

# BAU PRU at Berkshire Adolescent Psychiatric Unit

## Inspection report

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<b>Unique Reference Number</b>	128088
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	341005
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Melvyn Blackband

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>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	8
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Devereux
<b>Headteacher</b>	Mrs Sally Marsden
<b>Date of previous school inspection</b>	20 November 2006
<b>School address</b>	Wokingham Hospital Wokingham RG41 2RE
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## Introduction

This inspection was carried out by one additional inspector. A third of the time was spent observing lessons and three teachers were observed. Telephone discussions were held with a number of parents and carers, and meetings were held with teachers and members of the management committee. The inspector observed the school's work, and looked at a range of documents, including four parents' questionnaires, eight students' questionnaires and four staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement and progress of all students from their starting points
- the quality of assessment procedures and how effectively this translates into effective planning and target setting
- the extent to which the unit can demonstrate that outcomes for students in their personal development are 'outstanding'
- how effectively leaders and the management committee monitor and evaluate strategies to improve on the students' performance.

## Information about the school

The centre, which is based within Wokingham Hospital, provides the educational component of the hospital's psychiatric provision. The centre provides for students with a wide range of educational needs and a variety of severe and complex mental health difficulties which mean they are unable to cope with the demands of mainstream schooling. Students, on average, spend 40 days at the centre but this can vary depending on the severity of their illness. While in the centre, students follow a therapeutic timetable organised by the hospital and also attend lessons in the education unit for between one and six hours each week. Attendance is voluntary and some students also attend their mainstream schools during some days of the week. With very few exceptions, work for students is set and marked by their mainstream schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

BAU PRU provides an outstanding education for the students during their short stay in the unit. Students enter the unit with severe and debilitating mental illness but, during their stay, they overcome significant barriers to their learning and successfully return to their mainstream schools. This is achieved through a unique partnership between the therapeutic programmes organised by the medical staff in the adolescent psychiatric unit and the educational activities which the students follow. In combination, the agencies very successfully help students to overcome their disabilities. Because of the high quality of curriculum activities and skilled teaching, the students go on in their mainstream schools to attain results in GCSE or A levels which are above the national average.

The students make excellent progress in the unit. This is made possible through the detailed weekly assessment of their progress by health and education staff which enables teaching staff to continually fine-tune learning programmes. The students follow an individualised curriculum and they are taught on an individual basis. In partnership with their teachers, they self-assess their progress and they devise and negotiate with them, increasing challenging short-term learning targets as they start to recover from their illness.

The students feel safe and secure in the relaxed, supportive atmosphere of the unit. There is a very strong community spirit. The students give each other outstanding support and encouragement. Their relationships with staff are excellent and their behaviour is exemplary. The students enjoy their activities and they have positive attitudes to their learning. This is confirmed by their consistently improving work as they recover and the very high levels of their voluntary attendance. The students receive exemplary care and guidance. Each student has a 'key nurse' who works closely with education staff to promote the students' well-being. There is excellent liaison with the students' secondary schools to ensure the students are able to continue their studies and complete course work. Arrangements for the students' re-integration into their schools are outstanding.

The headteacher provides very good leadership and management. A major strength of her leadership is in the excellent partnerships she maintains with medical staff to ensure students make outstanding progress in their self-confidence and personal development. There is a culture of continuous development and there is a clear common purpose which permeates the life of the unit. The headteacher is aware, however, that some aspects of her planning and recording of the students' achievements could be presented more clearly to demonstrate better the unit's outstanding effectiveness. There has been excellent improvement in the performance of the unit since the previous inspection when it was judged to be good. The present outstanding performance reflects the

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strength of the unit's self-evaluation strategies and the commitment of leaders and staff to do the very best for the students in their care. As a result, there is an excellent capacity to sustain further improvement.

## What does the school need to do to improve further?

- Refine the procedures for presenting improvement planning and the students' achievements so that teachers are able to demonstrate the unit's outstanding effectiveness more easily.

## Outcomes for individuals and groups of pupils

**1**

The achievement of the great majority of students is outstanding because of the very effective support the students receive for their learning and personal development. Through this support, the students maintain the standards they had attained before they entered the unit and most of them go on to fulfil their potential when back in their mainstream schools. While in the unit, the students receive individual teaching on programmes which are largely set by the mainstream school. They make exceptional progress in lessons. The students are very motivated to do well and they remain on task for long periods of concentrated work. Teachers are constantly on hand to discuss their work, to advise them and to explain difficulties. As a result, the students quickly master their work, and their self-confidence and belief in their abilities soars. In one lesson, a student made excellent progress in using and applying complex algebraic formula while next to her another student confidently analysed a complex poem with his teacher. The students gradually take responsibility for their learning. They frequently review their progress with teachers and, at least weekly, negotiate their next small step in learning. As a result, the students have very clear ideas on how to improve their work and they make progress at a faster rate.

The unit is a happy, calm and supportive haven where the students enjoy learning. They feel very well cared for by staff and they state that there is no bullying or unpleasantness. Their behaviour is exemplary and they demonstrate positive attitudes to their work. The students' attendance is excellent because they value the consistent support and encouragement they receive from staff. This has a significant impact on their self-confidence and belief that they can succeed in their learning. Their spiritual, moral and social development is good. The students demonstrate high levels of empathy, tolerance and understanding. They respond well to the many opportunities to improve their interaction skills and work in teams. They develop a good cultural understanding and knowledge of their local and wider communities. For instance, the students are engaged in a project about fair trade in Third World countries. They support and initiate plans to improve aspects of their life at the unit in their daily and weekly meetings. There is an enterprise day each year when, for example, the students operate 'The Olympic caf' ☐☐. Here, they experience handling money, food preparation and design technology, which, along with their opportunities for work experience, successfully promote the skills which will contribute to their future economic well-being.

