

Park Primary Pupil Referral Unit

Avenue Road, West Bowling, Bradford, West Yorkshire, BD5 8DB

Inspection dates 10–11 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of pupils make good progress in emotional and social development. As a result they re-engage with learning and are well prepared for the next stage in their education.
- The majority of pupils make good progress in school subjects especially in reading and numeracy.
- All pupils benefit from high levels of nurture and care for their well-being. This makes a significant contribution to pupils' achievement both in school subjects and in their personal development.
- Good teaching overall has been maintained since the previous inspection. Pupils work hard because they enjoy their learning.
- Behaviour is good. Pupils make good progress in learning to control their own behaviour because staff are expert in behaviour management.
- Pupils say they feel safe and cared for well. This is because relationships with staff are strong and trusting. Staff ensure that each pupils' individual needs are known and met very well.
- The leaders have high ambitions of what pupils can achieve. Leaders have clear plans to ensure that the school continues to improve and that the well-being of everyone is always given a high priority.
- All staff are given clear detailed information about how to improve their teaching. This is continually improving the quality of teaching.
- The management committee makes an effective contribution to the leadership of the school because members have expert skills which they use well. The committee is well supported by the local authority and as such it holds leaders to account strongly for the work of the pupil referral unit.
- Pupils benefit from a wide range of high-quality partnerships with other agencies. This makes a good contribution to pupils' achievement.

It is not yet an outstanding school because

- At times, pupils do not make quite as much progress in literacy and numeracy as they could, because targets set for the amount of progress to be made are not always as challenging as they should be. This is because the data collected are not always used to compare closely the progress of different groups of pupils.
- The amount of time available for teaching English and mathematics is too short and this slows progress.

Information about this inspection

- The inspector observed several lessons, three of which were jointly observed with the headteacher or assistant headteacher.
- The inspector looked at pupils' individual learning and behaviour plans.
- Meetings were held with two members of the local authority, key staff, the Chair of the management committee and a telephone call was made to the vice-chair. Discussions were held with support staff. The inspectors took into account 26 questionnaires from staff. There were six responses to the online parent questionnaire (Parent View).
- The inspector looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, the results of internal surveys of the views of parents and pupils, safeguarding and attendance documents, minutes of meetings of the management committee and school policies.

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- All pupils have social and emotional difficulties and additionally many have autism or complex behavioural needs.
- All pupils have a statement of special educational need or education, health and care plans or are in the process of being formally assessed for a plan.
- A well above average proportion of pupils are disadvantaged and eligible for support through the pupil premium. The pupil premium is additional funding schools receive for pupils known to be eligible for free school meals and those children who are looked after by the local authority. The vast majority of pupils are of White British heritage. The vast majority are boys.
- All pupils are full time on the roll of the Pupil Referral Unit (PRU). The number of pupils attending the PRU is increasing rapidly.
- The average length of stay is over a year for the majority of pupils.
- There was only one Key Stage 1 pupil attending the school at the time of the inspection.
- The executive headteacher of the PRU and neighbouring primary school retired in September 2014, at which point the PRU decoupled from the primary school and formed its own independent management committee.
- The previous head of school was appointed as headteacher in September 2014.
- The assistant headteacher was appointed in September 2014.

What does the school need to do to improve further?

- Raise achievement further by ensuring that targets set for the amount of progress to be made in English and mathematics is always challenging by:
 - making close comparisons between the achievement of different groups of pupils, for example, those who stay for over a year and those who return to mainstream school after a shorter stay
 - increasing the length of time pupils spend learning English and mathematics while they are on site.

