

# Westfields Pupil Referral Unit

The Field Hill Centre, Batley Field Hill, Batley, West Yorkshire, WF17 0BQ

**Inspection dates** 30 April–1 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- As the result of good leadership and management, including that of the management committee, the centre has made good improvement in all aspects of its work since the previous inspection.
- Pupils' achievement is good. Pupils make good progress and are making up for lost time. This enables a high proportion to make a successful return to their local school.
- Because of careful monitoring by senior leaders and good professional training, the quality of teaching has improved and is now good, as is the way in which teachers assess and record pupils' progress.
- Behaviour is good. Pupils respond well to the centre's behaviour policy and reward system. They know their behaviour targets, and are honest when reviewing their behaviour and achievements at the end of each lesson.
- Pupils' improved attitudes to learning are seen in their much improved attendance. They have a good understanding of keeping safe.
- The curriculum is good. It is well matched to each pupil's needs, as well as reflecting that being followed in mainstream schools.
- High quality work with staff in all the authority's secondary schools has enabled a significant number of pupils to stay in their local school, as well as reducing the rate of permanent exclusion within the authority.
- Excellent links with a wide range of professionals and the work of the centre's family liaison group provide outstanding care and support for pupils and their families.

### It is not yet an outstanding school because

- Teaching is not yet outstanding because there are inconsistencies in the use of support staff (known as inclusion workers) in furthering pupils' literacy skills in other subjects, in the way adults ask questions, and in the marking of pupils' work.
- The provision for pupils with medical conditions educated at home does not fully meet the most recent guidance.

## Information about this inspection

- The inspector observed teaching and learning in 10 lessons, or parts of lessons, taught by eight different teachers or inclusion workers.
- Two of the lessons were observed jointly with senior leaders.
- The inspector heard pupils read and looked at the work in their books.
- From discussions and responses to their questionnaire, the inspector took into account the views of staff.
- Discussions were held with pupils, members of the management committee, staff, including senior and middle managers, and representatives of the local authority.
- The inspector took into account the parents' responses to the centre's own survey. There were no responses to the on-line questionnaire (Parent View).
- The inspector looked at a range of evidence including the centre's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents concerning safeguarding.

## Inspection team

Katharine Halifax, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The centre is an authority-wide provision that caters for pupils in Key Stage 3 who have been permanently excluded, or who are in danger of being excluded, from their local secondary school.
- The centre serves four distinct groups:
  - Strand 1 – centre staff work with teachers across the authority's 25 secondary schools giving advice and working with individual pupils to keep them in their local school. In the past school year, 80 pupils have received such support.
  - Strand 2 - pupils who have medical needs and who are educated five hours each week in their own homes. Currently 14 pupils receive this tuition. Their conditions range from those with broken limbs to pupils with life-limiting or terminal conditions. The centre was allocated this provision just six months ago.
  - Strand 3 – pupils remain on the register of their local secondary school and spend, on average, one term at the centre. This accounted for 80% of the centre's work in the past school year. These groups of pupils enter the centre at the start of each half term.
  - Strand 4 – pupils without a school (known as 'children missing from education'). This includes emergency placements for pupils with a statement of special educational needs who are unable to stay in their own school, and provision for pupils who have been permanently excluded from their local school.
- Over two-thirds of pupils have identified special educational needs. Most are for behavioural, social and emotional needs, with some having associated learning difficulties.
- The majority of pupils with special educational needs are supported at school action plus. This means they need additional help with their learning.
- Three pupils have a statement to meet their special educational needs. A further six pupils are undergoing statutory assessment to obtain a statement.
- The proportion of pupils known to be eligible for the pupil premium varies considerably each half term depending on each intake of pupils but is, overall, well above average. The funding is intended for pupils known to be eligible for free school meals, in the care of the local authority, or from families in the armed forces.
- Almost all pupils are of White British heritage.

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

- Raise the quality of teaching to that seen in the best lessons by:
  - making the best use of inclusion workers (staff assigned to each group to assist teachers) to support and further pupils' learning
  - taking advantage of every opportunity to promote pupils' reading and writing in all subjects
  - asking questions that make pupils think and reason when checking their knowledge and understanding
  - making sure books are marked consistently well, and that comments show pupils what they need to do to make even better progress.
- Work with the local authority to ensure the centre meets the latest guidelines for pupils with medical conditions educated in their own home.

