



ETHOS Primary Pupil Referral Unit

Inspection Report

Unique Reference Number 133673
LEA Kirklees
Inspection number 285494
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Ms Sara Morrissey HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Pupil referral unit	School address	Kess Centre
School category	Pupil referral unit		Off Rawthorpe Terrace
Age range of pupils	5 to 11		Rawthorpe, Huddersfield HD5 9NY
Gender of pupils	Mixed	Telephone number	01484 226500
Number on roll	59	Fax number	01484 226515
Appropriate authority	The governing body	Chair of governors	Mrs Alison Fisher
Date of previous inspection	Not applicable	Headteacher	Mr Ritch Barras

Age group 5 to 11	Inspection dates 16 May 2006 - 17 May 2006	Inspection number 285494
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Introduction

Ethos Pupil Referral Unit was last inspected in June 2004, when it was made subject to special measures as it did not provide an adequate education for its pupils. This inspection was carried out by two of Her Majesty's inspectors.

Description of the school

Ethos Pupil Referral Unit (PRU) provides an education for vulnerable young people aged between 5 and 19 years old with a wide range of different needs who are referred from a variety of settings in the Kirklees area. Pupils join the PRU at various stages in the year and most are dual-registered with their host school. One group of pupils taught at the PRU have anxiety-related problems and a second group is made up of pregnant girls and young mothers. A number of pupils of primary and secondary age with emotional and behavioural difficulties, who are at risk of exclusion, are taught on a one-to-one basis in a range of venues. The PRU also caters for pupils at hospital or recovering from illness at home. There are currently 59 pupils, of whom 15 have statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

The unit has been transformed by the very good leadership of the headteacher. In a short space of time, he has established a clear vision which is understood and shared by staff. The headteacher has worked effectively with senior leaders to increase the speed of change, developing a team approach that involves an increasing number of staff, so that good progress has been made in addressing key areas for improvement. Pupils benefit from improved teaching and make satisfactory and sometimes good progress in their learning. However, the use of assessment is less well developed; although assessment information is collected, it is not used consistently to track the progress of individuals or groups of pupils over time. Senior leaders have identified the need for further training to ensure the accuracy of assessment in order to set realistic and challenging targets. The unit has worked creatively to overcome limited accommodation to ensure that pupils experience a satisfactory curriculum, but recognise that it could be extended further so that pupils can pursue a wider range of subjects and practical activities.

Warm and respectful relationships between pupils and adults and a strong commitment to providing good care, guidance and support re-builds pupils' confidence and helps them to develop safe and healthy lifestyles. Close attention to pupils' personal development and well-being enables pupils to develop self-esteem and gain the necessary skills to return to their mainstream school or pursue higher education or training with greater confidence. Improved partnerships with external agencies and the schools that the PRU supports ensure that pupils are able to reintegrate into their mainstream school as soon as they are ready. Senior leaders use self-evaluation effectively to identify strengths, acting swiftly to address identified areas for improvement. Staff morale has improved; a strong commitment to bring about further change is enhanced by increased confidence amongst a growing number of staff to take responsibility for actions to support improvement. As a result, the unit's provision is satisfactory and is well placed to improve further.

What the school should do to improve further

- Record assessments consistently and accurately so that progress of individuals and groups of pupils can be tracked over time.
- Use assessment information to produce or revise individual learning plans which set appropriately challenging targets for all pupils.
- Consistently use teaching strategies that assess and support pupils' learning.
- Extend the curriculum further to broaden experiences for pupils.

Achievement and standards

Grade: 3

Most pupils enter the unit with standards well below those expected for their age. This is often as a result of previous difficulties such as poor attendance, medical problems or exclusions from their mainstream schools. During their time at the unit, pupils make good progress in developing their personal and social skills; improved behaviour and mature behaviour enables them to sustain good levels of concentration. The group of anxious non-attenders have benefited from full time education since September 2005 and the majority of Year 11 pupils in this group are currently on track to achieve up to five GCSE passes at grades that are higher than might have been expected given their attainment on entry. The progress made by young and expectant mothers and those pupils receiving one-to-one tuition varies but is satisfactory when pupils attend regularly. Pupils with statements to meet special educational needs make similar progress to other groups. Pupils are carefully assessed on arrival at the PRU and individual learning plans include targets to support their personal and academic development. However, the unit recognises that more needs to be done to ensure that pupils' progress is measured and recorded accurately over time to inform target setting that provides consistently appropriate challenge.

