

ETHOS Primary Pupil Referral Unit

Inspection report

Unique Reference Number	133673
Local Authority	Kirklees
Inspection number	316188
Inspection dates	16–17 June 2008
Reporting inspector	Kath Halifax

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 on roll	
School	82
Appropriate authority	The governing body
Chair	Mr Dennis Shields
Headteacher	Mr Ritch Barras
Date of previous school inspection	16 May 2006
School address	Kess Centre Off Rawthorpe Terrace Rawthorpe Huddersfield West Yorkshire HD5 9NY
Telephone number	01484 226500
Fax number	01484 226515

Age group	5–11
Inspection dates	16–17 June 2008
Inspection number	316188

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The unit provides education for pupils in Kirklees who for a wide range of reasons are not in school. Pupils who are anxious non-attenders, pregnant schoolgirls and schoolgirl mothers are taught at the Kess Centre. Those with medical needs, those who have been excluded, and those with behavioural, emotional and social needs are taught in a range of settings including their own homes, hospitals, and libraries. The majority have learning difficulties and/or disabilities with 16 having a statement to meet their special needs. Most pupils are White and British. A few are in the care of the local authority. When they first join the unit, pupils' standards are below those expected because many have spent long periods out of school and have a negative attitude to education. The unit has gained the Healthy Schools Award and the Becta ICT mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good unit that provides good value for money. Parents greatly appreciate what has been done for their child and make comments such as, 'My daughter feels able to be herself in the school environment', or, 'it is a miracle to see him settle down and go to school'. In addition to enabling pupils to achieve academic qualifications, the unit is very successful in returning pupils to mainstream education and in its work with pupils educated at home. However, changes recently made by hospital authorities, have reduced the facilities provided for teachers who work with pupils who are in-patients at two local hospitals. Teachers no longer have a teaching base in either. While in-patient pupils receive good quality teaching and guidance from the unit staff, they now have to be taught at their bedside. This limits what they can be offered. In addition, systems for referral have been altered so that possibly, some patients could be overlooked, especially those being nursed on adult wards or who have been moved from a general hospital to a specialist or regional hospital.

Good, strong leadership by the management team has enabled the unit to make considerable strides since the last inspection. It makes effective use of its resources and has good capacity to continue to improve. The management committee is being reorganised to meet the new requirements for governance. It is supportive of the unit and carries out its present duties satisfactorily. The excellent example set by the leadership team has reinvigorated the staff. They are optimistic and willing workers. Their positive attitudes have led to significant and continuing improvements in teaching and learning.

Achievement is good. As a result of good teaching, pupils who attend regularly make good, and often very good, progress from their low starting points. When they leave, pupils' standards are broadly average. They increasingly achieve a wide range of academic qualifications, which prepares them well for life after school. Pupils, who previously had few career aspirations, now go on to further education, employment or training. However, there are still too few opportunities to work towards vocational qualifications. Teachers' tracking of pupils' progress and recording of their achievement is satisfactory overall. The most effective records detail pupils' gains in knowledge and skills. However, a few are too limited in their scope. Similarly, targets in individual learning programmes generally contribute to progress, but a few are not sufficiently focused or easily measurable.

The curriculum is good with outstanding strengths in electronic learning both on and off-site, an area in which the unit is leading the local authority. Many imaginative opportunities lead to pupils enjoying learning, often for the first time in their young lives. The programme for physical activities has been extended enabling pupils to lead a healthier lifestyle. Pupils' personal development is good. They make good gains because of the good arrangements for their spiritual, moral, social and cultural development. The unit provides good care, support and guidance. Safeguarding procedures fully meet current requirements. An outstanding feature is the trusting, respectful relationships between staff and pupils. This has resulted in raised confidence and an 'I can do it' attitude to learning. Attendance is satisfactory. The unit works hard to promote good attendance. In many cases it is very successful with some pupils achieving 100% attendance. There are, however, a handful who do not attend and who are frequently difficult to trace. The majority of pupils are proud of how far they have come since joining the unit. They cite, for example, the huge sense of achievement they experience when travelling to the unit using public transport, having initially been afraid to leave their home.

What the school should do to improve further

- Work with the local authority, and the relevant Primary Care Trusts to ensure that pupils who are hospital in-patients receive the full range of educational opportunities to which they are entitled.
- Ensure that all records of pupils' progress clearly detail their gains in knowledge and skills and that learning targets in all individual education plans are relevant, specific, and measurable.
- Extend the range of accredited courses to include more vocational qualifications.