## Inspection judgements

### The achievement of pupils

is good

- Pupils' attainment on entry to the centre is variable, but overall below average for their age. This is often because of previous poor attendance, behaviour and attitudes to learning. Over half the pupils enter the centre with attainment below that expected by the age of 11. Nevertheless, pupils and their parents say once they have settled, they make greater progress than they have done for a long time and are catching up.
- During their short stay, pupils make greater progress than would be expected with one in 10 making more than one year's progress in one term in English, mathematics and science. There are no significant differences in pupils' progress by gender, background, disability or special educational need.
- Although the centre does not receive pupil premium funding, pupils known to be eligible for this funding attain and progress as well as their peers.
- While all pupils are of a similar age, attainment in reading varies from those who are reading at the level expected to those who are up to four years behind. Although few pupils read for pleasure, many can read and understand sufficiently well to not have a problem when they return to their local school. However, a good number of pupils still need help with their reading because they have a limited range of strategies to help them read and understand new vocabulary.
- Through good support from staff at the centre, almost 90% of pupils causing concern in their home school have made such good progress in their behaviour that they have kept their place. In addition, the annual number of permanent exclusions across the local authority has reduced from 46 to 13. The number of pupils with a statement of special educational needs who were excluded from their mainstream school has dropped from seven in the last school year to zero.
- Overall, the progress of pupils in strand 2, those with medical conditions, is good. However, this varies according to the individual. For example, progress is not so evident following a spell in hospital, or after chemotherapy.
- As a consequence of the support they receive at the centre, and a well thought through transition programme, almost all of the pupils in strand 3 make a successful return to their local school with just two pupils needing a second spell at the centre over the past year.
- The progress of pupils in strand 4 is similar to that in strand 3. While the stay of those with a disability or special educational needs is often longer, because formal assessment takes at least six months, their good progress and achievement stands them in good stead when they transfer to the appropriate setting.
- The progress of pupils who have been permanently excluded is equally good and prepares them for their move to a new secondary school.

### The quality of teaching

is good

- The quality of teaching is very rarely less than good. Teachers have a good understanding of the subjects they teach, and of how pupils with behavioural, social and emotional needs learn. As the result of consistent behaviour management by all adults, pupils quickly understand what is acceptable and this is seen in their increased rate of learning.
- Although teaching groups are small, the ability range is wide. Nevertheless, teachers provide work that is carefully matched to individual needs and interests. Overall, teachers are skilled at asking questions of varying difficulty, depending on each pupil's ability. However, on too many occasions, these questions require one word answers and do not make pupils think nor reason, nor extend their skills in speaking.
- Teachers successfully create a calm atmosphere that is conducive to learning. Most lessons include a variety of activities that maintain pupils' concentration, with many tasks of a practical nature. For example, in mathematics, pupils increased their understanding of area and perimeter

by measuring the grounds in preparation for creating an aerial view map of the site.

- In all lessons, teachers ensure pupils understand any new vocabulary, such as 'axis' and 'allies' during a history lesson about the Second World War. However, they do not always present these to pupils in a written form. In English, adults expect pupils to read texts and worksheets aloud. This does not always happen in other subjects. Furthermore, pupils are not always expected to write to the same standard in other subjects as they do in their English books.
- Inclusion workers provide valuable support most of the time. However, there are occasions when they are not used to best advantage, particularly when they have not had time to go through the lesson plan with the teacher. Furthermore, because the inclusion workers are attached to a specific group, they accompany pupils to all subjects. Some of the inclusion workers have a limited understanding of the content of the higher National Curriculum levels, particularly in mathematics and science, and this limits the effectiveness of their support.
- Assessment has moved on significantly and is accurate. Teachers mark pupils' work conscientiously but the quality of marking is variable. In the best examples, in addition to praise, pupils receive helpful comments and targets for the next step in their learning. However, on too many occasions the comments are purely praise and do not indicate how the pupil might progress.

