

Primary Pupil Referral Service

Inspection report

Unique Reference Number	136140
Local Authority	Kirklees
Inspection number	364059
Inspection dates	22-23 June 2011
Reporting inspector	John Young HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Pupil referral service
School category	Pupil referral service
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The local authority
Chair of the management committee	Carol McDermott
Headteacher	Jayne Foster
Date of previous school inspection	Not previously inspected
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed 10 lessons and 10 members of staff teaching. This included a number of lessons which took place in school settings, a lesson in a pupil's home and several lessons at the teaching base of the service which caters for full-time pupils. The headteacher and the lead inspector conducted several joint lesson observations. Inspectors held meetings with various staff from the service, groups of pupils, the chair of the management committee and the head of specialist learning support. A telephone discussion took place with the School Improvement Partner. Inspectors observed the work of the service and looked at a range of other evidence, such as development plans, safeguarding arrangements and self-evaluation documents. They also evaluated questionnaire responses from 4 parents and carers, 9 pupils and 16 staff.

Information about the school

The Primary Pupil Referral Service was formed after the reorganisation of local authority pupil referral provision during September 2009 and April 2010. Three smaller services were amalgamated to provide a continuous service to all nursery, infant, junior, first, primary and middle schools in the authority. The former early intervention team was also subsumed by the service. In addition to a full-time pupil referral unit teaching base the service provides a range of outreach support to partner schools across the authority. This is designed to increase the capacity of these schools to manage and meet the needs of pupils with a range of additional needs more effectively in a mainstream setting.

Collectively, the service has five primary strands of work. Strand 1 includes a range of personalised support for pupils within a mainstream school setting. Strand 2 is an intensive six-to-eight week placement at the teaching base and is designed to get pupils quickly to a point where they can be reintegrated into mainstream education. Strand 3 is a more extended provision at the teaching base and usually involves pupils who have been permanently excluded or are at risk of permanent exclusion. Strand 4 is one-to-one provision for pupils with medical needs who require home education. Strand 5 is a year-long intensive early intervention programme for children in the Early Years Foundation Stage and Key Stage One involving close partnership-working with schools and families. This takes place in a range of settings. Currently, the service has 40 pupils on Strand 1, nine pupils on Strands 2 and 3 aged seven to eleven, six on Strand 4 and seven on Strand 5. There are 15 pupils formally registered with the service as full-time.

Pupils with whom the service works have a range of social, emotional and behavioural needs; a minority has additional special educational needs and/or disabilities. These pupils are drawn from a range of ethnic heritages but the vast majority are White British boys. There are a number of looked-after children. The service has recently gained the Kirklees Inclusion Quality Standards Mark. Since November 2010 the headteacher has also been acting headteacher of the Key Stage 4 Pupil Referral Service for the authority.

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	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- Leaders have developed a cohesive service which inspection evidence and feedback from stakeholders confirm is effective in meeting their needs.
- The warm and trusting relationships built between staff and pupils, which raise pupils' self confidence and self-esteem, underpin the success the service has.
- The service secures marked improvements in most pupils' social, emotional and academic development. This results in positive changes in their attitudes to education and their readiness to return and cope in a mainstream school setting.
- Pupils' achievement is good. Most are making faster than expected academic progress and they are successfully narrowing the gap between their levels of attainment and national age-related expectations.
- Teaching has a good impact on learning, with some exemplary practice evident. Pupils thrived in the best lessons but their progress was less effective where the activities and challenges were pitched at the wrong level. The very best practice is not yet embedded across the service, resulting in variable delivery and impact.
- Assessment practice is generally sound. However, academic assessment procedures for the pupils the service works with in mainstream schools are less secure.
- A diverse curriculum and holistic care, guidance and support help pupils to develop a range of social and personal qualities that will aid them in the future. Staff recognise that more can be done to extend their cultural awareness.

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- Pupils feel secure and good arrangements exist to assure their safety. Pupils, staff, and parents and carers say behaviour is generally good and inspectors agree. Where standards slip it is managed effectively.
- Leaders at all levels have a good impact. They have complementary skills and work effectively as a team. The management committee has the expertise and experience to provide the challenge and support the service requires.

What does the school need to do to improve further?

- Further improve the impact of teaching on pupils' learning in all of the contexts the service delivers by:
 - ensuring staff consistently produce high-quality lessons which challenge and stimulate pupils to learn effectively, with excellent levels of support
 - ironing out remaining inconsistencies so that teaching is always precisely matched to pupils' specific needs and focuses sharply on raising their attainment and improving their achievement
 - promoting and embedding the best delivery practice through staff training and development across the service.
- Develop more robust and routine academic monitoring and tracking procedures that cover all strands of the work of the service by:
 - refining existing systems for gauging the progress made by pupils in the on-site full-time provision and those pupils educated at home
 - devising an accurate system to capture the academic value added by the intervention of the service to pupils in a mainstream setting.
- Further develop the quality and content of curriculum provision by:
 - ensuring pupils receive even more opportunities to develop their awareness and understanding of cultures, circumstances and peoples distinctly different from themselves through the curriculum.

