

# Milton Keynes Primary Pupil Referral Unit

Shenley Road, Bletchley, Milton Keynes, MK3 7AW

**Inspection dates** 17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in their learning from their low starting points because teaching is consistently good and lessons are very purposeful and calm.
- The vast majority of pupils return successfully to mainstream school or move to other provision which meets their needs.
- The rapid progress that pupils make in their personal development is good and for some is outstanding, improving their behaviour and attitudes.
- Behaviour in classes and around the unit is outstanding. As a result of this, they develop new enthusiasm for learning and begin to catch up quickly with their work.
- Pupils say they feel very safe and that there is no bullying. Their attendance is good and there are very few exclusions.
- The adults work very well as a team and staff morale is high so there is great consistency in managing behaviour and helping develop pupils' outstanding moral and social understanding.
- The Teacher in Charge is highly respected by all, effective in her work and ably supported by her staff and the advisory headteacher.
- The quality of leadership and management is good. Leaders, including members of the management committee, make sure that good use is made of resources and additional funding to close gaps in attainment.

### It is not yet an outstanding school because

- Pupils do not have enough time to find things out for themselves.
- Not enough time is given to mathematics.
- There are missed opportunities to record how pupils are working in order to plan work for them more accurately.

## Information about this inspection

- The inspector observed six lessons, all of which were joint observations with senior staff, a whole-school gathering when pupils arrived in school, and made a number of short visits to classrooms and watched pupils during playtimes, lunchtime and leaving school.
- Examples of pupils' work and documents relating to their progress, along with special-needs documentation, were scrutinized.
- Meetings were held with the Teacher in Charge, the advisory headteacher, teachers, support staff, two members of the local authority, one of whom is a member of the management committee, a speech and language therapist and a parent.
- The inspector spoke with pupils during lessons and held a meeting with a group of pupils to gain their views and opinions as well as listening to pupils read.
- The inspector took account of a set of parental questionnaires issued by the school, as there were no online returns of Parent View, together with staff questionnaires.
- The work of the unit was observed and the inspector scrutinised important documents concerning planning, self-evaluation, safeguarding, attendance, behaviour and the progress of pupils.

## Inspection team

Graham Pirt, Lead inspector

Additional inspector

## Full report

### Information about this school

- Milton Keynes Primary Pupil Referral Unit is a small, short-stay school that provides for up to 18 pupils who have either been, or are, at risk of being excluded from mainstream primary schools.
- All the pupils have behavioural, social and emotional difficulties and some have additional learning needs, at times with a statement of special educational needs.
- Pupils usually stay at the unit for 12 weeks.
- Some pupils are dual registered with a mainstream school.
- The majority of pupils are boys.
- Most pupils are of White British origin and the majority are known to be eligible for extra funds provided through the pupil premium.
- The Teacher in Charge has now taken the leadership of the unit and is supported, in an advisory capacity, by the headteacher of the special school that is on the same site.

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

- Increase the proportion of outstanding teaching by:
  - making sure that teachers and other staff keep a careful record of how pupils are doing in lessons so that work is set at the right level for each individual pupil.
- Increase the progress made by pupils by:
  - giving pupils more time to find things out for themselves, particularly as they get ready to move to their next school
  - increasing the amount of mathematics that is taught.

## Inspection judgements

### The achievement of pupils is good

- Most pupils join the unit with skills in English and mathematics below the levels expected for their age. This is often due to disruption to their previous learning and erratic attendance. From these starting points all pupils speed up their progress so that they begin to close the attainment gap with pupils in mainstream school.
- This good progress is because pupils' rapidly increasing personal development enables them to begin to learn better and achieve to their potential.
- Progress in reading is good. Reading skills are regularly practised along with work on how words are built and then applied well in other subjects. A number of pupils say that they come to enjoy books. Pupil premium funding is used well to support a reading programme and has a good impact on standards.
- Information and communication technology is used well in the school. Pupils use computers confidently both within and outside of lessons.
- Pupils' personal development is consistently good and for some pupils it is outstanding. The work done on identifying and improving pupils' communication skills, in conjunction with the speech and language therapist, contributes well to this.
- There is no difference in the progress made by different groups of pupils. This includes those with special educational needs, boys, girls, those from minority ethnic groups and those known to be eligible for additional funds such as the pupil premium. Average points scores show that the standards of pupils known to be eligible for free school meals are below those of all pupils nationally and that the gap is closing.
- Pupils are assessed carefully on entry to the unit. This shows what they can do and what they need to do next. The unit sets each pupil learning targets in English, mathematics and personal development, including behaviour, and these are recorded and tracked by staff.
- However, progress towards targets in mathematics is not always as swift as it could be because pupils do not spend enough time working in this subject. This is to be resolved shortly with the introduction of a new scheme.
- Most pupils attend the unit for short periods of time and the good progress they make helps them to continue their education in their next school.

