

# Inspection of a good school: Primary Pupil Referral Unit

Avenue Road, West Bowling, Bradford, West Yorkshire BD5 8DB

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Inspection dates: 12–13 March 2020

## Outcome

Primary Pupil Referral Unit continues to be a good school.

## What is it like to attend this school?

Primary Pupil Referral Unit has been through a rapid period of change during the last eight months. Since September 2019, the school has increased its age range and now takes pupils from key stage 1 to 3. Leaders have risen to this challenge. In a short space of time, they have made amendments to the staffing, classes and curriculum.

The school is a calm and friendly environment. Pupils are happy, safe and able to learn. Staff know the pupils well. Pupils respond to the positive relationships built by staff. Leaders have high aspirations for all pupils, and these are seen in the positive behaviours for learning shown in the classroom. Pupils are ready to learn, work hard and take a full part in the activities on offer.

Leaders are constantly reviewing and developing how the curriculum is delivered to meet the changing needs of pupils. The curriculum for the new cohort of key stage 3 pupils is still in development.

Since the last inspection, staff have changed the way they react and respond to pupils. Behaviour is now looked upon as communication. Staff are skilled in understanding this communication and supporting pupils to be more in control of their anger and emotions. Leaders' analysis shows that pupils' behaviour has improved considerably.

Staff ensure that day-to-day routines and rewards are clear. They consistently implement these. This ensures that pupils know exactly what they need to do. Staff greet pupils every morning and gauge what support they need to settle into learning. Pupils understand what bullying is and say that it does not happen in this school. Pupils know who to ask for help, if it were to occur.

## What does the school do well and what does it need to do better?

All pupils who attend the Primary Pupil Referral Unit are taught a topic-based curriculum, with additional English and mathematics lessons. The knowledge and skills that pupils

need to learn are well structured. This helps pupils to fill gaps in their understanding and to build on what has been taught previously. For key stage 3, teachers have developed English and mathematics lessons that closely match the work that pupils would be learning in their mainstream school. This enables pupils to expand the skills they will need to move back to their mainstream setting. In other key stage 3 subjects, curriculum planning is not yet as well developed. This is particularly the case in personal and social development and careers education, where the specific needs of key stage 3 pupils need to be further considered.

Teachers ask questions to check that pupils understand what is being taught. This helps teachers to pinpoint specific things that pupils are struggling with. A variety of different activities are planned to ensure that pupils learn more and remember more. For example, in mathematics, pupils were measuring angles using protractors, paper straws and masking tape.

Reading is a focus for leaders. Pupils develop their love of reading through high-quality books that are right for the pupils' ages and abilities. Pupils read to an adult frequently and enjoy whole-class stories. Younger pupils focus on building their knowledge of letters and sounds. This allows them to read more widely.

Pupils behave well. Any behaviour issues in the classroom are dealt with quickly and consistently. Staff know the pupils exceptionally well. They respond to pupils in a way that helps them to manage their own behaviour using zones of regulation, safe spaces and personalised behaviour tool kits.

Pupils have lots of opportunities to develop their personal and social skills. Pupils spoke confidently about how they are taught to stay healthy and safe. For example, they have learned about healthy eating, good hygiene and the harmful effects of smoking. Pupils access a wide range of sports and outdoor experiences, such as bikeability training.

Parents who responded to the Ofsted online survey were positive about the academic and social progress their children have made. One parent said, 'My son has thrived and grown in confidence. They have a great understanding of his needs and ensure he receives the right support and access to learning.'

Staff say that leaders care about their well-being. Staff speak highly about the support and opportunities they have received and of leaders' 'open-door' policy. Leaders ensure that staff have the training and support they need to develop further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority. Staff are well trained and knowledgeable. They spoke confidently about policies and procedures relating to keeping children safe.

The members of staff with responsibility for safeguarding are diligent and have strong knowledge of the local issues facing pupils. For example, leaders make sure that the staff

know about online safety and drug and alcohol misuse. Leaders work well with other agencies to keep pupils safe. Leaders make sure that pupils get the help and support they need in a timely fashion.

Leaders carry out thorough checks on the suitability of adults working at the school.

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

### **(Information for the school and appropriate authority)**

- Although the overarching curriculum offer for pupils in key stage 1 and 2 is strong, the changes in referral age to include key stage 3 pupils has led to rapid curriculum development. Since September 2019, a whole new curriculum offer, as well as long- and medium-term planning, has had to be written for this key stage. Leaders need to continue this rapid development of curriculum to ensure that key stage 3 pupils have access to the same high-quality curriculum and learning that is developed for primary pupils. This curriculum needs to consider the differing needs of key stage 3 pupils, particularly with regards to personal and social development education and careers guidance.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good/standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 June 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133410
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10089009
<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The management committee
<b>Chair</b>	Sue Mawson
<b>Headteacher</b>	Kirsty Ratcliffe
<b>Website</b>	<a href="http://parkprimarypru.co.uk">parkprimarypru.co.uk</a>
<b>Date of previous inspection</b>	10–11 June 2015

## Information about this school

- Primary Pupil Referral Unit is a local authority, key stage 1 and 2 pupil referral unit. From September 2019, this age range was increased to admit pupils from key stage 3.
- The school now caters for pupils between the ages of five and 13. It currently caters for 53 pupils who have been permanently excluded from their mainstream school.
- The focus of the school is changing. As a result, this is a transition year. Pupils with education, health and care plans are gradually being transferred to specialist provisions. This is providing more places for pupils who will ultimately be reintegrated into a mainstream school.
- Pupils have access to a range of interventions and support services, including an educational psychologist, a play therapist, a speech, language and communication therapist and a safer schools police officer and to child and adolescent mental health programmes.
- The school runs a breakfast club.
- At the time of the inspection, the school did not use any alternative provision placements.

## Information about this inspection

- We held meetings with senior leaders, middle leaders, teachers and support staff. The lead inspector met with the deputy director of education for the local authority and the chair and vice chair of the management committee.
- We met with pupils to discuss their views about their learning and about the school. We took account of seven free text responses to the Ofsted Parent View questionnaire. Inspectors also considered 11 responses to the Ofsted staff questionnaire. There were no responses to the pupil questionnaire.
- We evaluated the quality of education by looking in detail at English, mathematics, reading and personal and social development. We discussed the curriculum with leaders, visited lessons and looked at pupils' work. Inspectors also spoke to pupils and teachers about the curriculum.

## Inspection team

Tricia Stevens, lead inspector

Ofsted Inspector

David Penny

Ofsted Inspector

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