Main report

Inspectors spent most of their time in classrooms evaluating the quality of teaching taking place, assessing pupils' work and talking to pupils about their learning and progress. They also looked carefully at the service's own data about pupils' academic, social and emotional progress. Inspectors concluded that although pupils are initially rebellious, lack motivation and have low self-confidence; this quickly changes as a result of the effective intervention of the service. Pupils become reconnected with education and develop greater self-esteem together with a range of coping strategies which enable them to reintegrate into a mainstream school successfully.

Most pupils' achievement is good. This is because they are making faster than

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expected progress in the nurturing and supportive environments staff create. When they start receiving support from the service their attainments in reading, writing and mathematics range from well below average to above national averages. Robust data covering pupils' progress at the teaching base and those pupils home-educated over the past year clearly show that most of these pupils made better than expected progress. This is helping them to narrow the gaps that have built up in some of their knowledge, skills and understanding, and to reach or exceed national age-related expectations. However, their attainment is broadly average overall. Inspectors' evaluations matched this view. There is no discernable difference in the relative achievement of different groups of pupils. Pupils' competence and confidence in reading and writing is being accelerated by the sharper focus on phonics, guided reading and creative writing. Scrutiny of pupils' literacy and numeracy books showed an increasing volume and quality of work. The service's recent strategy to increase the quality of pupils' spelling has resulted in marked improvements.

Pupils enjoy the work of the service and demonstrate this through their average and significantly improved attendance, their generally good behaviour and their much improved attitudes to learning. The teaching base is a calm, well-structured and inclusive place and pupils feel safe within it. Inspectors found this supportive learning climate was mirrored in the other settings the service operates in. Pupils are usually considerate towards each other and trusting relationships are forged between staff and pupils. Bullying is rare. When standards of behaviour slip and pupils 'flare up' staff are assertive, yet sensitive in following agreed procedures. Pupils respond positively to this and records show that the incidence of disruptive behaviour curtails sharply as pupils settle into life at the teaching base. There have been no exclusions. All of these factors heighten pupils' and parents' and carers' sense of security which is reinforced by the key partnerships the service has brokered with other local authority support services for some of the most vulnerable and fragile pupils.

Pupils' social, moral, spiritual and cultural development is keenly promoted through the curriculum, assemblies and various enrichment activities. There is an increasing number and range of visits and visitors. This has been particularly important for pupils with complex medical needs who are home-educated and can feel isolated. To alleviate this they maintain contact through e-mail, letter and home visits. Pupils relish taking part in the wealth of personal development opportunities open to them. Acting as guides during open days, offering peer support or taking responsibility for serving food at lunchtimes gives them a sense of achievement and boosts their confidence. Pupils recognise unsafe situations and know how to keep themselves and others safe. Moral codes are regularly reinforced and pupils know right from wrong. Pupils are encouraged to resolve their differences positively and reflect quietly on their actions. There is a religious dimension to the curriculum. Music, French and studies of countries such as Guadeloupe help to broaden pupils' cultural horizons. However, the service recognises there is more they can do to develop this aspect.

The good and sometimes excellent quality of teaching is reflected in pupils' largely good learning and progress. The intensive, personalised, one-to-one and small-group support pupils receive contribute strongly to their success. Staff are enthusiastic,

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hard-working and knowledgeable. They use these attributes well to engage and enthuse pupils, many of whom have become disenchanted with education. Staff expect a lot from pupils and build excellent relationships with them. Pupils in turn, grow in confidence and become more adept at problem-solving, hypothesising and challenging themselves to do better. They show improved resilience and are prepared to stick at tasks rather than giving up prematurely. In the best lessons, learning objectives and success criteria are made very clear and a series of mini-reviews help staff to gauge pupils' understanding and learning, and/or refine their approach where necessary. The guidance pupils receive is precise and informed, often decoding complex concepts into terms pupils better relate to. Learning is made fun and pupils thrive in the fast-paced, challenging, yet supportive learning climate staff create. This often involves practically-based activities such as building a 3D shape, observing, photographing, describing and recording the characteristics of snails, or a role-play scenario to explore the feelings of a character from a book. However, the best practice is not yet systematically shared or embedded across the service. Consequently, the extent to which lessons are challenging, well-matched to pupils' specific needs or capture pupils' imaginations can vary.

Tracking and evaluation procedures are sound overall. Rigorous assessment on entry to the teaching base and for those pupils home-educated, using nationally-recognised tests give staff a very clear view of pupils' current attainments. Regular monitoring allows staff to measure the progress these pupils are making and to set challenging targets. Marking and feedback is largely evaluative and gives pupils clear guidance on how to improve their work. However, staff do not currently measure the academic progress made by the pupils they work with in mainstream schools.

