

# Ashwell Pupil Referral Unit

Snowdon Way, Bransholme, Hull, HU7 5DS

## Inspection dates

2 – 3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and learn well in most subjects. They quickly re-engage with learning and are proud of their work.
- Outcomes for pupils are good. Most of the younger pupils successfully re-integrate to mainstream or special schools within a short time of being at the unit.
- Pupils who stay at the unit until the end of Year 11 gain qualifications and successfully move on to college or further training.
- Teaching over time is good. Teachers make effective use of their good subject knowledge to motivate pupils.
- Teaching is effectively organised to meet pupils' needs. Small groups and one-to-one support help to promote pupils' confidence and progress.
- Pupils enjoy lessons, make friends with their peers and develop productive working relationships with staff.
- The school is very well led and staff at all levels work effectively. High levels of care and support to pupils and effective induction and assessment procedures that were strengths at the last inspection have been maintained.
- The unit works exceptionally well with parents. Staff ensure that parents are well informed and involved in decisions about their children's learning.
- Good use is made of the unit's vocational training facility to promote pupils' understanding of working life, personal responsibility and to develop their independence.

### It is not yet an outstanding school because

- Most pupils' attainment in English remains well below average. Opportunities for pupils to develop their literacy skills are not provided sufficiently across all subjects to accelerate their progress.
- Teaching is good rather than outstanding.
- Occasionally work is not adapted enough to ensure every pupil makes rapid progress in their learning.

## Information about this inspection

- The inspector observed seven lessons, three of which were joint observations with the headteacher. All classes and teachers were observed.
- Meetings were held with pupils, staff, a representative of the local authority, representatives of the management committee and of the school's partners.
- The inspector met with a group of parents to seek their views at first hand and took account of the school's own recent survey of parents' views. Too few results were registered with the on-line questionnaire (Parent View) in order to gain evidence.
- The inspector took account of the 18 responses to the staff questionnaire.
- The school's work was observed and a wide range of evidence was examined including data on pupils' progress, the work in pupils' books, documents relating to the safety of pupils, behaviour and attendance, and evidence from the school's own monitoring and evaluation of its work.

## Inspection team

Gina White, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- This Pupil Referral Unit (PRU) caters for pupils who have been excluded or are at risk of exclusion from their local secondary school. Some pupils are dual registered.
- Pupils join and leave the PRU at different times throughout the school year. Pupils aged between 11 and 14 years usually return to a local mainstream or special school within a few weeks or months. A small number of pupils aged 14 to 16 years continue their education at the school.
- Nearly all pupils are White British and a few have Traveller heritage. An above average proportion is eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- Most pupils have been identified as having moderate learning difficulties, social and communication needs or social and behavioural needs. They are supported at school action plus or have a statement of special educational needs. At the time of the inspection a fifth of pupils were undergoing statutory assessment of their needs.
- Facilities have expanded since the last inspection to include North Carr Cuisine, an on-site training facility providing food, hospitality and catering education and training to its own pupils and to others from schools in Kingston-upon-Hull and the East Riding of Yorkshire.
- The PRU is part of the Bransholme federation of schools.
- The PRU holds a number of awards including Stonewall School Champion, the Let's Get Cooking National Award, Eco Schools and Investors in Pupils.

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

- Raise pupils' attainment and progress in English by;
  - providing more opportunities across all subjects for pupils to develop their literacy skills and particularly their writing
  - ensuring that teachers consistently take account of pupils' individual writing and reading targets when planning their learning in other subjects.
- Improve the quality and day-to-day consistency of teaching so that more pupils make rapid progress by:
  - making sure that work is consistently matched to pupils' needs
  - sharing the best practice more widely across teaching teams.

## Inspection judgements

### The achievement of pupils is good

- Because of their disrupted education, moderate or undiagnosed learning difficulties, and social and behavioural difficulties, the majority of pupils enter the PRU with standards, particularly in English, that are well below average.
- Good diagnoses of pupils' needs, effective teaching and support in lessons enable all pupils to re-engage in learning and to narrow the gaps in their attainment in English, mathematics, science and information and communication technology (ICT).
- The progress of all pupils and groups is carefully analysed. This analysis demonstrates that nearly all pupils, including the majority of pupils who are eligible for the pupil premium, make good progress in reading, writing, mathematics, science and ICT. Pupils with special educational needs, and those undergoing statutory assessment make swifter progress, particularly in reading and understanding stories and other texts. Pupils on short-term placement make good progress, and rates of re-integration to mainstream or special schools are high.
- Pupils who stay at the PRU in Years 10 and 11 meet national expectations for their progress and very many exceed them. Since the last inspection changes to the curriculum enable them to gain a greater range of vocational qualifications and awards including English, mathematics, science and ICT. High numbers of pupils continue in education or training at local colleges or other learning providers. A number of pupils continue into the food, hospitality and catering industry as a result of the interests they develop whilst at the unit.
- In the lessons observed pupils made good and sometimes outstanding progress to improve their reading and to catch-up from their low starting points. However, over time their attainment and progress in English is not always as strong as it is in other subjects. This is because opportunities for pupils to write in other subjects are sometimes limited. Occasionally, teachers do not take enough account of pupils' individual writing and reading targets when planning their learning in other subjects.
- The majority of pupils make good progress in mathematics. Pupils quickly develop confidence to participate in lessons, solve numerical problems and improve written calculation methods.