### The quality of teaching is good

- Teaching over time is good and there are outstanding elements, enabling pupils to make good progress. Teachers expect pupils to join in the learning activities and produce good, well-presented work.
- Learning proceeds well when pupils are working at just the right level either on their own or in small groups. For example, in a mathematics lesson a small group of pupils became more interested in work on a timetable when the teacher related it to their own experiences. A teaching assistant recognised the difficulty a pupil was having understanding a task and skilfully changed it so he was successful.
- The work by the teaching assistants is of high quality and this helps pupils to make good progress. However, at times, both teachers and teaching assistants offer too much support and this restricts pupils from finding things out for themselves.
- Staff do not always record how pupils respond to their classroom activities in order to help plan future work that meets their individual needs.
- Reading skills are taught well. This is done both individually, on a regular basis, or in small groups as parts of lessons.
- All adults good role models and this contributes well to pupils' eagerness to learn. Behaviour is consistently well managed and all staff are very skilled at defusing potential conflicts before they

develop.

- Teachers' verbal feedback to pupils is very positive, as is marking in books. As lessons proceed, pupils are given information about what they need to do to improve, but this is not always recorded in their work.
- The promotion of pupils' spiritual, moral, social and cultural awareness is part of pupils' daily experience in the unit. There are many opportunities for pupils to speak about their learning and listen carefully, respecting one another's views, particularly in the 'check in' and 'check out' sessions. These occasions contribute significantly to pupils' social and moral development.

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

- The behaviour of pupils in classes and around the unit is outstanding. They are fully involved in learning and they participate exceptionally well in out-of-class activities, for instance table football and karaoke, when they readily take turns.
- Pupils were always very polite and welcoming during the inspection. They showed developing social skills and confidence, engaging in conversation and volunteering to talk and read.
- Records indicate that behaviour improves dramatically throughout pupils' time at the unit because a great deal of effort is devoted by staff to encourage pupils to behave so that they learn what good behaviour means and apply this to their learning.
- Pupils say they feel very safe in the unit and parents and carers agree. Pupils say that there is no bullying but that they feel confident that it would be dealt with if it should arise.
- They understand how to stay safe, helped by topics in personal, social, health and emotional education, and can talk about personal safety as well as understanding about different types of bullying. They understand about keeping safe on the internet, know how to respond to any difficulties, and are confident that if anything arises, adults are there to help them.
- They show very good spiritual and cultural understanding and their moral and social development is outstanding.
- Attendance at the unit is good and any absence is affected mainly by the number of appointments that pupils have for a range of medical needs.

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

- The personal warmth, determination and vision for the service by the Teacher in Charge have created a welcoming and calm environment. She is well supported in an advisory capacity by the headteacher of the special school on the site.
- There is a successful emphasis on making sure pupils are assessed on entry so that their progress can be monitored and the effectiveness of teaching judged. Senior leaders ensure all pupils are able to participate in all activities and that there is no discrimination.
- New systems for recording and analysing information about pupils' progress are enabling leaders to build a clear picture of how well different groups are achieving in each class.
- There are strong partnerships with local schools and external agencies, which make a strong contribution to pupils' progress and well-being and improve the chances of pupils returning to their mainstream schools. This is particularly the case with the speech and language therapy provision.
- There are robust arrangements for managing teachers' performance and that of support staff. Decisions about any movement within the salary scale are linked to how well pupils are doing.
- The way leaders check how things are going is good and involves informal classroom visits and formal lesson observations, guided by the 'Teachers' Standards'. Senior leaders' judgments were validated during the inspection.
- Plans to improve the school have identified the correct areas for development. The leadership team of the unit has the capacity to make these improvements.
- The local authority has provided very good regular support for the unit through the work of the

improvement partner.

■ **The governance of the school:**

- Members of the management committee offer a good level of support for the Teacher in Charge and the advisory headteacher and ask searching questions about their work. They make sure that the performance of staff is checked effectively. They receive reports and ask questions so that they fully understand particular issues. They are well informed about future plans for the unit together with how well pupils are doing. They keep a careful eye on behaviour and any exclusions. The new Chair of the Management Committee is very experienced and is a regular visitor to the unit. The committee members now have an overview of finances to drive priorities forward. These include the recent direction of pupil premium funding to make sure that individual pupils are supported and helped in lessons. Full regard is given to the well-being and safety of pupils.

## 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>	134310
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	402603

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

<b>Type of school</b>	Primary
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	16
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Sue Bennett
<b>Teacher in charge</b>	Lisa Thompson
<b>Date of previous school inspection</b>	10–11 February 2010
<b>Telephone number</b>	01908 646147
<b>Fax number</b>	01908 254363
<b>Email address</b>	mk.primary.pru@milton-keynes.gov.uk



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