

# Jigsaw Primary Pupil Referral Unit

Stannyfield Drive, Thornton, Liverpool, L23 1TY

**Inspection dates** 2–3 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The effective headteacher, along with senior leaders and the management committee, has successfully maintained and improved the quality of teaching and pupils' achievement since the previous inspection.
- From their different starting points, all groups of pupils make good progress at all key stages, especially in reading and mathematics.
- Children's learning in the early years gets off to a good start. Activities are enjoyable. A strong focus on developing children's personal skills ensures they are ready to learn in Year 1.
- Pupils' good progress reflects good teaching over time. Expectations of what pupils are capable of achieving are high. Pupils are motivated by challenging tasks.
- Well-trained teaching assistants make a good contribution to pupils' progress, particularly in delivering programmes of support for learning.
- The teaching of reading and mathematics is particularly effective considering pupils' starting points.
- Pupils' behaviour and attitudes to learning are outstanding, considering that many of them have had gaps in their learning. They are clear about expectations of their good behaviour. Pupils are very proud of their achievements at Jigsaw.
- Very effective arrangements are in place to ensure pupils are kept safe and secure. Pupils say they feel very safe. They are cared for very well.
- A broad range of rich experiences, work and activities ensures the curriculum is exciting for pupils and promotes their spiritual, moral, social and cultural development exceptionally well. The transition work between Jigsaw and the 'home' school is a strength of the unit.
- Pupils really enjoy being in the unit and this reflects in their above average attendance and good punctuality.
- The management committee is highly skilled and extremely supportive. They challenge leaders very effectively and ensure the unit continues to improve.

### It is not yet an outstanding school because

- When pupils enter the unit, assessments of what pupils already know and can do sometimes lack the rigour needed to help the staff clearly and effectively to plan the pupils' next steps in developing their skills of communication, language and literacy.
- The teaching of writing is not as good as teaching in reading and mathematics. As a result, boys are not motivated to write well enough.

## Information about this inspection

- The inspector observed teaching and learning in many lessons involving different teachers. Some observations were carried out jointly with the headteacher. Walks around the unit were conducted and learning was observed in different key stages with the headteacher. The inspector listened to pupils read from Years 2, 3 and 6. The inspector observed support for pupils in whole-class sessions and with individual pupils.
- The inspector looked in detail at the work in pupils' books, files and online from across the age groups in the unit. The inspector held a meeting with a group of pupils where they talked about their work and their perceptions of the unit.
- The inspector held meetings with senior and middle leaders, teachers, support staff and different groups of pupils. She interviewed members of the management committee and spoke to two representatives from the local authority.
- The inspector looked at a wide range of documentation, including: the unit's summary of its view of its own performance; the unit development plan; policies and procedures in relation to safeguarding; information about pupils' attendance and behaviour; records of the monitoring of teaching and learning; information about pupils' achievement and minutes of meetings of the governing body.
- There were not enough responses to the online questionnaire for parents (Parent View) to comment on them. However, the inspector looked at summaries of the unit's own parental questionnaires. She also took account of the 13 responses to the staff questionnaire.

## Inspection team

Jean Tarry, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Jigsaw Primary Pupil Referral Unit (PRU) provides provision for pupils aged four to 11 who are at risk of permanent exclusion, together with pupils who have been permanently excluded from mainstream schools. The provision may be full time or part time for these pupils. Pupils may have single registration at the unit or be dual registered with their 'home' school.
- Jigsaw used to be part of the Oakfield PRU which was on two sites. Since September 2013, it has been a pupil referral unit in its own right with its own headteacher and management committee.
- All pupils attending the unit have social, emotional or behavioural difficulties. Some have additional needs, including attention deficit disorder or autistic spectrum conditions. No pupils at present have a statement of special educational needs. However, some are going forward for statutory assessment.
- Pupils join the unit at any time and the vast majority stay for up to two terms and sometimes a little longer. There are very close links with the 'home' school to which they often return. Sometimes pupils transfer to specialist provision.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is presently above the national average. The pupil premium is additional government funding schools receive to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority. The 'home' school receives the funding for pupils on dual registration. These pupils are the vast majority at Jigsaw.
- Currently, there are 19 boys and one girl on roll and most are of White British heritage. This reflects the unit's typical population.
- There are links with pre-school provision in the Sefton area as part of the Strand Partnership with local headteachers. Early years provision is currently part time but the unit is able to offer full time if needed.

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

- Improve teaching so that it makes more of a difference to pupils' communication, literacy and language development, particularly in boys' writing by:
  - ensuring boys' speech, language and communication skills are rigorously and accurately assessed on entry to the unit and this information is then used well to plan all literacy tasks
  - making sure all adults consistently demonstrate high standards in their own skills of communication, language and literacy
  - providing boys with time to talk about their experiences before they are asked to write and then giving them a specific purpose and audience so that their writing tasks become much more relevant
  - making sure boys know exactly what it is that they have to do to improve their writing before it is presented to their audience.

