



# Derby City Pupil Referral Unit

## Inspection Report

**Unique Reference Number** 132133  
**LEA** City of Derby LEA  
**Inspection number** 294319  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Mr. David Simpson 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.

<b>Type of school</b>	Special	<b>School address</b>	Peartree House
<b>School category</b>	Pupil referral unit		DE23 8DF
<b>Age range of pupils</b>	7 to 16		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 711380
<b>Number on roll</b>	267	<b>Fax number</b>	01332 711390
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Les Allen
<b>Date of previous inspection</b>	5 July 2004	<b>Headteacher</b>	Mrs. Sue Bradley

Age group	Inspection dates	Inspection number
7 to 16	12 July 2006 - 13 July 2006	294319

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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors of Schools.

## **Description of the school**

Derby City Pupil Referral Unit (PRU) is a complex organisation providing education for 7 to 16 year olds in a wide variety of placements. Mostly provision is through ten 'bases' which cater for pupils who have been excluded from mainstream schools; pupils who are at high risk of being excluded; pupils with social, emotional and behavioural difficulties who are placed in the unit as an alternative to other provision, such as a special school; and pupils who are unable to attend school due to medical reasons. Attainment on admission is lower than the national average. 45 pupils have statements of special educational need. Pupils are predominantly from a White British heritage and almost a quarter are entitled to free school meals which is significantly higher than average. When the unit was inspected in July 2004, it was judged to require special measures.

## **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, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. When the unit was inspected in July 2004, too few of the pupils in Key Stages 3 and 4 were receiving their entitlement to a taught week and some of the accommodation used by the unit were of an unacceptable quality. The attainment of pupils was inadequate. The leadership and management of the unit were ineffective in addressing these weaknesses. Over the last two years these issues have been systematically and effectively addressed and the PRU now provides satisfactory value for money. Attainment, attendance and the numbers of pupils who receive full time provision have all improved significantly. More pupils are reintegrated into mainstream education or suitable alternative provision. Its overall effectiveness is now satisfactory. The PRU is committed to getting pupils to re-engage with learning. As a result of the care, tenacity and understanding of the adults who work at the PRU, pupils generally respond well to the opportunities they are given and make satisfactory progress. Their personal development is satisfactory and the social and emotional development of many is significant. The PRU works well with other schools and agencies to promote learners' well-being. Teaching is most effective when pupils appreciate the purpose of their work and are actively involved in their learning. However, teaching does not always sufficiently focus upon addressing the specific needs of individual pupils. The curriculum is satisfactory overall with many strengths, such as provision at the Key Stage 2 and hospital bases. However at Key Stage 4 provision is spread over too many bases to efficiently and effectively meet the needs of pupils. The headteacher provides good leadership and is determined to get the best possible education for the pupils at the PRU. The management committee plays a good role in challenging both the PRU and the local authority. Leaders have a clear sense of the most appropriate priorities for improvement. Monitoring and evaluation of aspects of the PRU's work are now more systematic but need refinement and consolidation. Subject leaders are beginning to take greater responsibility for standards but the role is currently under-developed. Appointments to senior management posts over the past two years have improved the PRU's performance and provided it with the capacity to make good improvement in the future.

### **What the school should do to improve further**

- Improve the progress pupils make by: ensuring that teaching is well matched to the needs of individual pupils.
- Enhancing procedures to monitor and evaluate the PRU's work developing the role of subject leaders.
- Improving the quality of the bases used for pupils in Years 10 and 11 to better meet their curriculum needs.

## **Achievement and standards**

### **Grade: 3**

The pupils' levels of attainment are adversely affected by their social, emotional, behavioural or other learning difficulties, as well as a history of poor attendance in many cases. Consequently in lessons most pupils are working well below the standards expected of their age. Nevertheless they are making satisfactory progress. National test and examination results for 2005 varied widely with the best attainment at Key Stage 2 and the poorest at Key Stage 3. In Key Stage 2 National Curriculum tests just under half of the pupils attained the level expected for their age. At Key Stage 3, only a tenth of pupils reached the expected level for their age in English, mathematics and science and over a third were absent from the tests or were not entered. Too few pupils had progressed by at least one level over the previous three years. Impressively nearly a third of pupils in Year 11 attained at least one GCSE, one achieved a grade C in English, two in ICT and three in home economics. However, over a quarter left their compulsory schooling without any qualifications. In 2006 a much higher proportion of pupils have attended Key Stage 3 tests and provisional test results indicate that pupils have made better progress, particularly in mathematics. Similarly the number of entries for GCSE examination has risen significantly. It is anticipated that nine out of ten pupils will leave Year 11 with accreditation. The PRU has begun to set challenging targets for its pupils which not only take account of the pupils' prior attainment but also their aptitudes and abilities. Impressively the majority of pupils are exceeding these targets.

