

Park Primary Pupil Referral Unit

Inspection report

Unique Reference Number	133410
Local Authority	Bradford
Inspection number	328702
Inspection date	16 September 2008
Reporting inspector	Christine Emerson

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	Boys
Number on roll	
School (total)	25
Appropriate authority	The governing body
Chair	Mr Tim Ensor
Headteacher	Mrs Hilary Beards
Date of previous school inspection	19 January 2006
School address	Avenue Road West Bowling Bradford West Yorkshire BD5 8DB
Telephone number	01274 735298
Fax number	01274 733795

Age group	5–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The Park Primary Pupil Referral Unit (PRU) is a 36-place unit which serves the whole of the Bradford Metropolitan district. It caters for boys or girls who have been permanently excluded or are at risk of permanent exclusion. Most have a statement of special educational need for behavioural, emotional and social difficulties. The nature of learners' difficulties means they are working below national standards. During the last school year, 45 pupils accessed the provision with 17 pupils reintegrating back into mainstream schools. The unit includes a long-stay class for pupils with more complex difficulties. The great majority of pupils are boys who are White British, however, a small number are from Asian backgrounds. All speak English as their main language. A few pupils are looked after by the local authority. The unit is managed by the executive headteacher and governors of Carrwood Primary School under a five-year service level agreement drawn up with the local authority in 2006.

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 pupil referral unit that provides outstanding care, guidance and support for its pupils. As a result of the high aspirations and outstanding leadership of the executive headteacher, it is improving at a rapid rate. It provides a nurturing and calm environment where pupils make good progress in improving their behaviour and developing positive attitudes to learning. It is successful in returning pupils to mainstream schools.

The previous education of most pupils has been disrupted because of their social, emotional and behavioural difficulties. Effective teaching ensures pupils achieve well. The strong systems for assessing pupils and tracking their progress demonstrate clearly the good progress they make. The small number of girls and pupils from ethnic minority groups make as good progress as other pupils. Because the additional needs of the pupils in the long-stay class are well met, these pupils are settled and achieve well in their learning and behavioural targets.

Pupils say that they really enjoy coming to the unit. Effective procedures promote attendance which is now good and significantly improved since the previous inspection. Teaching is good. Pupils respond well because they have very good relationships with staff and are given skilled and sensitive individual support. In the best practice teachers use information they gain from assessment to match work to the capabilities of their pupils. However, in a minority of cases this is not done to the fullest possible extent. Any incidents of challenging behaviour are managed confidently so that lessons are not disrupted. The curriculum is good. Pupils are keen to participate in exciting events such as chess tournaments and martial arts lessons. These opportunities strongly support pupils' social and personal development. The key skills of literacy, numeracy and information and communication technology (ICT) are developed well.

There are high expectations of pupils' behaviour with many exceeding the ambitious but realistic targets set for them. Staff provide good role models and are very effective in teaching pupils to distinguish right from wrong. Community cohesion is well promoted and pupils are prepared for life in a culturally diverse society. Their spiritual, moral, social and cultural development is good overall. Pupils behave safely and say that there is very little bullying. They make good progress in understanding the importance of healthy lifestyles. Through taking on small responsibilities and participating in the active school council pupils make a good contribution to the school community. Pupils are given the confidence to develop well and thrive as learners by outstanding care, guidance and support. Links with parents are good and there are excellent partnerships with a wide variety of outside agencies that strongly promote reintegration and ensure the welfare of the most vulnerable pupils.

Leadership and management are good overall. The executive headteacher and assistant headteacher work very effectively together. The leadership has an accurate view of how well the unit is doing. Safeguarding procedures are robust, regularly reviewed and meet current requirements. The unit has improved very well since the previous inspection and has a good capacity to improve further. It provides good value for money. Governance is satisfactory. While governors are supportive of the unit, their role in monitoring is underdeveloped. Consequently, they are not yet able to challenge the decisions of the leadership team as well as they might.

What the school should do to improve further

- Ensure that work set in lessons is always well matched to the learning levels of individual pupils.

- Ensure that the governing body monitors the work of the unit more closely.

Achievement and standards

Grade: 2

Pupils respond well to the unit's high expectations of behaviour and to strategies to encourage them to take responsibility for their own learning. Consequently, pupils make good progress and achieve well against the challenging targets which are set. This is shown clearly by the good tracking systems which are in place. The need to raise standards in writing identified at the previous inspection has been addressed. Pupils now enjoy writing and are making good progress. Achievement in personal, social, health and citizenship education (PSHCE) is strong because it is promoted effectively throughout the school day. This prepares pupils well for a return to mainstream schools and the number of pupils returning successfully is rising.

