

Primary Pupil Referral Service

The Deighton Centre, Deighton Road, Deighton, Huddersfield, HD2 1JP

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 achieve well. From very varied, often low, starting points they make rapid progress and nearly all return successfully to mainstream or special schools.
- Teaching is good. Teachers understand their very specialised roles very well and develop good, trusting relationships with pupils. Classrooms are bright and stimulating. Improving pupils' literacy and communication skills forms a central part of nearly all teaching.
- Pupils' behaviour and the school's work to keep them safe and secure are good. Improved attitudes to learning and better behaviour are the main reasons why so many pupils return quickly to mainstream schools. Nearly every pupil attends regularly.
- The way leaders and managers work to make pupils lives better across all the primary schools in the authority is exceptional; there is a highly successful focus on trying to keep pupils in their schools and preventing exclusion.
- The headteacher leads and manages a large and complex service with inspiration. Day-to-day responsibility for leading and managing the school rests with the deputy headteacher, who is, again, a strong leader.
- Leaders and managers understand the importance of getting the best out of every teacher.
- This is a school that is improving and has a huge capacity to keep on doing so.

It is not yet an outstanding school because

- Not enough teaching is consistently outstanding and a little requires improvement.
- Some pupils are not given the right level of challenge for their varying abilities.
- When teachers mark pupils' work they do not make it clear enough how they could do even better.

Information about this inspection

- The inspector observed five parts of lessons and saw four different teachers. One of these observations was a joint observation with the deputy headteacher.
- The inspector talked to a representative of the local authority and five members of the management committee.
- Thank you to the parent who responded to Ofsted's on-line questionnaire (Parent View). I was grateful that you made the effort but, sadly, I could not access your views.
- The school is the hub of the local authority's approach to coping with misbehaviour in schools and reducing exclusions. This includes extensive work with mainstream schools. The headteacher runs this service. The inspection focused only on the outcomes for those pupils who are on the roll of Bradley Pupil Referral Unit, where they attend or where they are registered but then taught at home.
- For senior leaders and managers, the inspection looked very closely at how well they balance their very varied roles.

Inspection team

Alastair Younger, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a pupil referral unit. This is a type of school and is referred to as such throughout this report. The local authority is the appropriate authority for this type of school but delegates large areas of responsibility to a management committee, which functions in very much the same way as a governing body.
- Parents are most likely to recognise the school their children go to as Bradley Pupil Referral Unit.
- The school forms a small part of a much larger organisation, which is responsible for reducing misbehaviour in schools and reducing or avoiding exclusions.
- The deputy headteacher served a term of secondment supporting the senior leadership team of the local authority's special school for pupils with social, emotional and behavioural needs in summer 2013 and is currently responsible for the day-to-day management of Bradley Pupil Referral Unit in partnership with the assistant headteacher.
- A few pupils registered to the school are taught at home, sometimes for medical reasons and sometimes because of sensitivity to the extremity of their difficulties.
- All pupils have special educational needs, usually at the school action plus level. A few have a statement of special educational needs when they arrive and a few are currently being assessed. These are often pupils with very complex needs who have never been able to stay in one school for long enough for assessment of their needs to be completed.
- Pupils join the school from many different ones and at any time in the school year. Many have been excluded from other schools.
- The school provides for very small numbers of pupils who are unable to attend mainstream schools for medical reasons.
- Most pupils are White British. All speak English as their main language. There are many more boys than girls. There are three looked after children. Nearly all pupils are known to be eligible for free school meals but the school receives no extra funding, called the pupil premium, for these pupils because it has already been distributed to their earlier schools. Likewise, the school receives no extra primary sports funding.
- Since the last inspection there has been a significant turnover of staff, particularly teachers. A year ago the school faced a situation where a third of its teachers moved towards retirement or promotion.

What does the school need to do to improve further?

- Improve teaching even further so that it is all at least good and more is outstanding by:
 - making sure that realistic, yet challenging, expectations are set for pupils and that pupils of varying abilities are always given the right level of challenge
 - making sure that teachers know what they want pupils to achieve in each lesson
 - making sure that when work is marked, pupils are left in no doubt about what they need to do to improve it
 - making sure that pupils are given time to read and respond to teachers' comments about their work.

