my child's learning	5	56	3	33	1	11	0	0
The school helps my child to have a healthy lifestyle	4	44	4	44	1	11	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)	4	44	4	44	0	0	0	0
The school meets my child's particular needs	5	56	4	44	0	0	0	0
The school deals effectively with unacceptable behaviour	6	67	3	33	0	0	0	0
The school takes account of my suggestions and concerns	5	56	4	44	0	0	0	0
The school is led and managed effectively	7	78	2	22	0	0	0	0
Overall, I am happy with my child's experience at this school	8	89	1	11	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 May 2011

Dear Students,

**Inspection of Pupil Referral Unit for Medical Needs, Hull. HU5 5RU**

Thank you all for making us feel so welcome when we inspected your school recently. A special thanks to those of you who took the time to tell us about your school.

We agree with those of you who told us your school is good. These are the things we think your school does especially well. It:

- ensures everyone is welcomed into school and is given help and support to help them learn
- makes sure you all have an excellent understanding of how to keep safe.
- helps many of you to make progress towards managing your feelings and behaviour so that you are able to continue to learn.

In order to make your school even better we have asked it to:

- make sure that in lessons all teachers make it clear what it is you are to learn
- ensure that when teachers track your progress they all use the same system so that it is easier to measure your longer-term progress.

We wish you all well for the future, and we hope you continue to work as hard you are now and to enjoy school as much as you do now.

Yours sincerely

Marian Thomas

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**