## Inspection judgements

### The leadership and management are good

- The headteacher provides purposeful and effective leadership. Her drive to provide a high quality of education for all pupils is effective. The deputy headteacher supports this work very well. However, leaders sometimes do not ensure a rigorous approach to the assessment of pupils' communication, language and literacy development on entry to the unit. The analysis of data by leaders about pupils' progress while at the unit is good and all staff take responsibility for tracking pupils' progress in order to enhance pupils' achievement even further.
- The senior leadership team continually shares ideas and looks for ways to improve the unit's work. Leaders demonstrate pupils' progress has improved since the last inspection and the unit is well placed to improve standards further. Leaders' checks on the unit's performance ensure that they have a good understanding of what is working well and what requires further attention. Plans to make improvements are discussed regularly at leadership meetings.
- Teaching continues to improve across the unit since the last inspection because leaders make regular checks on its quality. The leaders look carefully at the plans for lessons, the lessons taught and the pupils' progress in their work. A typical staff comment is, 'It's a good place to work as the training we are offered by the leaders is focused on the priorities for the pupils' behaviour, safety and learning.' Any weaker aspects of teaching are tackled effectively through targeted support. The management of teachers' performance through setting targets linked to pupils' performance is good and has a positive impact on pupils' learning.
- The work of middle leaders is effective. These leaders ensure that there is much that enriches the curriculum and they strive to make it as exciting as possible. Pupils experience a range of activities at Jigsaw. The curriculum, although good, does not always motivate boys to really enjoy writing. Often they are not sure who they are writing for and what is the purpose of the writing activity.
- Pupils learn about democracy, voting and elections in class. The unit website has examples of how pupils learn about life in a multicultural society and about British values.
- The unit develops pupils' behaviour and their spiritual, moral, social and cultural awareness well. Pupils are taught to be reflective with their reading tasks. They are taught to persevere in their mathematical development, especially when they have to solve challenging problems. The unit's approach to teaching English and mathematics helps pupils to target improvement in their work on a regular basis and to sort out misconceptions quickly.
- Equality of opportunity is promoted very well. Leaders and managers are always committed to promoting good relations and tackling discrimination. Overall, there is no significant difference in the progress of different groups of pupils.
- Leaders ensure that sustainable and positive relationships are established with the many different partnerships and particularly with parents and outside agencies. Work with parents and partnerships is good as communication, advice and support are all in place. Parents feel involved in the life of the unit and attend regular review meetings about their child's progress.
- The procedures and policies for safeguarding pupils are comprehensive and fully meet requirements. This aspect of the unit results in outstanding safety for pupils.
- The primary physical education and sports funding has only recently been received by the unit, so it is too early to measure the impact of the spending of this money.
- The local authority has provided effective support for this unit, especially for the management committee and for the headteacher. The unit works closely with the local primary special schools in the authority. The authority and outside agencies continue to seek places at the unit because of successes in the past with previous pupils. The headteacher works very closely with other providers to share the staff's expertise in many different areas of special educational needs. The unit is held in high regard by the local authority and often supports pupils and staff in other schools with training around behaviour, de-escalation techniques and the writing of effective support plans.
- **The governance of the school:**
  - The management committee knows the unit well and uses all the information and data about pupils' progress effectively to compare the unit's performance with that of similar units locally and nationally. Committee members provide support and challenge for improvement. The unit is increasing in popularity and is very well thought of in the local community.
  - Management committee members know the quality of teaching in the unit. They know the importance of focused performance management and its link to pay progression. They make sure that teachers only receive financial reward if pupils meet their achievement targets. They also ensure that the pupil

premium funding is used effectively and leads to the good achievement in all subjects of the very few pupils at Jigsaw for whom the unit receives the support.

