

# North & South Craven Pupil Referral Service

Inspection report

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<b>Unique Reference Number</b>	135851
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	360765
<b>Inspection dates</b>	4–5 April 2011
<b>Reporting inspector</b>	Marian Thomas

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ros Rees
<b>Headteacher</b>	Mr Dale Hannah
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Keighley Road Skipton North Yorkshire BD23 2QS
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 12 lessons taught by 10 teachers. Meetings were held with groups of students, members of the management committee, two headteachers from local schools, teaching staff, and the pupil referral unit's senior leadership team. The inspectors observed the work of the service/pupil referral service and looked at teachers' planning for lessons, school leaders' development plans and samples of students' work. The inspectors also took into account the views of 12 parents and carers who returned questionnaires to the inspection team.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of students in both key stages.
- Whether students' levels of attendance are good enough.
- The quality of the health, safety and welfare documentation and the associated systems.
- Whether the management committee is effective in supporting the headteacher.

## Information about the school

The North and South Craven Pupil Referral Service is a medium-sized service which opened in September 2009. It provides education for students in Key Stages 3 and 4, most of who reside within the county of North Yorkshire. The majority of students who attend the centre have been permanently excluded from school or are at risk of permanent exclusion. A smaller number of students have significant medical needs or are pregnant. These students attend the centre for all or part of their education. The large majority are of White British heritage with a small number coming from different minority-ethnic groups. A very small percentage of students are looked after by the local authority. Currently, a small number of students are known to be entitled to free school meals. The centre staff also provide outreach support for students with behavioural or medical difficulties in eight local secondary schools and/or in their homes. A management committee oversees the work of the pupil referral unit. The centre has attained Healthy School status.

**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?**

**2**

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

**2**

## Main findings

The North and South Craven pupil referral service is a good pupil referral unit. The excellent standard of care, guidance and support provided for all students and the success with which their behavioural, medical and learning needs are met enables them to make good progress both personally and academically. Parents' and carers' views are reflected well in the comment, 'My child has had a fantastic time at this school and her confidence has grown daily.'

The headteacher and senior leaders have high expectations of what students can achieve and deliver the good quality of provision necessary for them to do so. Because school staff are exceptionally good at supporting the complex needs of students, barriers to learning are minimised and students achieve well. The pupil referral unit has made very good progress in many areas since opening in September 2009. For example, through the development of an excellent range of partnerships developed with local high schools and businesses, a broad and more personalised curriculum is provided for students. This highly personalised approach has successfully improved students' achievement overall. This, coupled with the successful implementation of exceptionally high quality systems and policies to safeguard students at all times, has shown that the pupil referral unit has a good capacity to improve further.

Students arriving at the pupil referral unit often have low self-esteem and significant gaps in their learning. As a result attainment is initially low for some students. As students re-engage with learning, levels of attainment improve and move closer to average. They make good progress in their personal and academic development and grow in confidence. This is as a result of the excellent quality of care, guidance and support offered by all staff. Students say they enjoy school, sometimes for the first time, and are exceptionally clear about how to stay healthy and safe. Behaviour is good overall because students learn how to control their emotions and make the right choices. Effective transition arrangements ensure students are well prepared for the next stage of their education or return to mainstream school. As a result the number of students not in education or employment after leaving the pupil referral unit is very low. Attendance is above average and improves very well for many students during their time at the pupil referral unit.

Good teaching is based on a thorough assessment of students' learning needs and, as a result, all groups of students make equally good progress. Teaching assistants and learning mentors provide a good level of support both in and outside lessons. However, in a small number of lessons, objectives for learning do not define what will be learned clearly enough nor are they fully understood by students.

While senior leaders and managers have a good understanding of self-evaluation and have been effective in moving the pupil referral unit forward, the management committee does not currently offer sufficient support and challenge in order to help the headteacher.

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

- Raise students' attainment further by ensuring that objectives for learning set by teachers are clear and understood by all students, and define the learning that is to take place.
- Increase the effectiveness of the management committee by ensuring that it has sufficient capacity to offer continued support, guidance and challenge to the headteacher.

## Outcomes for individuals and groups of pupils

2

When students join the pupil referral unit the levels at which they are working are generally lower than those expected for their age. This is often due to previous low patterns of attendance due to their medical and behavioural needs. Students also sometimes need to develop the skills required for good learning, such as sitting down and listening. Attainment is currently average by the end of Year 11, which represents good progress and achievement for many students.

Behaviour is good both inside and outside lessons. Students respond positively to their individual learning programmes. These enable students to work consistently and achieve well across the curriculum. This was well demonstrated in an English and animation lesson where students enthusiastically worked together in the production of a short film. A high level of cooperation and concentration was essential in order to complete the task and this student-inspired production was of an impressive quality. Overall, students in both key stages make equally good progress across the curriculum.

At the end of Year 11, most students leave with many qualifications despite often only having attended the pupil referral unit for a short time. Last year's school leavers successfully passed examinations in art, English, mathematics, science, and information and communication technology. All groups of students, including those with special educational needs and/or disabilities, and students who are looked after by the local authority, make equally good progress.