## **Personal development and well-being**

### **Grade: 3**

The pupils' personal development and well-being is satisfactory and good in some aspects. Many have a history of high absence and the PRU has worked hard to significantly improve rates of attendance. Despite some volatile behaviour, occasional outbursts, and the fear of failure, those pupils who do attend the PRU seek to engage constructively with their education and usually work co-operatively with one another and with adults. Their attitudes to learning are positive. As a result of the hard work of the PRU, their social and emotional development is good. They are often given the opportunity to reflect on their attitudes and how their conduct affects others. Cultural development is satisfactory and is particularly supported by the work they do in English and the arts, for example, reflecting on celebrations in different cultures. The pupils do not however have sufficient opportunity to reflect on their spiritual development. The PRU helps pupils to adopt healthy lifestyles by allocating appropriate time for physical education and promoting recreational games, such as lunchtime football. Additionally pupils have access to water in lessons. Pupils adopt safe practices, for example in a Key Stage 2 lesson where pupils sensibly used hacksaws and hand drills. Pupils make a positive contribution through their involvement in a 'buddy reading' scheme with local primary schools and fund raising for good causes, for example to support an orphanage in Honduras. However, pupils have too few opportunities to contribute to the improvement of the PRU. Through an extensive range of work based

learning and work experience opportunities pupils are adequately prepared for the world of work. A good lesson where the pupils were preparing their curriculum vitae resulted in some very honest evaluation of their personal qualities and strengths.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The best teaching arises where pupils are challenged, the purpose of their learning is clear and they are productively involved throughout. Teachers state what it is they want the pupils to learn at the outset. Consequently pupils understand the purpose of their work and respond positively. The high proportion of adults to learners in most lessons contributes to good relationships which encourages pupils to make at least satisfactory progress. Questioning is effective in requiring pupils to justify their ideas and opinions, appropriate technical vocabulary is used by adults and pupils. There are clear references to GCSE or National Curriculum criteria which help pupils understand the level they are performing at and what they need to do to improve. Lessons are less successful where they lack pace and rely too heavily on the adults to do the work. Pupils are not sufficiently engaged in evaluating their own work and the work of others in their class. The PRU has correctly identified the need to increase opportunities for pupils to reflect on their learning, particularly at the end of lessons. Planning does not always address the needs and capabilities of individual pupils, for example by tackling weaknesses in literacy or numeracy.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall. An appropriate range of subjects and qualifications are offered to engage pupils and to meet their educational needs. Provision at the Key Stage 2 and hospital bases is good and, for example sensory equipment for pupils in Years 3 to 6 is used effectively to reduce stress and calm the anxieties of pupils with complex emotional and behavioural needs. The Key Stage 3 curriculum has been strengthened through the introduction of options which help pupils to take responsibility for their learning and participate in a stimulating range of arts activities, such as film making. The curriculum at Key Stage 4 is wide and varied and incorporates a significant number of partnerships with other agencies. A strength is the work related learning opportunities offered to pupils which improve their social skills and help them to appreciate the importance of their education. The quality of the main bases used for pupils in Years 10 and 11 has improved since the last inspection but remains too variable. However, Key Stage 4 provision is spread too widely to enable the PRU to ensure that all pupils are equally well catered for. Pupils in all Key Stages have benefited from participation in residential visits to the Peak District and France. However, there are too few opportunities for pupils to regularly participate in extra-curricular activities.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory with good features. It is made more effective by the good work of the PRU with other agencies, including Connexions. Consequently, impressively nearly half of pupils leaving Year 11 this summer have identified routes into further education. The PRU has established increasingly effective relationships with schools and other local providers of education to support pupils' reintegration into appropriate provision. For example, staff from the PRU attend the first day of term at the local college to help pupils establish themselves and ensure that their educational needs are understood. The welfare of the pupils is at the heart of the work of the adults at the PRU. Rigorous procedures are in place to ensure their safety. The management of behaviour varies and this causes occasional arguments but overall adults make a concerted contribution to raising the self-esteem of pupils and giving them the confidence to learn. Achievement is regularly celebrated, for example, displays at the Key Stage 2 base paid tribute to the work of pupils arising from a recent residential to the Peak District. Reports to parents and carers are adequate and the PRU is rightly planning to add academic targets and the pupils' progress towards them in the near future.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory with good features. The headteacher has led the PRU with ambition and a determination that it should make a significant contribution to the quality of education throughout the city. She has a clear sense of the priorities for future improvement and an increasing appreciation of the importance of monitoring and evaluation to ensure that the PRU continues to improve and any shortcomings are quickly addressed. Monitoring and evaluation procedures are quite recent and still require some development in order to demonstrate the impact over time of the PRU's work, for example, by tracking pupil progress. The role of subject leaders has been correctly identified as an area for development. A programme of subject meetings has been established to improve team work across the PRU bases and there are clear expectations that subject leaders will be more accountable for achievement, attainment and teaching next year. The management committee has played a significant role in improving the premises available to the PRU, is increasingly analytical in challenging the PRU's work and provides a useful forum for different agencies to meet, collaborate and support the PRU.

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## Inspection judgements

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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 making me feel so welcome during my visit. As you know I have been regularly visiting your unit because when it was last inspected, it wasn't giving you the kind of education you needed. I am pleased that things are now much improved. You've often had a difficult time at school before joining the unit. The adults who work at the unit are determined that you will be positive about your learning and care about your individual welfare. They help you to attain qualifications and prepare you for the next steps in your education, employment or training. Your residential visits to the Peak District and France have given you extra opportunities to broaden your experiences. Still there are some things which can be done to make your time at the unit better and your headteacher is determined to address them: - Make sure lessons are planned to teach each of you exactly what you need to learn next - Share the monitoring of your progress across subjects and regularly make sure you are doing well - Make sure that subject leaders further improve the quality of teaching and your learning - Improve the quality of the bases for those of you in Years 10 and 11 Thank you again for being so helpful.