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

- Parents and pupils say how much behaviour has changed during their time at the centre. Although only in a few weeks into the term, pupils are responding well to the routines and expectations of adults. They understand and appreciate the rewards and sanctions system. Pupils know if they have 'a blip', they can go to the 'recovery suite' and talk things through before catching up with their work and returning to class.
- Behaviour improves because individual programmes are created for the pupils who need help in order to control their behaviour and emotions. These are successful because staff follow the agreed steps and so pupils learn what is expected of them.
- Pupils' more positive attitude is evident in their much-improved attendance. Prior to attending the centre, other than pupils on home tuition, the majority had patchy attendance. The attendance of the majority is now well over 90%, with examples of pupils who previously did not attend or having attendance as low as 14%, now having 100% attendance.
- In addition to improved behaviour, pupils' confidence has improved. This is evident in lessons where pupils are not afraid to have a go, or say if they do not understand, commenting 'I couldn't say that before I came here'.
- Some pupils admit to verbally and physically bullying others in the past. Through work in the centre, they are beginning to realise impact this has and are changing their ways. The majority work collaboratively with their peers, listening to opinions of others and not, as previously, shouting them down. Work with a theatre group on cyber bullying has raised their awareness of the inappropriate use of mobile phones and the potential risks of social networking sites.
- Pupils have a good understanding of keeping safe. Difficult subjects, such as child sexual exploitation, gang membership and knife crime, are dealt with sensitively. Pupils say they have benefitted from the smoking cessation programme.

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

- The improved structure of the leadership team and review of staff responsibilities have accelerated the rate of improvement since the last inspection, as well as the centre's capacity to continue to improve.
- The creation of the post of deputy headteacher has put the focus of the centre's work firmly on teaching and learning. Coupled with the day-to-day running of the centre, this has given the headteacher more time to work at authority level responding to changing needs of the service

particularly with admissions and preventative work.

- Middle leaders are working efficiently in their managerial roles, including the checking on classroom practice. Furthermore, following each assessment of pupils' progress, meetings with subject teachers ensure their accountability.
- An audit of teachers' expertise and areas for improvement has led to a wide range of training. Alongside the rigorous monitoring of teachers' planning, lesson observations and looking at pupils' books, this has raised the quality of teaching and improved pupils' achievements.
- The regular checks on the performance of teachers and inclusion workers determine whether they should receive a pay rise.
- Assessment procedures have been tightened and a robust check is kept on pupils' progress. On entry, pupils are assessed in English, mathematics and science. The results are used to set challenging targets for individual pupils. These are examined each half term to check for any weaknesses or gaps in learning.
- Leaders responded quickly when they were given the responsibility for the medical home tuition service half way through the autumn term. Staff were allocated to ensure pupils received the required five hours each week, while making sure pupils within the centre did not suffer. However, with the change in regulations at the start 2013, insufficient staff are available to meet the recommendation of full-time education for these pupils.
- Improved communication between all elements of the centre, including the three times weekly debriefing sessions, not only monitor the progress of all pupils, but also provide staff with useful information about what is happening with families.
- Links with parents are far stronger than at the time of the previous inspection. Valuable work undertaken by the family liaison team, the safer schools officer, and excellent links with other agencies and professionals are very successful in breaking down barriers to learning.
- The success of the revamped curriculum is evident in pupils' improved achievement. In addition to preparing pupils well for their return to their local school, it provides well for their spiritual moral, social and cultural development.
- Although an almost all White school population, the curriculum takes account of differing cultures and beliefs promoting respect, consideration and understanding. While the focus of the curriculum is on academic subjects, 'samba drumming' in music, working in the style of the Turner winning artist Chris Ofili in art, and the challenges encountered in outdoor education, all contribute enormously to pupils' personal development.
- The arrangements to safeguard and protect pupils exceed requirements and training is up to date. Leaders are vigilant in ensuring equality of opportunity, and that no pupil or member of staff is discriminated against.
- **The governance of the school:**
  - Governance by the management committee is good. Members of the committee were well prepared for the transition to governance and are tackling their new responsibilities well. Although many members are relatively new, their experience as leaders in a number of secondary schools means they have an in-depth knowledge of the needs of the pupils, including an understanding of the information about attainment and progress, and so are able to ask pertinent questions to ensure the centre is fulfilling its role. The committee ensures funds are spent appropriately, and, alongside the senior leadership team, are in conversation with the local authority about the non-receipt of the pupil premium funding.

## 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>	107596
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	405113

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>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Hughes
<b>Headteacher</b>	Martin Ridge
<b>Date of previous school inspection</b>	14 March 2011
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