Inspection judgements

The achievement of pupils

is good

- Pupils arrive from a wide range of starting points. Attainment on entry varies between well-below and well-above national expectations but it is more normally below average.
- From these starting points, nearly all pupils make good progress in improving their reading, writing and number skills. At the moment, progress in reading and writing is slightly better than in mathematics.
- The most important measure of achievement is the way that the school is highly successful in returning most pupils to mainstream or special schools very quickly and efficiently.
- A big factor in pupils' good achievement is the way that teachers go to great lengths to get them interested in learning and give them activities that motivate them to learn more. At the moment, all pupils are following a theme of chocolate. They like chocolate, so they listen and learn. In English lessons they write about personalities they have become aware of in a well-known book and film. In mathematics they solve problems relating to sweets. In cookery and graphics they make their own chocolate bars and design wrappers for them.
- Progress tends to be slightly better for pupils joining the school at lower than average levels of ability than those who are more able. The most able pupils are in a minority. Sometimes the attention given to improving their behaviour and social skills to get them back into mainstream education gets in the way of making sure they are set work that challenges them to the full.
- Pupils' reading improves well during their time in the school. They are given a lot of effective individual support and are encouraged to read at every opportunity.
- Lower attaining pupils are occasionally unrealistically challenged, for instance when they are given information that they cannot read when they are trying to improve their writing.
- Pupils do not fully understand what they need to do to improve their work so as to catch up, keep up or steam ahead of their peers in mainstream education.
- The progress of pupils being taught in their own homes because of medical reasons or because of other circumstance is carefully monitored and is every bit as good as for those attending the Bradley site.
- The school receives no pupil-premium funding because the money has already gone to the schools that pupils have come from. Even without the extra funding, this school makes sure that no pupils are seen to be disadvantaged and that all can, and do, share equal opportunities to thrive.
- The school receives no extra funding to promote sport and exercise but it helps pupils to live active lives and live healthily.
- There are some very recently introduced initiatives to give extra support to the small minority of pupils who have very special gifts and talents. These include sporting or musical potential. The school is very good at recognising the inner strengths of pupils and trying to use these to help them to thrive.

The quality of teaching

is good

- Nearly all teaching is good but not enough is better than that and a little requires improvement.
- Many very effective and experienced teachers left at the end of last year. They have been replaced by teachers who have a good understanding of the expectations of mainstream schools and are quickly learning about the added challenge of teaching those pupils who have failed to thrive in them. Added difficulties include pupils coming from different schools at different times in the term and representing a wide age range. To help them to adapt to this, new teachers are given highly effective support from senior leaders and managers.
- Teachers take a lot of time to prepare learning that interest and excite pupils. They make classrooms a nice place to be in and create an atmosphere that makes pupils feel secure and encourages them to attend.

