

Inspection of Leicester City Primary PRU

Gervas Road, Leicester LE5 2EJ

Inspection dates: 24 and 25 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Previous inspection grade	Good
---------------------------	------

What is it like to attend this school?

For many pupils, Leicester City Primary PRU is a second chance. Parents, carers and pupils appreciate this. Pupils say that they are happy here and that the staff look after them well. Staff make sure that the school is a welcoming and positive environment. One parent stated: 'My child has thrived while being here and they now love school.'

Pupils say that they feel safe. Staff know pupils and their families well. Pupils learn to respect each other. They say that if bullying happens, teachers deal with it immediately. Staff help pupils to improve their behaviour. Leaders and staff have high expectations. They are effective in helping pupils to re-engage with learning.

Leaders have ensured that there is a strong focus on developing 'ready to learn' skills. These skills help pupils to understand how to manage their emotions and feelings. Pupils are able to engage more fully in their lessons.

Leaders have high ambitions for all pupils. They provide a broad range of opportunities for pupils' personal development. Leaders are determined to ensure that pupils are ready to be successful in their next steps.

What does the school do well and what does it need to do better?

Leaders have constructed a curriculum that supports pupils with their social, emotional and mental health needs. This curriculum consists of a blend of subjects and experiences. Combined, these provide a wealth of positive learning opportunities for pupils.

Leaders have ensured that the knowledge they want pupils to learn is well structured. This helps teachers to fill gaps in pupils' knowledge and develop their skills. Teachers frequently give pupils opportunities to build on and improve what they know and can do. For example, in mathematics, one pupil said: 'I used to get upset when doing division, but now my teacher has explained it to me I can do it and don't get cross any more.'

The 'experience curriculum' is embedded in the topic work that pupils undertake. Leaders plan appropriate educational visits. These help to motivate and engage pupils with their learning. This curriculum also includes a 'magic 30' list, which comprises activities and experiences that leaders provide for all pupils before they leave the school. They range from feeding an animal to climbing a hill so they can appreciate the view.

Teachers assess pupils when they first arrive. This helps them to identify what pupils know and what they still need to learn. Teachers use this knowledge well when planning what they will teach pupils next. These assessments also check how 'school ready' a pupil is. This helps teachers to understand how pupils are improving their self-control, resilience and social skills.

Leaders have prioritised reading. All pupils have appropriate daily reading and phonics lessons. Many pupils who are reluctant readers say that they are starting to enjoy reading. Many pupils read frequently. They know that they are improving. Pupils access online books that are at the correct level of challenge. However, other books are not. They are not always well matched to the sounds pupils know. Pupils who are at the early stages of learning to read receive useful help. However, leaders have not yet ensured that staff use a consistent approach to help pupils who become stuck when reading aloud.

The curriculum for pupils' personal development is well thought through. Pupils enjoy outdoor adventure activities and visits to different places of worship. Some pupils have raised money for a local charity. All pupils have community lessons, where they learn how to make a positive difference to their local area.

The governing body is a strength. Governors are knowledgeable about the school. They visit the school frequently to find out for themselves what is happening. Leaders have created an open and reflective culture that staff value. Staff are committed to the school. They appreciate the support the school leaders give them. They say that leaders care about their well-being and are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Staff are knowledgeable about pupils' vulnerabilities and behaviours that might put them at risk. There are very close links between the school's safeguarding team and the pupils' families. Staff receive safeguarding training and frequent updates. Staff understand their responsibility to report any safeguarding or welfare concerns. These are recorded in a timely manner and tenaciously followed up with the appropriate agencies when needed. Leaders have appropriate procedures in place to manage any allegations about staff. Staff work with pupils to help them understand online risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all pupils' reading books are at the correct level of challenge. Staff do not use a consistent approach when helping pupils who become stuck when they read aloud. This is preventing some pupils from becoming confident and fluent readers. Leaders should ensure that pupils' reading books are at the correct level of challenge and that staff use a consistent approach when helping pupils who become stuck when they are reading aloud.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	132824
Local authority	Leicester
Inspection number	10200198
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair of governing body	Bruce Wells
Headteacher	Nicola Anderson
Website	www.pru.leicester.sch.uk
Date of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a pupil referral unit. It provides education for pupils who have been excluded or are at risk of exclusion from a mainstream primary school.
- Some pupils attend part-time and are dual registered with the pupil referral unit and their mainstream primary school.
- All pupils at the school have special educational needs and/or disabilities. The primary area of need for most pupils is social, emotional and mental health.
- The school uses one unregistered provider of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading and phonics, mathematics, and personal, social and health education. For each deep dive, inspectors discussed

the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at individual pupils' education, health and care plans and checked these against the school's provision.
- Inspectors spoke with the headteacher, the deputy headteacher and the special educational needs coordinator.
- Inspectors heard pupils in different year groups read.
- Inspectors met with representatives of the governing body and with a representative from the local authority.
- Inspectors scrutinised a wide variety of school documents, including the school development plan.
- Inspectors took note of the responses received on Ofsted's Parent View and considered the results of the Ofsted staff and pupil surveys. Inspectors met with several groups of pupils to gather their views.
- To judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, safeguarding records, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.

Inspection team

Dave Gilkerson, lead inspector

Her Majesty's Inspector

Jason Brooks

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022