Personal development and well-being

Grade: 2

Most pupils significantly improve on their previous attendance records and attendance is good. This is because of well developed procedures to improve attendance and because pupils enjoy the lessons and social opportunities that the unit provides. Systems for managing behaviour have developed well since the previous inspection. Consistent strategies are used effectively by all staff. Consequently, pupils behave well in lessons and during less structured activities such as playtimes. They develop positive attitudes to learning which are recognised and valued by their parents. Pupils make good progress in developing essential social skills such as sharing equipment and taking turns. Pupils say that they feel safe and can join in fully with all activities. Although the number of exclusions rose as pupils adjusted to the revised behaviour policy it has now fallen back again. The unit prepares pupils well to appreciate the rich cultural mix of Bradford. Pupils learn successfully to show respect for themselves and for others.

Quality of provision

Teaching and learning

Grade: 2

Teachers and support staff have very good relationships with pupils and know them well. They are very skilled at providing sensitive support and encouraging pupils' efforts. This keeps pupils motivated and enables them to make good progress. Good feedback to pupils and high expectations of learning and behaviour ensure that pupils know exactly what is expected of them and try hard. Lessons are lively and include a good variety of practical activities which enable pupils to get involved. This enthuses the pupils and they respond well. Pupils particularly enjoy opportunities to use the interactive whiteboards and teachers build on this effectively to improve pupils' literacy skills. Teachers' marking celebrates pupils' efforts and shows them how to improve their work further. This supports pupils' learning well. All pupils are assessed regularly and have challenging targets for learning. However, in a minority of cases, information gained from assessment is not always used to full effect to adapt work so that it is at exactly the right level for individual pupils.

Curriculum and other activities

Grade: 2

The curriculum strongly emphasises and promotes personal and social development. It fully meets the requirements for a pupil referral unit. The curriculum includes the elements taught in a mainstream primary school. For example, staff have been trained in the new national initiatives to promote literacy and numeracy. The strong links with Carrwood Primary School enable the unit to draw on a wider staff base. This increases the breadth of the curriculum. The unit has invested heavily in good quality resources and the accommodation has been much improved. This enriches the curriculum. For example, pupils with complex needs benefit from spending time in the sensory 'chill out' room. Pupils are involved well in adapting the curriculum so that it is interesting and personalised. This includes helping to choose what topics they will study. The organisation of the class groups with a dedicated 'reintegration' class is effective in promoting pupils' successful inclusion into mainstream schools.

Care, guidance and support

Grade: 1

The staff team has created an extremely caring environment where every pupil is valued and nurtured. Pupils say that there is always someone to turn to if they have a problem. Systems to ensure pupils' health and safety, including child protection procedures and the safe recruitment of staff, are robust. Excellent links with a variety of agencies ensure that particularly vulnerable pupils, such as pupils who are looked after by the local authority, are supported very well. Successful transition into other settings is supported very effectively by strong transition planning. Behavioural programmes and individual reward systems are very effective in improving pupils' behaviour. Procedures to involve pupils in setting and evaluating their own targets for behaviour and learning are good and improving. The focus on frequent positive feedback, which permeates the unit, raises pupils' self-confidence and enables them to know exactly how well they are doing.

Leadership and management

Grade: 2

The executive headteacher provides outstanding leadership and maximises the benefits for the unit of being under the umbrella of a successful primary school. She has been instrumental in driving the comprehensive and rapid improvements. The assistant headteacher provides strong support and is effective in ensuring that all new systems are properly implemented. The unit is aspirational in its clearly stated aim to create a centre of excellence for behaviour. Development planning is very strong and the leadership team is highly successful in setting challenging targets to drive up standards and improve pupils' behaviour. The budget is effectively deployed to update and improve resources continually and to match levels of staffing exactly to the number and additional needs of the pupils. The governing body of Carrwood includes members with expertise in working with pupils with behavioural, social and emotional difficulties. Governors have confidence in the leadership but they recognise that their own monitoring of the unit's performance is presently insufficient and that they need to develop ways of doing this more thoroughly so that they can properly hold the unit to account.

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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 ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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 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

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	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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 Park Primary Pupil Referral Unit, Bradford, BD5 8DB

Thank you for welcoming me to the unit. I enjoyed finding out about the things you are doing and talking to you. It was very useful to know what you think about the unit.

There are a number of things that make your unit good. These include:

- the good progress you make in improving your attitudes and behaviour so that many of you transfer successfully to mainstream
- the very good individual support you are given in lessons that enables you to make good progress with your work
- the excellent links with outside agencies, which support your personal development very well
- all the fun things you do, such as chess matches and martial arts
- the work of your headteacher and all the staff who do their best to make the unit as good as they can for you.

I have asked your headteacher and governors to improve a few things to make the unit even better. These are:

- to make sure that all the work you are given is at just the right level for each of you
- to help the governors to get a better understanding of what happens in the unit and how well you are getting on.

I hope you carry on enjoying what you are doing and continue to help the staff all you can.