Achievement and standards

Grade: 2

Standards and achievement have improved since the last inspection. Pupils now all leave with recognised qualifications in English, mathematics, and information and communication technology. Higher attaining pupils achieve passes in up to seven subjects in GCSE examinations with a significant number attaining grades A* to C. Taking account of prior attainment, pupils who learn more slowly achieve equally well gaining unit awards from the Awards Qualifications Alliance (AQA). There are no significant differences in achievement between boys and girls or between the White majority and pupils from minority ethnic groups. The unit has taken successful steps to boost pupils' literacy and numeracy skills. This improves their chances of success in later life.

Personal development and well-being

Grade: 2

Pupils are well behaved and courteous. They say they are surprised by how much they enjoy attending the unit and how they have changed over a short time. Following the very good example set by adults, pupils begin to form friendships and come to terms with their problems. As they experience success, they grow more confident undertaking increasingly challenging activities such as going out into the community, using public transport and taking part in residential sessions. The good provision for their social development is evidenced in pupils' confident demeanour and in their changed attitude to learning. From being overwhelmed by their own difficulties, they acquire a determination to succeed in examinations and begin to consider the needs of others. Through activities such as 'Thought for the week', pupils reflect on major issues, become aware of things that are important to them, and acquire an appreciation of diversity. In addition to raising generous amounts for charity, pupils make a contribution to the local community through, for example, peer mentoring at the University of the First Age and a recycling week.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because the quality of teaching is good and has improved appreciably since the last inspection. There are some excellent lessons. Teachers are skilled at matching tasks to pupils' learning styles and capabilities. Support staff and teachers form effective teams. They expertly promote learning through both individual and small group work. All have very high expectations of their pupils and require them to behave well and produce good work. Assessment

is undertaken conscientiously, but in a few cases, teachers' records do not show pupils' progress as clearly as they should. This, in turn, leads to the setting of targets in pupils' individual learning plans that are too vague to be useful in guiding their progress.

Curriculum and other activities

Grade: 2

The curriculum is well matched to individual needs and this helps to promote pupils' enjoyment and progress. The emphasis placed on English and mathematics contributes to raising standards and achievement in all other subjects. Work towards the Healthy Schools Award has given pupils a good understanding of keeping safe and healthy. Pupils say they particularly enjoy the wide range of physical activities that they are able to follow. Major refurbishment and building work have resulted in much improved facilities for practical science that have led to enhanced achievement. The careers and life skills education courses contribute considerably to pupils' personal development, though leaders recognise more needs to be done in providing vocational courses and giving pupils experience of the world of work. Several initiatives are in place to enrich the curriculum including international language days and an ambitious creative arts programme.

Care, guidance and support

Grade: 2

Staff know their pupils well and have forged excellent links with other professionals to provide day-to-day support for pupils with mental health needs, for young offenders, and for any pupil experiencing personal difficulties. The unit is vigilant in ensuring that its policy for child protection is adhered to at all times. Suitable procedures are in place to guarantee the health and safety of adults and pupils. Pupils receive good advice about their future options. Programmes to reintegrate pupils returning to their home-school are well thought out and tailored to individual needs. Actions to support the transfer of anxious and phobic pupils to further education or training are sensitive and realistic.

Leadership and management

Grade: 2

The headteacher has built up a dynamic leadership team that, under his clear direction, is bringing about rapid improvement to the unit and to the out-of-school services it offers. Visionary work that has developed electronic learning has massively improved home tuition as well as extending the range of examination courses offered. Successful curriculum teams have been established, with the link teachers for each subject receiving good support and guidance from management. Systems for monitoring the unit's effectiveness are fully embedded in its practices. The management committee is reorganising to meet the new requirements for governance. Many of its members are professionals who provide useful support for the unit. There are good links with other services that support pupils and their families. However, links with the hospitals are not as good and this has led to them making changes that have lessened the effectiveness of the teaching the unit can offer to pupils who are in-patients.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of ETHOS Primary Pupil Referral Unit, Huddersfield, HD5 9NY

As you know, two inspectors recently spent a short time looking at the work of ETHOS. Thank you for taking time to talk to us and for helping us with our work. We very much enjoyed our short time with you. The unit gives you a good education, these are some the areas that are particularly successful.

- Good systems are in place to help pupils who attend for a few weeks return to their own school.
- Good teaching helps you make good progress and achieve good qualifications.
- Work with other professionals such as midwives, education welfare officers, the Connexions advisor, the Youth Offending Team and support from the Childhood and Adolescent Mental Health Service make a significant contribution to your well-being.
- You make very good improvement in your attitude to learning and your attendance.
- The leadership team work very well with the headteacher to make sure the unit continues to improve at a good rate.

These are the things we feel the Unit should do to be become even better:

- make sure that pupils in hospital get all the educational opportunities to which they are entitled
- make sure that records of your progress always show the gains you have made and that the targets set for you in your individual learning plans are right for you
- make more practical and vocational courses available to you.

We are sure you will continue to do all you can to help your teachers. We wish you well for the future.