Personal development and well-being

Grade: 2

Pupils value greatly the support given to them during their time at the PRU and feel safe and secure. They make very good progress in their social, emotional and moral development and gain in confidence as a result of the support and care they receive from teachers and other adults, who provide good role models. Pupils' spiritual and cultural development is less well developed, but satisfactory overall. Warm relationships established with adults, based on mutual trust and respect, enable pupils to gain self-esteem and the confidence to take greater responsibility for their learning and prepare for life beyond school. The youngest pupils learn the difference between right and wrong and more pupils of all ages at the unit gain the basic skills required to return successfully to their mainstream school or to college. As a result of good careers guidance, all pupils of school-leaving age secure places on relevant courses to support their future economic well-being. Attendance for many pupils is satisfactory given their previous history, but remains below that expected in mainstream schools. Pupils speak positively about how they are able to contribute to improving the unit further. The recently formed school council has enabled more pupils to influence decisions, for instance, improvements to their social area and the choice of a new logo for the unit. Pupils are encouraged to adopt healthy lifestyles through their personal, social and health education programme but limited accommodation means that they get too few opportunities to participate in physical activities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and improving. This is because teachers and support staff have created a positive climate for learning and lessons are planned that engage and motivate pupils. As a result, most pupils have good attitudes and are keen to work. The best lessons are characterised by a wide variety of briskly paced activities which give pupils the opportunity to be actively involved in their learning. Opportunities are built in to the lesson to enable pupils to assess their own learning and identify the next steps. Where teaching is satisfactory, teachers sometimes talk for too long and do not routinely use strategies to assess and support learning. Individual learning plans are not used consistently to inform lesson planning that challenges all pupils sufficiently. Teachers' subject knowledge has improved as a result of training and support from the local authority. Teachers make sure that pupils know at the start of the lesson what they are going to learn, although these objectives are not always reviewed at the end of the lesson. A recent focus on assessment has enabled teachers to share planning in order to identify ways of assessing progress in lessons and to involve pupils in assessing their own learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Good attention is given to English, mathematics, information and communication technology (ICT) and science. In Years 10 and 11, pupils are able to study up to five GCSE subjects and a good course in personal, social, health and citizenship education ensures that pupils have the information they need to be safe and healthy. Pupils taught by the hospital team study most of the National Curriculum subjects, which helps most pupils to return successfully to mainstream education. Pupils of primary school age enjoy the opportunity to visit museums and places of local interest to enrich their learning and support a strong focus on the development of their literacy and numeracy skills. However, although the PRU has worked imaginatively to improve provision, opportunities for practical science, ICT and physical education are restricted because of inadequate accommodation. The planned refurbishment is essential in order to implement plans to extend curriculum opportunities, designed to close gaps in pupils' learning and skill development. Opportunities for curriculum enrichment are limited but pupils enjoy the chance to go bowling or play badminton at a neighbouring school.

Care, guidance and support

Grade: 2

Staff are highly committed and provide good quality care to support pupils' personal development and well-being. Systems are in place to support the referral and reintegration of pupils and the service provided for pregnant girls has been re-designed

to meet individual needs through improved partnerships with mainstream schools and health services. The unit works well with other agencies to encourage regular attendance and to ensure that pupils are well protected and safe; young mothers are well supported and guided in childcare and parenting. Effective careers guidance helps older pupils make appropriate choices about their future and they are encouraged further by the successes of former pupils. Individual learning plans are used well to check progress towards targets that support pupils' personal development and well-being. Teachers are beginning to build up useful profiles of pupils' attainment and progress over time to inform their planning and respond more closely to learning needs.

Leadership and management

Grade: 2

The unit has benefited from the enthusiastic and determined approach of the headteacher who has provided a clear direction and vision for the PRU. He has restructured the leadership group, identifying specific roles and responsibilities and has empowered teams of staff to work together on key priorities. The headteacher and senior leaders have used self-evaluation effectively, involving an increasing number of staff, to identify strengths and prioritise accurately actions required to secure further improvement. Local authority support has strengthened further the capacity of co-ordinators to take greater responsibility for their subject areas, although not all have developed the skills to assess pupils' learning consistently.

Improved links with a range of support agencies and health services has clarified the role of the PRU in providing a service that is more tailored to the needs of vulnerable young people. Links with mainstream schools have improved so that the unit is more aware of the needs of pupils and reintegration to school is more successfully managed. The management committee is currently reviewing its protocols so that it can provide appropriate support as well as challenge. Limited accommodation is managed well, although provision for some subjects remains inadequate. Available finances are managed appropriately and the unit provides satisfactory value for money. Staff morale has improved and strong commitment and team spirit exist to make the necessary changes to meet challenging targets for improvement. As a result, the unit has good capacity to improve further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to Ethos during my visits over the last 18 months. I am delighted to tell you that, because of the efforts of Mr Barras and the team of staff who work with you, good progress has been made to ensure that you get the help and support that you need during your time at the unit. As a result, you are able to make better progress in your school work and become more confident about your own abilities and talents. I have agreed with Mr Barras that the following things are real strengths at Ethos.

- You get a lot of good individual care and support to help you overcome the difficulties that you have faced in the past - you told me how much you value this and that you feel much more confident as a result.
- The focus on subjects like English, mathematics, science and ICT helps you to catch up gaps in your learning, develop important skills for the future and gain up to five GCSE passes at the end of Year 11.
- The links that Ethos has built with your mainstream schools and other agencies, including local hospitals, means that staff can work together with you to give you the best chances for success.
- Teams of staff know what works well at Ethos and what still needs to be improved. You now play an important part in this process through the school council and everyone is working together to make Ethos even better.

To help Ethos improve further, I have asked your teachers to find ways to:

- collect and use information about what you learn in class so that they can plan lessons with activities that really challenge you and make you think
- increase the opportunities for practical work, for example, in science, ICT and PE and also the chance to study other subjects to give you more variety in your learning.