- The unit has had financial delegation since September 2013 and the management committee has made effective use of the funding to ensure good progress for all pupils. As is common with units such as this, it does not receive pupil premium funding for pupils who are dual registered. The vast majority of pupils at Jigsaw are dual registered with their 'home' school.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. They make huge strides in their behaviour considering their very low starting points in this aspect of their development. This results in the vast majority of pupils returning to their 'home' school or going on to specialised provision within one or two terms. Their attitudes to their work are often exemplary considering their range of needs and this makes a very positive contribution to their good and on occasions outstanding progress, especially in reading and mathematics.
- Pupils are very proud of their achievements. A typical comment was, 'This school teaches us to control our behaviour really well so that we can get on with our work. The adults make a difference to us as they listen to us and then help us learn.' Overall, pupils agree that the unit is helping them to improve their academic achievement, behaviour and social well-being. Pupils are encouraged to communicate in their own way. Pupils are often able to relax much more successfully, to enjoy and achieve as they tackle their various tasks.
- There is a clear behaviour policy that pupils know about and follow. Pupils are very clear about what is acceptable behaviour. Adults are excellent role models for pupils to follow, particularly in relation to attitudes to their work. Pupils know exactly how to behave in and out of class.
- Pupils thoroughly enjoy their work. The boys enjoy the competitive nature of the software programme that they use to develop skills of reading. They value the daily points charts that they achieve at different stages during their time at the unit. The events that they take part in often develop teamwork and cooperation skills and support them with their social and emotional anxiety. When asked what was special about the unit, pupils said, 'We enjoy coming to school because of the activities we do with staff. They help and support us to achieve the best we can especially with our behaviour. They help us with our behaviour so we can get back to our own school again.'
- Pupils are very polite and well mannered to one another, to staff and visitors as their role models are excellent. They help and support one another in the dining room and outside on the playground. Pupils reflect during news round in assembly time. For example, they reflected on the incredible achievement of a ninety year-old lady completing a marathon in America. They listened to each other's thoughts and responses, which help them to reflect on and learn about older people and about determination.

### Safety

- The unit's work to keep pupils safe and secure is outstanding. There are many aspects of this work which are exemplary, for example, the individual health care plans and transition meetings which ensure all staff have an overview of pupils so that they are kept safe and well. Pupils enjoy their individual sessions with staff as they say they feel safe and secure because of extremely well organised and high-quality provision led by well-trained staff.
- The pupils recognise the difference between bullying and falling out. They informed the inspector that bullying rarely occurs and when it does, staff are vigilant to sort it out. Pupils confidently approach adults in the unit if they need help to resolve any issue, particularly with the internet. Aspects such as learning about different types of bullying are exceptionally well planned in assemblies and in lessons.
- Sometimes staff say that pupils can have their 'fizzy' or 'having-a-moment' times. Incidents like these are expected and staff take steps to avert them and often produce extremely successful outcomes as pupils calm down and return to their work with very little fuss.
- Pupils always know how to ask for help from the different staff. Some pupils work closely with different support staff, to achieve the best that they possibly can. The unit has various programmes to support pupils if they are underachieving.
- Attendance issues are addressed extremely quickly. Staff have regular daily contact with parents and this establishes excellent attendance at the unit. The unit has effectively impressed upon parents the need for their children to attend regularly and this has paid huge dividends. Pupils unanimously enjoy coming to the unit. They enjoy receiving awards and praise for their attendance.
- The pupils ensure that adults listen regularly to their views about matters such as safety. Pupils say they

feel safe and very well cared for in the unit, in the taxis, on their trips, and with different activities.

- Pupils like the fact that the adults at Jigsaw know a lot about them as individuals and they know all about their 'home' school experiences. They very much appreciate the wealth of support they receive from all the different staff to help them succeed. They understand that the fundamental aim is to transfer back to their own school so, for example, they wear their own 'home' school uniforms while attending the unit.

### The quality of teaching

is good

- The impact of the quality of the teaching over time is good. Teaching is good because the tasks given to pupils build on what they already know and can do and meet pupils' varying needs and abilities on a daily basis.
- The teaching of mathematics is strong throughout the unit because of well-matched provision, particularly for the most able. These pupils are provided with activities and challenges that stretch their mathematical thinking skills effectively. Some pupils are involved in relevant practical mathematical activities, such as identifying the properties of shapes. A range of practical or software activities engage pupils at an appropriate level to ensure that they make good progress, depending on their special educational need.
- There have been improvements in the teaching of phonics (the linking of letters and the sounds that they make). These have had a positive impact on standards in reading across the unit. Pupils, particularly the most able, are always challenged in their reading tasks and enjoy the range of material on offer in the classrooms.
- Learning support assistants are well trained and have the necessary skills to support pupils in English and mathematics. They are important and crucial in building important relationships with the pupils. They are also kept well informed by teachers of what pupils are expected to learn. So progress is good. Pupils appreciate the valuable input of the support staff, which enables them to make good progress in both their academic and personal development.
- There are a few occasions when boys are given tasks that are not appropriate, especially in their writing tasks, and when this happens, learning slows down. On some occasions, assessment on entry to the unit is not rigorous enough to determine pupils' real strengths and weaknesses in their communication, language and literacy skills.
- Sometimes, adults do not always demonstrate high-quality language skills nor do they correct pupils' speech effectively enough. Teachers do not always provide high-quality experiences to engage boys in purposeful talk for writing opportunities so they know exactly who they are writing for and why. Boys often say they are reluctant writers but would really like to improve.
- Expectations of what pupils are capable of achieving are high, especially in reading and mathematics. For example, pupils are expected to solve mathematical problems showing the correct working out, step by step, with percentages and fractions. They are moved on expertly as soon as they need more challenge, especially the older pupils.
- The teaching in English is improving; expectations are often high, especially in reading. Work generally meets the needs of the pupils because they are motivated and engaged by their tasks. However, pupils' speech and communication development is not rapid enough. Sometimes, pupils' individual writing targets are not linked well to the different tasks provided for them in class and this can slow down their learning.
- Marking across the different subjects and classes is regular and informative, helping pupils to improve their work. There are some occasions, however, when pupils are not totally clear about how to improve their writing.

