



# Area A - PRU South - Chichester

Inspection Report

**Unique Reference Number** 131182  
**Local Authority** West Sussex  
**Inspection number** 293717  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Emma Ing HMI

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 address</b>	PRU South (Chichester)
<b>School category</b>	Pupil referral unit		Fletcher Place, North Mundham
<b>Age range of pupils</b>	5–16		Chichester PO20 1JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01243 788044
<b>Number on roll (school)</b>	84	<b>Fax number</b>	01243 788990
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Krishna Purbhoo
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
5–16	13–14 February 2007	293717

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

The Area A pupil referral unit (PRU) offers education in several different settings to pupils who are not able to attend mainstream schools. Pupils in Key Stages 1 and 2 who are at risk of exclusion or who have been excluded attend a class on a primary school site in Littlehampton. Excluded pupils at Key 3 and 4 either attend Chichester PRU or Chichester College. Some pupils who are not able to attend school for medical reasons attend the 39 Club in Bognor Regis, whilst others are given home or hospital tuition or pursue their studies through online programmes. Pupils attending the PRU are therefore vulnerable. In addition, a large number are looked after by the local authority.

Most pupils are from White British backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

The Out of School Learning provision in West Sussex has undergone restructuring in the last twelve months, and this is Area A PRU's first inspection. Line management structures and responsibilities are not yet clear and helpful, and there are very significant weaknesses in the leadership and management of Area A PRU which impact negatively on the progress and achievement of young people and on the care, guidance and support offered. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

As a result of weaknesses in the overall leadership and management, leaders do not adequately monitor different areas of provision and do not have a clear understanding of the strengths and weaknesses of the PRU as a whole. Plans for improvement are insufficiently focused on the impact that the provision is making on pupils' progress in their learning, their behaviour and their personal development and well-being. The leaders and staff of the different settings are not properly held to account, either by the management committee or by the head of Area A PRU. The provision therefore is inconsistent, depending on the individuals leading that area. There is no overall vision regarding the outcomes for pupils, and the good practice that is to be found is not shared.

The Area A PRU strives to provide individual students with an appropriate learning package; however, excluded pupils at Key Stage 3 are not receiving their entitlement to a full-time education.

At least partly as a result of previous disruption to the pupils' education, their academic standards are significantly below the national average. Whilst there is some good teaching and interesting cross-curricular work done, there is much that is dull and lacks pace and challenge. The progress pupils make is not assessed and tracked well enough to ensure that individual tasks meet their particular learning needs or that they make steady improvements in their learning and, where appropriate, behaviour. Progress overall is therefore inadequate.

Pupils' personal development and well-being are generally satisfactory. Pupils know and understand about healthy eating and personal safety and have in some settings been able to make contributions to the community, for example, through designing and building a mini-golf course. Nearly all go on to take courses at the local college.

There is no doubt that individual staff care a great deal for their pupils; they give them good attention and listen well to them. However, pupils are not well enough encouraged to take responsibility for their behaviour and learning, or to participate in decisions about the provision. Risk assessments of pupils on entry to the PRU are not universally carried out, even though some of them arrive with a history of challenging behaviour.

## What the school should do to improve further

- As a matter of urgency, ensure that risk assessments are completed for all pupils entering Area A PRU.
- Review Key Stage 3 provision to ensure that it complies with statutory requirements.
- Devise systems and procedures to measure the success of the PRU, and use the information generated to hold leaders to account and plan for improvement.
- Assess pupils' attainment on entry to the PRU and track their progress to ensure that staff are able to support and challenge appropriately.
- Ensure that all teaching challenges, stimulates and matches individual pupils' needs.

## Achievement and standards

### Grade: 4

Understandably, the academic standards reached by most students are well below the national average because their education for one reason or another has been disrupted. Whilst excluded pupils in Key Stages 1 and 2 make satisfactory progress, progress overall is unsatisfactory. There is a range of reasons for this. Excluded pupils at Key Stage 3 do not receive their educational entitlement.. A high proportion of pupils are excluded for a fixed period of time from the Key Stage 3 provision and this, coupled with attendance which is below the national average in schools, means that they miss too much working time. Except for those pupils at Key Stage 1 and 2, Area A PRU does not assess pupils rigorously when they start this phase of their education and so is unable to set useful long-term targets for their learning. Their progress is not tracked, which means that staff are not able to intervene appropriately if they start to fall behind, and teaching is not always building on what learners already know.

## Personal development and well-being

### Grade: 3

Pupils are happy to be receiving their education through Area A PRU. Their attendance improves and they tell us that they enjoy their education. They have a sound understanding of the importance of a healthy lifestyle and make many healthy and safe choices about themselves. Their spiritual, moral, social and cultural development is satisfactory. Whilst the behaviour of many is good and that of others improving, far too many are behaving in such a way as to be excluded from Chichester PRU. Pupils here, in particular, are not developing independence or the ability to manage their behaviour well. As a result, these pupils are not well prepared for reintegration into mainstream schools. However, most pupils from Area A PRU do go on to do courses at the local college. Pupils educated at the 39 Club do not have opportunities to make a positive contribution to the community but at Chichester PRU they do this well.