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All the pupils gain a very good understanding of healthy lifestyles and how to keep themselves safe. Their outstanding progress in basic skills and in developing their self-confidence and independence equips them very well for their transition back to school or college.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The curriculum is outstanding because it is so completely tailored to the students' mainstream courses and their individual learning needs. It is highly flexible. During the inspection, students were studying A-level music and English while others were following GCSE English and mathematics courses. Teachers are very experienced English and mathematics specialists. In addition to this, they oversee the students' work in a range of subjects. In these subjects, the teaching is very successful because of the excellent communication the staff maintain with the students' mainstream teachers. This aspect of the unit's work has improved since the previous inspection and has a significant impact on the students' achievement. Teachers establish excellent relationships with students. They work closely with each individual

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and, by skilled explanations and questions, encourage and nurture the students to make often exceptional progress. Lesson planning is very good because of the outstanding quality of continual assessment and recording of the students' progress to which the students themselves contribute. Teachers are therefore able to adapt learning activities continually to the students' knowledge and understanding. There has been substantial improvement in this aspect of provision since the previous inspection. Basic skills are taught well besides a very good range of life-skills, citizenship and extra activities such as cooking and art. Although the students receive a limited amount of teaching, the curriculum is very well balanced to give a mixture of academic and personal development activities which prepare the students very well for their return to mainstream schools.

The quality of care and support is outstanding. Teachers work extremely effectively with clinical practitioners to provide highly effective care and support for each individual. Each student's progress is reviewed weekly and in-depth by a multi-disciplinary team and programmes can be adapted very quickly to take account of each student's needs. Academic guidance is exceptional. Students are fully involved in their own learning and have a very clear understanding of how to improve their work. The students are very appreciative of the support and guidance they are given. One student commented, 'I feel a lot better about the future.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are outstanding. The headteacher has ensured that substantial progress has been made since the previous inspection. She maintains excellent relationships with clinical staff. There is exemplary communication between the education and health teams which leads to a very high level of support for students' academic and personal development and which plays a large part in their outstanding achievement. Safeguarding arrangements are outstanding and fully comply with national guidelines.

The management committee are firmly committed to ensuring the students' progress and maintain a good level of challenge to and support for the unit. The assessment and monitoring of students' work has been greatly improved since the previous inspection, although the headteacher is aware that information about the students' progress is not presented in a way which easily demonstrates their achievements. The unit effectively

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evaluates its work. The headteacher and staff form a very effective team which continually reflects on and reviews performance in teaching, the curriculum and the students' progress. The self-evaluation has not been formalised, however, and although the headteacher and staff have an excellent understanding of the unit's strengths and areas for development, this information is not yet presented clearly to show the unit's outstanding effectiveness.

Partnerships with mainstream schools are outstanding and this contributes significantly to the students' progress. The teachers strive to maintain the equal opportunities of all students and are very successful in this respect. The unit promotes community cohesion well. Students have a good understanding of the cohesiveness of the unit and, where possible, the staff encourage the students to involve themselves in the local community through shopping and work experience in the local Oxfam shop. Leaders have introduced a global perspective into the curriculum, for instance in the fair trade project.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Views of parents and carers**

Those parents and carers who responded were positive about the unit and what it has done for their children. In particular, they felt that the unit prepared their children very well for the return to mainstream schools. They were pleased with the efforts of staff. One parent commented, 'The whole education team worked very effectively with my son.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at BAU PRU at Berkshire Adolescent Psychiatric Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	50	2	50	0	0	0	0
The school keeps my child safe	2	50	2	50	0	0	0	0
The school informs me about my child's progress	2	50	1	25	1	25	0	0
My child is making enough progress at this school	1	25	3	75	0	0	0	0
The teaching is good at this school	2	50	2	50	0	0	0	0
The school helps me to support my child's learning	1	25	3	75	0	0	0	0
The school helps my child to have a healthy lifestyle	1	25	3	75	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	2	50	2	50	0	0	0	0
The school meets my child's particular needs	1	25	3	75	0	0	0	0
The school deals effectively with unacceptable behaviour	2	50	2	50	0	0	0	0
The school takes account of my suggestions and concerns	2	50	2	50	0	0	0	0
The school is led and managed effectively	2	50	2	50	0	0	0	0
Overall, I am happy with my child's experience at this school	2	50	2	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2010

Dear Students

Inspection of BAU PRU at Berkshire Adolescent Psychiatric Unit, Wokingham, RG41 2RE

Not long ago, I came to the unit to see how you were getting on and whether I could suggest anything to make the unit better. You made me welcome and I enjoyed meeting some of you in the classroom and the morning meeting.

I was only with you for two days. That was, however, long enough for me to see that you enjoy being at the unit and that you are rapidly making progress in both your academic and personal development. The unit gives you an excellent quality of individual tuition and support, and overall, its performance is outstanding.

There are many strengths and one area to improve. The main strengths are:

- You are all working very hard and making excellent progress in your learning and your personal development.
- The curriculum you follow is very well matched to your academic and to your personal development. Teachers are very skilled in working with you to help you make progress faster.
- The quality of the assessment of your work, to which you all contribute, is outstanding. This means you have a very clear understanding of how to improve your work.
- All the adults have a real interest in your welfare and look after you very well. The arrangements to keep you safe are excellent.

The unit could improve even further if teachers were able to show your parents and visitors (such as myself) even more clearly just how well you are doing and how well the headteacher and staff monitor your progress and their effectiveness. We have suggested, therefore, that the staff consider how this might be done.

Best wishes

Yours sincerely

Mel Blackband

Lead Inspector

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