

# PRU for Medical Needs

Inspection report

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<b>Unique Reference Number</b>	134596
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	316266
<b>Inspection date</b>	3 July 2008
<b>Reporting inspector</b>	David Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5-18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	25
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Carol McGill
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	The Priory Centre Priory Road Hull HU5 5RU
<b>Telephone number</b>	01482 616645
<b>Fax number</b>	01482 616648

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The pupil referral unit (PRU) provides education for pupils who, for medical reasons, are unable to be educated in school. The provision comprises four units: the West End Children's Unit and the West End Adolescent Unit, both for pupils with psychiatric difficulties; a classroom at Hull Royal Infirmary; and a Tuition Centre at the Priory Centre. At the time of the previous inspection, the PRU was not designated for sixth form students and none was on roll during this inspection. The nature of the provision means that the numbers being taught in the PRUs can change rapidly and most are short-term placements. At the time of the inspection, boys outnumbered girls. The vast majority of pupils are White British. Four pupils have a statement of special educational need and, in addition, three pupils have learning difficulties and/or disabilities. A small number of the pupils are looked after by the local authority. The provision is subject to reorganisation proposals and an acting headteacher is managing the PRU.

## 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 PRU with some outstanding features. The leadership and management of the acting headteacher and heads of centre are good and this has ensured that there have been effective improvements since the last inspection. The governors have a wide range of skills which contribute to the PRU's good capacity to improve. Self-review is accurate and identifies appropriate areas for development. However, the criteria for measuring improvement are not linked to the impact on pupils' achievement.

Pupils' achievement is good. They make good progress in English, mathematics and science. They now make good progress in information and communication technology (ICT), which is a strong improvement since the previous inspection. Despite their medical conditions, most pupils make good progress towards challenging targets. Pupils particularly enjoy practical and creative activities, such as art and design, music and photography.

Pupils' personal development and well-being are outstanding. They make good progress in the adoption of healthy lifestyles, which is a crucial development for many of the pupils. Their attitudes are excellent and pupils feel safe as they develop outstanding relationships with each other and staff. They thoroughly enjoy their education and attend whenever possible. Parents are particularly pleased by the way that the staff work so well together to improve pupils' self-esteem.

Teaching and learning are good and, as a result, pupils achieve well. Teaching is brisk and has high expectations that motivate pupils to make good progress. The good use of assessment provides effective planning for one-to-one support. However, there are weaknesses in the planning of group activities which mean, for example, that tasks are too difficult for some individual pupils. The good curriculum has been helped by improvements to the accommodation. Staff work hard to ensure that the learning of pupils who are only in the centres for a few days concentrate on work they would have been doing in their own school. Staff ensure that pupils share in setting their targets, and are aware of their current performance and how to improve their learning. The enrichment of the curriculum is a particular strength in the PRU and this helps to motivate pupils. The excellent links with other professionals are a major factor in helping to provide pupils with outstanding care, guidance and support. However, opportunities are lost, for example, to share training with mainstream schools to ensure that staff are totally up to date with current developments.

### What the school should do to improve further

- Ensure that the planning for group activities is more carefully tailored to meet pupils' individual learning needs.
- Take every opportunity to use the strong links with mainstream schools to help keep staff up to date with current developments in education.
- Ensure that the PRU development priorities are sharply focused on improving pupils' achievement.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and most, despite their medical conditions, make good progress towards challenging targets. Due to the marked variation in pupils' learning needs, and the