## Quality of provision

### Teaching and learning

#### Grade: 4

There is evidence of some good teaching across the Area A PRU. This engages pupils, keeps them on task and promotes learning at an appropriate level for each pupil. However, there is also much that is dull and unexciting, using methods which do not sufficiently engage or challenge pupils. Because assessment of each individual's work and progress is not sharp, teachers are not able to ensure that all learning matches the needs of individuals, and even in small groups, pupils with different abilities are often asked to complete the same activity. Challenging targets are not generally set for pupils and when teachers mark work there is insufficient feedback given to pupils about what they need to work on next in order to improve their work.

### Curriculum and other activities

#### Grade: 3

Area A PRU aims to ensure that individual pupils receive an education in a form that is appropriate to their needs. However, some pupils with medical needs would like to receive more tuition and the provision for excluded pupils at Key Stage 3 falls short of the minimum required. All pupils follow core subjects and other subjects are followed appropriately, except in the Key Stage 1-2 class, where no physical education or outdoor activity is offered beyond a short morning play period. For pupils at Chichester PRU, outdoor education is offered on a weekly basis and is enjoyed by the pupils, who gain important skills through it. Much of the learning here is delivered through cross-curricular themes which engage the interest and enthusiasm of the pupils. Art and drama are both used well to extend skills and social awareness and understanding. These young people recently worked with actors from Chichester Festival Theatre and produced a drama about bullying. This has promoted interest in theatre in some of the pupils, who are now attending a theatre workshop and have been to see plays. A range of options leading to qualifications is open to older pupils at college and at the 39 Club, including GCSEs, NVQs, ASDAN, Preparation for Workplace Learning, and adult literacy and numeracy programmes.

### Care, guidance and support

#### Grade: 4

The care, guidance and support of pupils are satisfactory in some of the settings, but overall they are inadequate. The pupils have trusting relationships with staff and enjoy their time at Area A PRU, many preferring it to attending mainstream school. In some cases this leads them to resist reintegration and therefore slows their progress. The staff are caring and supportive of pupils, most of whom are vulnerable and have complex needs. Pupils respond well to this support and value it; for example, one looked-after pupil commented on how much it meant to him that a teacher came to his Looked-After Review.

Whilst plans are in place to ensure that staff have the necessary skills and expertise to support pupils with learning difficulties and/or disabilities, these have not yet been fully embedded in practice. Educational support and guidance are inadequate because the systems to assess, monitor and track pupils' attainment and progress are not properly in place. Baseline assessments are carried out but these have not yet been developed enough to provide a secure base from which to track pupils' progress. Pupils are not sufficiently involved in setting their own targets. There is a behaviour policy at Chichester PRU and excluded pupils are supported but there is not sufficient emphasis on giving them strategies for managing their own behaviour. The PRU has recognised the need for further individual emotional support for pupils and has recently appointed a school counsellor to provide this. Exclusions, although reducing, remain unacceptably high.

Policies relating to health and safety and safeguarding are in place and child protection training has been provided for staff. Risk assessments are carried out for outdoor activities and work experience but they are not in place in all settings for pupils on entry, some of whom had challenging behaviour in their previous placement.

## **Leadership and management**

### **Grade: 4**

The local authority has not secured effective management of Area A PRU. There are unmanaged inconsistencies in the quality of education received by pupils, and leaders at all levels are not properly held to account. At the moment the head of Area A PRU does not have line management responsibility for several areas of the provision and his monitoring arrangements are not sufficient to ensure that good progress is made by the pupils whom they serve. He is not sufficiently aware of the strengths and weaknesses of any of the different elements of the provision. He does not know precisely what courses all of those on his roll are following and does not monitor either their academic progress or their personal development and well-being. As a consequence, plans for action cannot be properly based on making sure that the PRU serves its pupils well by improving their progress in these areas. Because systems and procedures are not in place, only limited judgements are made at any level about the quality of provision and areas for development, and these lack rigour. For example, some monitoring of teaching has been completed but it is more generous than inspection evidence suggests and lacks clear points for development for individual teachers. Some areas of Area A PRU, such as the Key Stage 1-2 reintegration unit, have very good partnerships with schools, parents and providers' services for pupils, and no settings are less than satisfactory in this respect.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	4

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We were pleased to see you at work and talk to you about your education and aspirations when we visited Area A PRU. A big thank you to those of you who chatted with us, showed us what you are learning, and shared your views. I particularly enjoyed hearing about the DVD you made about bullying, and your thematic work on Pizza.

Whilst we could see that your staff care about you and that you are happy in your various placements, there were a number of things about your PRU as a whole that we were concerned about. These were:

- Leaders do not have a good enough idea of what is working well and what needs to be improved in each of the different settings of the PRU. This means they are not able to plan to improve it very well.
- Not enough is done to make sure that you make good progress in your learning, behaviour and well-being by ensuring that when you arrive you are assessed and then your progress is tracked so that you can be given extra help with something if you are not making as much progress as you should.
- Too much teaching is a bit dull and routine, and some of it is not well matched to your individual learning needs. We have asked the PRU to see if they can make all teaching challenging and stimulating.

In addition, there are some elements of the care that do not meet the government's requirements. As a result of our concerns, we have placed your PRU in special measures. This means that it will be supported to ensure that everything is brought up to scratch and that inspectors will visit regularly to check that progress is being made.