- Pupils feel safe and secure in lessons because they are well supervised and supported. Relationships between staff and pupils are good. They are highly supportive. Staff are good at managing misbehaviour. This helps pupils to learn because they settle down well and can concentrate on their work.
- Sometimes too little is asked of the most able and too much of the least able. The problem is most acute with the more able who are more frequently under-challenged than lower ability pupils are over-challenged.
- All work is promptly marked. A lot of the marking of pupils' work celebrates what pupils have done. Not enough explains clearly enough what they have achieved or how they could do even better. Time is rarely set aside to check whether pupils understand what more teachers want of them and whether they feel they can do it.
- Occasionally, teachers do not make it clear enough to pupils what they expect them to achieve in lessons. Planning nearly always shows this clearly but these expectations are often not prominently displayed or made reference to at regular intervals.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is good. Leaders and managers along with all other staff recognise how crucial this is and members of the management committee frequently check up on procedures. The school premises are secure and great care is taken to ensure that only suitable adults are appointed. Staff are particularly thorough in their understanding of child protection procedures. Pupils say they feel safe and are given a lot of helpful advice to keep things that way. A good recent example was the e-safety day that not only gave out a lot of good information but also resulted in some good work by pupils that is now prominently displayed in the school.
- The behaviour of pupils is good. Almost always, the reasons for them being admitted involve very poor behaviour in other schools. Within a term, most pupils have improved their behaviour enough for it not to present an obstacle to returning to school.
- This is not just because they are so closely supervised but also because they learn that rules are there not to restrict their enjoyment but to help and protect them. It also helps that staff know what the rules are and apply them consistently.
- Most of the time, pupils try hard to produce good work. Some are a bit lazy at times, are reluctant to write things down for themselves and are happy to let their adult helpers do it for them. In the main though, it is good to see pupils having to make up in their own free time work they have not completed in class.
- Exclusions are almost unheard of and only ever used as a very last resort. Records show that anything that could be interpreted as bullying is also extremely rare and pupils confirm this. They talk far more of other pupils who have been kind to them than those who have not. There is virtually no evidence of racism or harassment of any kind.
- Attendance is very high. All pupils are picked up at home each morning by school staff in a school minibus. If any pupil is not there to be picked up, staff knock on the door to find out why.
- Occasionally, a pupil might be taught for only part of each day. This is always for good reasons and everything possible is done to move those pupils as quickly as possible on to a full timetable.

The leadership and management are good

- The headteacher is exceptional in the way that she manages an extensive service that includes the Bradley Pupil Referral Unit. The broader service provides excellent, much valued support across the whole of the local authority by sharing the expertise of staff with mainstream and special schools. Many of these schools have written glowing testimonials about the support they have been given to prevent pupils from being excluded and the support they are given to include pupils who have been excluded from their own or other schools.

- Bradley Pupil Referral Unit runs smoothly on a day-to-day basis. Systems for checking the progress of pupils and their well-being are firmly established. Sharing of information with parents and schools is particularly good.
- New staff have quickly become established in their middle management roles and have been particularly effective in developing the curriculum and improving the school's provision for promoting pupils' spiritual, moral, social and cultural development. A few middle management roles remain filled with staff who are assuming temporary responsibility.
- Leaders and managers have made sure that staff get the training they need and that this training is closely linked to areas of the school's work that have been targeted for improvement.
- There are highly effective procedures for checking on the performance of staff and giving them the support they need to keep improving. If, despite this, improvement is not enough, leaders and managers do not baulk at making staffing changes.
- Changes in staffing over the past year have allowed a restructuring of responsibilities and pay. This has been well managed to make possibilities for career progression within the service much clearer with the intention of keeping the best staff by rewarding them appropriately.
- Leaders and managers have a very good picture of what helps pupils registered to Bradley Pupil Referral Unit to do well and what gets in the way of them doing better. There are thorough and accurate checks of pupils' progress and effective consultation with parents, schools and a multitude of other professionals. All pupils share equal opportunities.
- The local authority is hugely appreciative of the work the service is doing and recognises its quality. It recognises that it needs little support but makes it clear that if it is needed it can be provided.
- Safeguarding meets all requirements. Staff are well trained and understand procedures for keeping pupils safe and protected.
- **The governance of the school:**
 - The local authority, as the appropriate authority, ensures that statutory requirements are met. After that it delegates responsibility to the management committee. This is a relatively recent arrangement following changes in legislation just over a year ago. The management committee is formed from a wide range of people representing different parts of the community and agencies who work with children and families. Several are the headteachers of other schools in the authority. The management committee has only recently assumed responsibility for managing the school's budget. It is managing it well and has prioritised trying to resolve the issue of the school being full of pupils known to be eligible for the pupil premium but not receiving it. Selected members of the management committee very effectively check up on the performance of the headteacher and, through her reports, maintain a very good picture about the quality of teaching and the achievement and behaviour 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

Unique reference number	136140
Local authority	Kirklees
Inspection number	431185

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	17
Appropriate authority	The local authority
Chair	Gillian Hughes
Headteacher	Jayne Foster
Date of previous school inspection	22 June 2011
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