Inspection judgements

The leadership and management are good

- After a period of change, the headteacher has rapidly established a committed team of staff who are driving the PRU forward strongly. Her high expectations, together with very effective work with other agencies to ensure the well-being of the pupils means that pupils behave and achieve well. She is ably supported by the new assistant headteacher and leadership team.
 - The leadership of teaching and performance is effective. Procedures to check the quality of teaching are detailed and lead to sharply focused plans for improvement. They enable senior leaders to provide detailed coaching to support teachers in improving their practice. There is a good link between teachers' performance and their progression along the pay scales.
 - Staff teams, including middle leaders, work very well together sharing their ideas about the best ways to ensure that each pupil's well-being needs are met well so that they can achieve as much as they can.
 - The leadership uses data well to analyse the steps of progress made by individuals towards their targets. Although the assessment of the levels achieved by the pupils is thorough, targets set for the amount of progress to be made in English and mathematics are occasionally not as challenging as they could be because they are not always as sharply informed by the evaluation of pupils' progress against their length of stay.
 - The school has an accurate view of its own performance. Improvement plans are effective because they are based on a thorough review of the school's strengths and areas to develop. As a result, the headteacher is beginning to take steps to lengthen the school day because there is insufficient teaching time especially for English and mathematics.
 - Leaders ensure that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities in reading or nurture or play therapy for eligible pupils. The primary school sports funding is used effectively to provide additional gymnastics for example, including training for staff to work effectively with individual pupils. It is clear that the funding is making a positive difference.
 - Inclusion of all pupils in a wide range of visits such as a trip to the seaside is given careful thought. This results in all pupils having equality of opportunity, the development of good relations and the tackling of discrimination.
 - Pupils' spiritual, moral, social and cultural development is good because pupils are able to reflect on the preciousness of life when visiting experts present special topics in science. Pupils also experience and enjoy warm relationships. A well-planned curriculum places a sharp focus on the understanding of British values such as the current topic of 'the best of British'.
 - The school's range of subjects and other activities meet the needs of the pupils well. Learning gives priority to meeting the basic skills and the emotional, social and behavioural needs of the pupils.
 - Partnerships are very well developed. The link with the health service personnel makes a significant contribution to pupils' well-being.
 - Leaders evaluate attendance data and behaviour logs very closely to ensure that everyone on the staff has an in-depth understanding of the impact of pupils' complex needs on pupils' achievement.
 - Arrangements for safeguarding meet statutory requirements. Procedures are well embedded and thorough and the safer schools police officer ensures that topics such as knife crime and drugs are covered thoroughly. He also provides swift support for families if necessary. As a result, pupils are very safe.
 - The local authority provides good support. However, confusion about whether the PRU should perform the role of a PRU or that of a school means that evaluating the effectiveness of the PRU is not clear.
 - Partnership with parents is excellent, a result of trusting and very positive relationships between home and school. This is as a result of good communication of parents with school through the taxi escorts who are also support staff in school, and through good support for families which is co-ordinated well.
 - All parents who responded to a recent school survey would recommend the school to another parent.
- **The governance of the school:**
- Individual members of the management committee contribute well to the leadership of the school because they have individual expert skills. Members have a clear vision and are supportive and committed. They gain first-hand evidence through the involvement they have with pupils and staff. They have a good grasp of school data and hold leaders to account for the achievement of the pupils and school improvement based on this information. Members manage the budget effectively and make sure that all safeguarding procedures are very rigorous and fully meet requirements. They are clear about how the pupil premium is being spent and can identify the positive effect this is having on eligible

pupils. Members are fully included in information about how well teachers are performing and know about the quality of teaching and performance and how this links to pay.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- The atmosphere of the school is underpinned by mutual respect and strong nurturing relationships. As a result, it is a very positive experience for pupils.
- Each day pupils earn stickers and points which result in either free choice time or prizes. As a result pupils are mostly polite and try hard to live up to the high expectations set for them by staff.
- All staff ensure that pupils are clear about the consequences of their behaviour. Pupils understand the staged responses if they continue to make the wrong choices. Pupils are only allowed to opt for five minutes time out, after which any further lesson time missed has to be paid back by pupils during break or after school.
- Pupils usually behave well in lessons and at lunchtime because staff are expert in behaviour management. The prompting of the behaviour support workers has a good impact on the choices pupils make. Pupils increasingly learn to control of their own behaviour.
- Pupils say they feel safe. There is little bullying and pupils say they are confident that there is always someone to seek help from if necessary. Pupils reflect, share and celebrate good news during circle time.
- Readiness for learning is seen as a priority and transport escorts work with pupils on the journey by talking to them about their individual personal development targets. Escorts, who are also members of the support staff, extend the time available for learning by, for example, working towards pupils' reading targets with them.
- Pupils with autism learn to make increasing sense of what is happening around them and to take control of their own behaviour. This makes a significant contribution to achievement.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff are well trained and safeguarding practice is well understood by all staff. Any concerns which arise are promptly notified to the appropriate agencies and action is taken swiftly. Staff have a very good understanding of the individual needs of each pupil.
- Pupils are aware of the different risks posed if they make a choice such to belong to a gang for example, or when they exhibit excessive behaviours. This is because staff talk calmly to pupils about the different courses of action the pupil could take.
- Records show that incidents of inappropriate behaviour are recorded in detail and monitored closely, and robust action is taken as a result.
- All policies and procedures for safeguarding meet statutory requirements. This means that everyone is very clear about procedures.
- Attendance is broadly average and individual pupils' attendance improves rapidly when they begin to attend the PRU. Pupils who achieve an annual 100% attendance are rewarded with a meal out with the headteacher.