impact of the longer term medical conditions, it is inappropriate to compare with national expectations for pupils in mainstream schools. Pupils in Years 1 to 6 at the children's centre make good progress in the core subjects: English, mathematics and science. In particular, they are skilled in the use of ICT to boost their progress. Most of the pupils in the adolescent centre make good progress and many meet their predicted grades in their national tests at the end of Year 9 and examinations in Year 11. Pupils in the hospital classroom make good progress and most do not fall behind their peers in mainstream. Also, most of the pupils in the tuition centre make good progress in the core subjects and a few make particularly good progress. There is no evidence to suggest that groups of pupils, for example those looked after by the local authority, make less progress than their peers in the PRU. Learning is made relevant to everyday life which prepares pupils well for the next stage of their education. Pupils' artwork is a particular strength and helps to create an attractive learning environment.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Spiritual, moral and social development is excellent, and cultural development is good. The PRU has Healthy Schools' status, which reflects the good success in promoting healthy lifestyles for the pupils. The pupils in the West End Units make good use of the facilities to increase their level of physical activity. Pupils' attitudes are excellent and, as a result, their behaviour is outstanding. For example, pupils in the children's centre thoroughly enjoy each other's company and take a full and active part in shared activities. Pupils in all of the units show very high levels of respect for each other and the staff. They make a good contribution to the community and take pride in their surroundings. Pupils are also keenly involved in a wide range of fund raising activities. It is excellent that pupils are given every opportunity to get on with their learning, to make sure that they do not fall behind with their school work. Alterations in the accommodation have now made it possible to wheel beds into the classroom for pupils to continue with their studies.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Typically, teaching is enthusiastic which, despite their medical conditions, motivates pupils to learn. The staff work well as a team, and have excellent links with other professionals; this helps them to get to know the pupils very quickly. Consequently, individual support for pupils' learning is strong. The learning needs of pupils with learning difficulties and/or disabilities are met by the use of a good range of teaching strategies. The good use of assessment means that learning is carefully focused on challenging targets. Relationships are excellent and this provides pupils with the confidence to ask questions and learn from their mistakes, or ask if they do not understand the tasks. The staff teams in all of the units ensure that they create a calm, purposeful and attractive learning environment to help engage pupils in their learning. Information and communication technology (ICT) is used well to help motivate the pupils, which is a good improvement since the last inspection. Planning for group activities has some limitations as there is not always enough focus on the learning needs of individual pupils. This slows down progress, which is therefore good, rather than outstanding.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and provides pupils with an enjoyable education. Displays in all of the units are used effectively to celebrate pupils' learning. English, mathematics, science and ICT are the central elements of the curriculum to ensure that pupils are well prepared for their return to their own schools. The staff team have good expertise and can access additional support to cover a wide range of other subjects. This ensures that coursework or preparation for national tests is continued. However, insufficient use is made of the strong links with mainstream schools to help staff keep totally up-to-date with current developments in education. Pupils who stay at the PRU for longer have a broad and balanced curriculum that is tailored to meet their needs. Older pupils in the adolescent centre have access to work placements which helps prepare them very well for the next stage of their education. The enrichment of the curriculum in all of the centres is particularly good and this helps to motivate pupils. For example, pupils in the adolescent centre have strong links with a local theatre and a visiting musician extends their learning. Whilst in the hospital classroom the introduction of photography has been a major success. The outdoor play facilities at the children's centre provide good opportunities to extend pupils' confidence and social skills.

## **Care, guidance and support**

### **Grade: 1**

Pupils receive outstanding care, guidance and support. As a result, the centres have considerable success in helping pupils to make good progress during challenging times in their lives. Arrangements for the safeguarding of pupils are robust with, for example, rigorous risk assessment prior to taking pupils on educational visits. The staff have excellent links with a wide range of other professionals that help to promote pupils' excellent personal development. For example, the educational staff in the west end centres work extremely well with the health staff who manage the residential facilities. It is very good that the pupils are encouraged to be involved in setting their targets and are aware of the current level of their work. The constructive marking of pupils' work ensures that they are aware of how to improve. Parents are very supportive of the centres and, typically, one commented that 'my child has come on leaps and bounds and really enjoys the atmosphere in the centre'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The acting headteacher has used her good level of experience to provide clear leadership whilst reorganisation proposals are being considered. She has been provided with strong support from the heads of each of the centres to help ensure that pupils make good progress towards challenging targets. This has made it possible for the PRU to make good headway since the last inspection. For example, staff have been trained in the management of challenging behaviour and are now more confident in this aspect of their work. Members of the newly formed management committee have a good range of relevant expertise. Therefore, they are able to make a good contribution to the leadership of the PRU. Consequently, the PRU has a good capacity for further improvement. Self-review is accurate and helps to identify the strengths and weaknesses in the provision. However, improvement plans do not have clear means of measuring the impact of developments on pupils' achievement.

The responses from parents are very supportive. They are particularly impressed by the excellent relationships that the staff develop with the children. The PRU provides good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

### 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?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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

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

4 July 2008

Dear Pupils

Inspection of PRU for Medical Needs, Kingston-upon-Hull, HU5 5RU

I thoroughly enjoyed my inspection of your centres. Thank you for making me feel so welcome. Many of you spend little time in the centres but you settle in quickly and get on with your work. Those of you that spend longer in a centre clearly enjoy your time there.

The four centres all contribute to the good PRU. You make good progress in your learning because of the good teaching. This is particularly the case when you have one-to-one tuition. You make excellent progress in your personal development and play a major part in creating such calm and attractive classrooms. With your help, the PRU did very well to become a National Healthy School. The senior staff and management committee run the PRU well and make sure it keeps improving. The staff team have excellent links with other professionals and this helps to make sure that you are happy, safe and busy during your time there.

Even a good PRU can improve and I have three suggestions to make. I have asked the staff to ensure that when you have group lessons the work is neither too easy nor too difficult for any of you. Also, it is important for all staff to have links with staff in mainstream schools so that they are fully up to date with current developments. Finally, the staff need to ensure that, when they plan for improvements, they link it to the progress you make in your learning. You can help by continuing to work hard.

All the very best for the future

David Smith

Lead inspector