### The quality of teaching is good

- Teaching over time is good. Teachers use their enthusiasm and specialist knowledge to good effect to engage pupils and develop their confidence in learning. 'I wasn't good at maths and a bit nervous about lessons, but now, because of the teacher's explanations and the time they take with you, I get it now.'
- Pupils work hard in lessons and they and their parents recognise, and are proud of, the good attitudes to learning that they are developing
- High levels of support from teachers and teaching assistants, together with small classes and short periods of intensive teaching enable most pupils to sustain high levels of concentration.
- Teachers have high expectations of pupils. Teaching was highly effective when teachers broke learning down into small steps or when they demonstrated with their own work what they wanted pupils to do. Pupils found such strategies particularly helpful to deepen their knowledge and skills. For example, one pupil explained that, 'The chef demonstrates a little bit at a time and then we are expected to do it. He will help us if we can't do it, but we try to get it right first time.'
- Many pupils are surprised at the quantity and range of work that they are able to produce within a short time of starting at the unit: 'I never did so much poetry until I got here. I sent a poem to the Queen and it was really good to get a reply.' Older pupils are particularly proud of the technical skills they acquire in ICT to create hyperlinks, produce website pages and create advertising leaflets.
- Lessons are usually well planned with a range of tasks to meet the wide range of pupils' needs.

Opportunities for pupils to participate, together with excellent examples of questioning for learning were noted in several lessons and particularly in English and in motor mechanics. However, this was not a consistent feature across all the teaching observed.

- The best teaching ensured that pupils' knowledge and understanding developed systematically. Innovative and creative strategies, expertly used, helped to secure pupils understanding. For example, in a Key Stage 3 mechanics lesson, most pupils understood the concept of a four stroke combustion engine due to the teacher's good use of role play, excellent models and detailed questioning that enabled most pupils to make connections in their learning.
- Pupils' work is regularly marked, and many books include supportive written comments. However, pupils say they learn more about how to improve their work from regular discussion and the individual verbal feedback that teachers also provide.

### **The behaviour and safety of pupils are good**

- Behaviour around the school is calm and high levels of supervision enable many pupils to make significant progress in developing social skills and in learning how to control their behaviour: 'Sometimes I get upset, but I know some ways to keep calm.' Many examples from staff, pupils, and parents testify to the rapid rate of change in pupils' attitudes and behaviour: 'The change in my daughter in the short time she has been here is amazing.'
- Since the last inspection, leaders have refined behaviour strategies and developed rewards and sanctions. More opportunities exist for pupils to make decisions and take responsibility for their actions. Older pupils are responding positively to the higher expectations, 'We know we have to set an example for the younger ones.'
- Leaders are aware that wider opportunities are required for older pupils to demonstrate responsibility and to exercise choice and decision making, for example in response to their curriculum programmes.
- Pupils say they feel safe and their views are listened to and respected. Pupils know that bullying will be tackled swiftly. They understand the different forms that bullying can take and many have had experience prior to coming to the unit. Staff take their responsibility to tackle all forms of bullying and promote respect for individuals very seriously. Behavioural logs show incidents are reducing but staff respond quickly and follow clear procedures when they arise. Pupils are helped to realise the impact that their actions have on others.
- Pupils know about, and follow, health and safety rules, for example, in science and design and technology. As a result of their work in the North Carr Cuisine centre, older pupils are beginning to identify risks associated with equipment and high-risk foods, and some also know some of the control measures.
- Attendance is broadly in line with the national average. Actions to improve attendance and tackle the few persistent absentees are effective. Mostly pupils make rapid gains to improve their attendance on entry to the PRU.

### **The leadership and management are good**

- The headteacher provides dynamic leadership and a clear vision for the unit. Staff share her commitment and the small nature of the unit enables staff at all levels to be involved in improving the school's work.
- Systems for monitoring and evaluating all aspects of performance are in place. They are used effectively to ensure that all aspects of pupils' performance, their behaviour and progress towards challenging targets are kept under constant review.
- Self-evaluation and strategic planning are effective in steering developments in the curriculum. Pupils benefit from a well-planned and broad curriculum. It provides a firm base for their academic and vocational achievement. Pupils' aspirations, their values and respect for others are

developing effectively along with their spiritual, moral, social and cultural development.

- Leaders regular monitoring and evidence from the dual observations demonstrate an accurate view of the quality of teaching. For example, the headteacher has already identified the need to develop more consistency in the quality of day-to-day teaching. However, opportunities for all staff to learn from outstanding practice, particularly in developing pupils' literacy skills are not regularly identified.
  - Staff are aware of their responsibilities and the expectations of them in relation to the Teachers' Standards. They are integrated well into new systems for performance management. A well planned programme of training and mentoring provides helpful and timely support to new staff.
  - Partnership work with statutory agencies and mainstream schools continues to provide very good opportunities to support pupils' well-being and re-engagement in education. The partnership with parents informs and involves them in decisions about their child's learning and progress and is excellent.
  - The school tackles discrimination and ensures equality of opportunity for all pupils. Arrangements to keep pupils safe meet current requirements and are regularly reviewed.
  - The local authority exercises its responsibilities well to provide appropriate light touch support given the track record in positive outcomes for pupils and the good management of the headteacher.
  - **The governance of the school:**
    - continues to have responsibility for two other PRU's in addition to Ashwell
    - is more aware of pupils' progress and better informed about their achievements as a result of the headteacher's detailed reports.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132026
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	402530

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>	11-16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	23
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Julie Shave
<b>Date of previous school inspection</b>	3-4 February 2010
<b>Telephone number</b>	01482 331720
<b>Fax number</b>	01482 331724
<b>Email address</b>	admin@ashwell.hull.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

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 2012