The quality of teaching is good

- The quality of teaching is good; it helps to get pupils back on track towards their potential during their stay at the PRU. Teachers have expert knowledge in the nurture and teaching of pupils with social emotional and behavioural difficulties.
- Teachers have high expectations of the amount of work to be completed by pupils in a given time. Pupils usually start work promptly and meet these expectations. Pupils know that they must only take a short time out from learning to control themselves. However, time available during the day for English and mathematics is limited by the relatively short day on site.
- A particular strength of the teaching is the skill with which teachers modify tasks. They question and encourage pupils so that they can match the tasks to their learning needs at any one time. This makes a positive impact on the quality of the pupils' learning.
- The impact of teaching on learning and achievement in literacy, reading and numeracy is good because

teachers ensure that pupils read in all subjects as well as apply their numeracy skills in them. However, there is less time for pupils to write at length or develop deeper mathematical reasoning.

- Teachers are committed to pupils achieving as well as they can. They plan activities that they know the pupils will find interesting and exciting. As a result, pupils are engaged and have positive attitudes to learning because they enjoy what is planned for them to do.
- The most able pupils are challenged to reach the highest levels or deepen their knowledge and understanding.
- Teachers have good relationships with their pupils and are skilled in behaviour management. This results in a positive ethos for learning in lessons.
- The skills of the behaviour support workers make a good contribution to pupils' achievements. The personalised approach of the assistants who support individual pupils addresses their pupils' emotional, social and learning needs well.
- The teaching of phonics (understanding letters and the sounds they make) is effective particularly for younger pupils. Older pupils benefit from a carefully planned programme of reading activities which match their needs closely. Teaching places an emphasis on pupils understanding what they have read and enjoying books. As a result, they achieve well.
- Verbal feedback is full and as such effective. It ensures that all pupils are very clear about what they need to do. Marking usually provides pupils with precise information about how to improve.
- Pupils with autism are taught well because staff ensure that they use strategies to enable pupils to be stress free so that they can learn effectively. For example, pupils can work outside the classroom at any time if they find the volume of noise too high.
- Pupils with additional nurture needs benefit from sessions in the special provision which includes play therapy. This enables them to make good progress in their mental health needs.
- Younger pupils benefit from a carefully planned and attractive indoor and outdoor learning environment which enables them to continue their learning when they have sat at a desk and concentrated on a specific task for the required length of time.
- Staff reflect on the quality of their teaching and the coaching they receive from leaders. They share what has worked well with an individual pupil. As a result, teaching is improving continuously and pupils learn and achieve well during their time at the PRU.

The achievement of pupils is good

- When pupils start at the PRU at any age and at any time during the year, their attainment is generally well below that typically expected for their age. This is usually because their special educational needs have disrupted the smooth flow to their learning in the past. Once in the PRU, pupils quickly begin to re-engage with learning and speed up their achievement when compared to pupils with similar starting points.
- Pupils make good progress in their emotional and social development. They are able to do this because staff ensure that their individual needs are met and they make good progress learning to control their behaviour. Progress made by each pupil in personal development is tracked in detail and the information is used very well to ensure that individual targets are set frequently and reviewed regularly for each pupil.
- The majority of pupils do not return to mainstream schools but go on to another, more appropriate placement. They benefit from a careful assessment of their needs which results in them successfully moving on to the most appropriate provision. Similarly, the minority of pupils who move on to mainstream provision also do so successfully because arrangements for transition are carefully planned.
- Although numbers are very small and the pupils arriving at the end of Key Stage 2 vary greatly, school data for 2014 show that pupils make good progress in English and mathematics overall from their starting points and some pupils achieved broadly average standards overall.
- All pupils achieve well in reading because it is prioritised, staff are well trained and time spent in taxis is used to consolidate skills. In 2014, school data show that individual pupils accelerated their progress in reading from their starting points, as a result of carefully tailored additional individual and group work.
- Pupils achieve well in developing their numeracy skills because it is also seen as a priority. However, limited lesson time means that the development of deeper learning in writing and mathematical concepts is more limited.
- Case studies show that pupils with higher ability accelerate their progress and achieve well during their time at the PRU. This is because their talents are quickly identified and what is planned for these pupils enables them to deepen their understanding and speed up their progress.
- For the last three years, data show that disadvantaged pupils make at least as good progress as their

peers. However, numbers are small so it is not possible to make meaningful comparisons with national figures.

- Pupils who have autism make good progress. This is because the curriculum meets their needs well and it is delivered by well-trained staff.
- Younger pupils are well prepared for the next stage in their education because they achieve well in learning how to play.
- Pupils with mental health needs achieve well because specialist staff enable pupils to feel positive about themselves and celebrate their achievements.
- Although numbers are small and each year group of pupils are very different, school data show that pupils' progress accelerates the longer any pupil attends the school.

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	133410
Local authority	Bradford
Inspection number	449500

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	42
Appropriate authority	The governing body
Chair	Pierre Pomells
Headteacher	Kirsty Ratcliffe
Date of previous school inspection	10 January 2012
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