Through the work of highly effective partnerships with health care professionals and the local community police force, students learn to feel exceptionally safe. They know that staff are there to support and guide them to make safe choices. They say they enjoy their time at the pupil referral unit. As one student commented, 'It's awesome here because people understand me.' Through the organisation and preparation of lunch each day, students learn to recognise the importance of eating healthy meals and have an excellent understanding of what constitutes a healthy diet. Many students enjoy the innovative range of sporting opportunities offered and appreciate the part this plays in promoting a healthy lifestyle. Students make a contribution to the community within and outside school by listening to and appreciating the needs of others. For example, students are often involved in fund-raising activities and recently prepared a Christmas celebration meal for guests from the local home for the elderly. Students' good overall spiritual, moral, social and cultural development is seen in the way in which they react to each other and take care of the environment. Through outside visits and links with schools in different areas, students develop a good awareness of communities beyond those represented in the immediate locality.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers use assessment information effectively to set achievable targets for students. Planning of lessons is conscientious. However, in a small number of lessons, the objectives for student learning are not clearly defined and learning slows. In the majority of lessons, good attention is given to ensuring work is modified to meet the different needs of students within the class. Teachers regularly mark students' work and give good guidance on how work can be improved. As a result most students clearly understand what to do to improve their work; this ensures students make good progress overall. Support staff are well deployed and work closely and effectively with teachers to support the needs of all students. Teachers' high expectations and good behaviour strategies coupled with strong relationships ensure students re-engage with learning.

The curriculum is well-organised and imaginatively enhanced by many visits and activities away from the classroom. Visits to a variety of locations help develop students' independence. For example, students recently undertook a residential visit to the Lake District and took part in a wide variety of outdoor pursuits. The range of academic accreditation offered to students is good, as is the quality of work experience and college placements.

As a result of excellent care, guidance and support, students feel there is always someone who will listen and help. A careful and exceptionally thorough assessment is undertaken

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when students arrive at the school, which is then used to target support effectively. Students facing challenging circumstances are very well supported and this is helped by excellent links with many outside agencies. Attendance has been low in the past. It is currently rising rapidly as a result of strong links with the Education Welfare Service. However, the headteacher recognises that there is further work to be done to sustain and build on this to ensure continued improvement. Transition arrangements are securely in place and are well supported by partnerships with 'Connexions' advisors. This can clearly be seen in the destinations of last year's school leavers, all of whom are currently still in education or employment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The visionary leadership of the headteacher and senior leaders has moved the pupil referral unit forward well in a short time, resulting in good outcomes for students on a well-controlled budget. This, coupled with exceptional partnerships forged with outside agencies, is driving improvement further. An example of the strength of these partnerships could clearly be seen through the sponsorship of the pupil referral unit's football team by a local business. The current management committee members represent a good range of partner organisations. However, because of the impact of very recent changes in personnel, it is currently only able to offer a satisfactory level of support and challenge to senior leaders. Policies and procedures ensure all government safeguarding requirements are met and that practice is of an excellent standard. The strength and quality of these procedures mean that safeguarding issues are dealt with very effectively by the pupil referral unit leadership. The senior leadership team and staff have ensured that the pupil referral unit is an inclusive community. Systems to promote equality of opportunity and tackle discrimination within the pupil referral unit are good. The pupil referral unit works hard and successfully to eliminate any gaps in the performance of different groups of students. Leaders have built highly successful links which benefit students and the local community, including participation in local events. For example, students recently have succeeded in reaching the regional finals of a youth crime prevention competition designed to evaluate their positive contribution to society. Strong links with other schools and communities have developed students' understanding of life in a multi-ethnic society well. The pupil referral unit makes much effort to engage all parents and carers. Staff ensure parents and carers are kept well informed about their child's successes. Through the induction process, links with home are well-developed and parents and carers appreciate the ongoing work of the pupil referral unit.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</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>2</b>

## Views of parents and carers

Sixteen responses were received by the inspection team from parents and carers. This represented approximately one quarter of the 72 students overall who are on the pupil referral unit roll. The majority of responses were from parents and carers of students who attend the pupil referral unit as opposed to those being supported in mainstream schools by pupil referral unit staff. In light of the diverse nature of the pupil referral unit's population this represented a very good response rate. A very large majority of questionnaires were positive and supported the work of the pupil referral unit.

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

Ofsted invited all the registered parents and carers of pupils registered at North & South Craven Pupil Referral Service 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.

The inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	31	8	50	1	6	1	6
The school keeps my child safe	8	50	7	44	0	0	0	0
My school informs me about my child's progress	10	63	6	38	0	0	0	0
My child is making enough progress at this school	8	50	6	38	1	6	1	6
The teaching is good at this school	8	50	7	44	0	0	0	0
The school helps me to support my child's learning	7	44	9	56	0	0	0	0
The school helps my child to have a healthy lifestyle	6	38	9	56	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)	7	44	6	38	0	0	0	0
The school meets my child's particular needs	8	50	7	44	1	6	0	0
The school deals effectively with unacceptable behaviour	9	56	5	31	0	0	0	0
The school takes account of my suggestions and concerns	10	63	5	31	1	6	0	0
The school is led and managed effectively	7	44	7	44	0	0	1	6
Overall, I am happy with my child's experience at this school	11	69	5	31	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



6 April 2011

Dear Students

**Inspection of North & South Craven Pupil Referral Service, Skipton, BD23 2QS**

Thank you all for making us feel so welcome when we visited your school recently. A special thanks to those of you who came to meet with us and took the time to tell us about your school. Thanks also to those of you who produced such a delicious meal for us.

We agree with those of you who told us your school is good. These are the things we think your school does especially well.

- Ensures everyone is welcomed into school and is given help and support to make a new start.
- Makes sure you all have an excellent understanding of how to keep safe and be healthy.
- Helps you all to understand how important it is to manage your feelings and behaviour so that you make the right choices.

In order to make your school even better I have asked your school to:

- make sure that all teachers make it clear what it is you are to learn
- ensure that the committee that helps to manage your school provides more support for your headteacher in making sure the school is well run.

We wish you all well for the future, particularly in the forthcoming examinations which you are all working so hard to pass.

Yours sincerely

Marian Thomas

Lead inspector

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