The quality and range of curriculum experiences pupils receive support their learning well. The main focus on literacy and numeracy, and increasing pupils' social and emotional maturity, is supplemented by a broad range of other subjects, visits, visitors, and events. By connecting pupils' learning through a series of topics, pupils are becoming more skilled at applying their growing knowledge, skills and understanding across subjects. For example, when studying castles they utilised their geography, history, writing, reading, scientific and artistic skills.

Senior leaders are shrewd and provide good strategic direction. Leaders at other levels are also capable. Collectively, their impact has been good. Their sphere of influence is growing as the various strategies implemented become more embedded. They have created a coherent and integrated service which is proving more timely and effective in supporting schools, pupils and their parent and carers than previous arrangements. Their success is evident in the 100% reintegration success rate.

Rigorous monitoring and evaluation of all strands of the service's work is helping leaders to build an accurate picture of the effectiveness of the service. They are using this knowledge to inform their development planning. Staff are held to account for the quality of their work and pupils' progress, but equally, staff have a strong sense of purpose and professionalism and are self-motivated. The quality of teaching is being driven up by: staff training; curriculum enhancements; staff reorganisation; and

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regular scrutiny of staff planning, pupils' work and lesson observations.

Members of the management committee bring to bear their considerable relevant experience and expertise when robustly challenging and supporting the work of the service. They have instituted a number of committees to enable them to better assess and inform strategic planning and implementation. The service's engagement with parents and carers is good and includes very regular liaison and consultation. It also often includes brokering more positive relationships with schools where these have broken down. The parents and carers who responded to the questionnaire are very happy with the work the service does on behalf of their children.

The service promotes equality of opportunity and is tackling discrimination. All groups of pupils achieve well and there is zero tolerance of discriminatory attitudes or behaviours. Community cohesion is adequately promoted, but the impact is limited by the extent to which pupils currently engage with the wider community. However, pupils are becoming more aware that they belong to a bigger society. Pupils' direct experiences of, and exposure to, individuals, cultures and communities that are distinctly different from their own is less evident. Pupils' community spirit is seen in their fundraising for Comic Relief and maintaining the grounds of the teaching base. Safeguarding arrangements and procedures are exemplary and reflect best practice in most aspects, including the safer recruitment of staff, health and safety, child protection, risk assessment and site security.

Value for money is good because resources are suitably deployed to ensure outcomes for most individuals and groups and the quality of provision are good. The service's capacity for sustaining improvement is good based on their good track record to date and the good quality of strategic improvement planning evident.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Primary Pupil Referral Service 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 12 statements about the school.

The inspection team received 4 completed questionnaires by the end of the on-site inspection. In total, there are 15 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	2	50	1	25	1	25	0	0
Q2 My child feels safe at school	4	100	0	0	0	0	0	0
Q3 The school helps my child to achieve as well as they can	4	100	0	0	0	0	0	0
Q4 The school meets my child’s particular needs	3	75	1	25	0	0	0	0
Q5 The school ensures my child is well looked after	4	100	0	0	0	0	0	0
Q6 Teaching at this school is good	4	100	0	0	0	0	0	0
Q7 There is a good standard of behaviour at this school	3	75	1	25	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	4	100	0	0	0	0	0	0
Q9 The school deals with any cases of bullying well	4	10	0	0	0	0	0	0
Q10 The school helps me to support my child’s learning	3	75	1	25	0	0	0	0
Q11 The school responds to my concerns and keeps me well-informed	3	75	1	25	0	0	0	0
Q12 The school is well led and managed	4	100	0	0	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).

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 up 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 achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



24 June 2011

Dear Pupils

Inspection of the Primary Pupil Referral Service, Huddersfield, HD2 1JP

Thank you for being polite and helpful to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with you. We read with interest the views you, and your parents and carers expressed in the questionnaires.

Congratulations! After studying all the evidence, we found that the service provides you with a good quality of education. We know that you and your parents and carers will be pleased with this news because they think highly of the service, and you told us how much you have improved during the time they have worked with you.

Usually, you have good attitudes to learning, behave well and attend regularly. When occasionally, you let yourselves down I was impressed that you realised your mistake and came back into class in a better frame of mind, after a short stint in the thinking room. You enjoy being given responsibility; fundraising, and the sporting, musical and other personal development opportunities open to you. You know how to keep yourself and others safe. Staff care about you and support you very effectively.

Good teaching is helping most of you to quickly improve your reading, writing and mathematics skills, as well as your understanding of many other subjects such as French and science. This is enabling you to catch up on some of your previously-lost learning. Your curriculum is wide-ranging and interesting, filled with topics like mini-beasts, castles, pirates and rainforests. You were really excited about the trip to Sandal Castle and Pugneys Water Park, and recalled other trips you made to the science museum and the Bradley Wood Camp. Senior leaders and governors work effectively to ensure the service runs efficiently.

In order for the service to become even more effective we have asked staff to: further improve the effectiveness of teaching on your learning; further develop the quality and content of your curriculum; develop more robust and routine academic monitoring and tracking procedures that cover all strands of the work of the service.

You can all play your part by continuing to work hard and attending regularly.

Yours sincerely

John Young
Her Majesty's Inspector

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