### The achievement of pupils

is good

- All pupils have special educational needs and all groups of pupils in both Key Stages 1 and 2 achieve well. Progress is good in reading and mathematics considering pupils' low and often variable starting points. However, progress in English development is not as rapid as it is in mathematics. Progress in reading is stronger than writing over time. The unit has made efforts to address this but there is still more to do in this area.
- Pupils' efforts in lessons and individual group work ensure they make good progress and help them to catch up when they fall behind. In most English and all mathematics lessons, for example, pupils were engaged and motivated to complete their tasks. They knew exactly what it was that they had to achieve during the lesson. However, this was not as evident in their writing activities, where they were less engaged and had no real purpose for writing.



- Achievement in reading is good. Pupils talk about how they follow their own interests with their different books. Pupils make significant progress with their reading skills during their time at the unit, considering their needs and starting points, as a result of effective teaching and support. The stock of books is used well to encourage a love of reading. Those pupils who find reading difficult are well supported to make good progress. Pupils are encouraged to follow their interests when choosing their own reading material.
- Achievement in mathematics is good. Pupils are able to solve simple mathematical problems. They can gather relevant information, and work well together by discussing the different ways to accomplish a set task and, as a result, they learn at a good rate.
- By the end of Year 6, pupils' attainment is usually below average. However, all pupils make at least good progress. Many pupils are well prepared for their transition as these arrangements are well planned and very effective. A typical comment from a parent is, 'I never thought my child would be so happy to go to Jigsaw. I have really noticed a difference in his behaviour and attitude. Everything is so much better.'
- There is very little difference between the performances of different groups of pupils. The number of pupils in each year group is so small that an analysis to compare their performance does not generate particularly meaningful statistics. However, inspection evidence, along with pupils' work, confirms that all groups of pupils are making at least good progress and sometimes outstanding progress. For example, disadvantaged and non-disadvantaged pupils achieve equally well.
- At the unit the most able pupils make excellent progress as their work often provides an extra level of challenge so that they are stretched and achieve their full potential in all subjects.

### The early years provision is good

- The children start in the Reception class with skills that are often significantly below those typically seen in children of this age, particularly in writing. Children make good progress during their time in the early years because they are well supported. When they leave the Reception Year, they are often well prepared for their next stage of learning in Year 1.
- Teaching is well organised and provides a very calm atmosphere so children feel very safe and extremely secure. Relationships are very positive and conducive to good progress for all the children. Teaching ensures that learning is enjoyable and that the activities provided generally meet children's varying needs and abilities. For example, they enjoy learning about the letters and the sounds that they make, dressing up in role play, or working with puppets to act out the 'Three Little Pigs'. The children enjoy investigating their own mathematical skills as they learn to cooperate with one another to build houses for the pigs or draw water from the 'well'.
- There is a strong emphasis placed on developing children's social skills and their readiness for learning before they enter Year 1. Children learn to clear up after themselves and confidently make their own decisions about what they want to play with next. They follow instructions from adults carefully. They behave extremely well as they learn about the importance of an organised approach to meal times that they experience while eating with the adults.
- Good leadership and management ensure that provision in the early years is good. The staff ensure that safety procedures are thorough and that the partnerships with parents are very strong. The use of home/school books is a particularly useful way of sharing all the positive information about the children. Parents agree that the early years provision is good.
- The unit works actively to involve the pre-school settings through meetings with local headteachers at the Strand Partnership. There are strong relationships with these different providers and this helps children to settle into Jigsaw without stress or undue trauma.

## What inspection judgements mean

Unit		
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 unit. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	104850
<b>Local authority</b>	Sefton
<b>Inspection number</b>	447743

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel Hains
<b>Headteacher</b>	Erika Rothlisberger
<b>Date of previous school inspection</b>	22 May 2013
<b>Telephone number</b>	0151 934 2485
<b>Fax number</b>	0151 934 4255
<b>Email address</b>	jigsaw@schools.sefton.gov.uk

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