

Pilgrim Pupil Referral Unit, Cambridge

Inspection report

Unique Reference Number	134765
Local Authority	Cambridgeshire
Inspection number	381734
Inspection dates	12–13 September 2011
Reporting inspector	Declan McCarthy

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	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	44
Of which, number on roll in the sixth form	12
Appropriate authority	The local authority
Chair	Judith Hinchcliffe
Headteacher	Nora Oakes (Head of unit)
Date of previous school inspection	17 March 2009
School address	Block 19 The Darwin Learning Centre Ida Darwin Site Cambridge CB1 5EE
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Introduction

This inspection was carried out two additional inspectors. They observed six lessons taught by six teachers. Inspectors held meetings with a local authority representative and staff, and informal discussions took place with pupils and parents. They observed the school's work, and looked at a range of documentation in each centre including: action plans to develop community cohesion; records of the monitoring of the quality of teaching; the recent local authority review of the work of the unit; samples of pupils' written work; individual pupil profiles; and tracking data. Questionnaire returns from staff, pupils and 17 parents were scrutinised.

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

- Are all groups of pupils in each of the four centres making equally good progress in lessons and over the varying amounts of time they spend in their units, and what impact is this having on their achievement?
- What additional evidence can the unit provide to support its judgments of outstanding teaching and outstanding care, guidance and support in relation to the impact of these aspects on pupil outcomes?
- How effective is the local authority's support in enabling the unit to improve its provision?
- What additional evidence can the unit provide to show developments in the Early Years Foundation Stage and sixth form provision?

Information about the school

Pilgrim Pupil Referral Unit, Cambridge is based in four distinct hospital centres occupying two sites. The Darwin centre caters for adolescents with acute psychiatric disorders; the Croft centre provides assessment for pupils aged 4 to 13 years with potential psychiatric disorders; and the Phoenix centre provides for students with eating disorders. The Addenbrookes Hospital centre provides separate primary and secondary education for pupils with medical needs. As all pupils are in hospital, they come under the care of the health authority and the centres are not responsible for health matters. Pupils stay for varying lengths of time, ranging from a few days to several weeks and, in a few cases, up to a year. Most pupils arrive or leave the centres other than at the usual times. Numbers of pupils vary considerably at any given time as they are admitted and discharged from hospital on a daily basis. At the time of this inspection, there were very few children in the Early Years Foundation Stage. Almost all pupils are White British and from a range of socio-economic backgrounds. Very few pupils are known to be eligible for free school meals. There is an above average proportion of pupils identified with special educational needs and/or disabilities, including those with statements. The Pilgrim Pupil Referral Unit, Cambridge has been subject to re-organisation, as part of overall provision in Cambridgeshire, since the last inspection. Consequently, the two management committees have been disbanded and the local authority intends to replace these with a single management committee.

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

2

Main findings

The Pilgrim Pupil Referral Unit, Cambridge is outstanding. Outstanding teaching ensures that pupils' achievements are also outstanding. Excellent care, guidance and support and first-class promotion of safeguarding enables pupils to stay extremely safe and ensures their outstanding behaviour. Pupils' spiritual, moral, social and cultural development is also outstanding and reflected in rapid improvements in self-esteem and self-confidence. Excellent engagement with parents and outstanding partnerships with medical staff and local schools have a very positive impact on pupils' well-being and achievement. Parents are pleased with the provision: they are very complimentary about staff and fully appreciate the continuing education provided. Good leadership and management, excellent liaison with medical staff and the expertise of staff have enabled high quality provision to be maintained since the last inspection.

Attainment varies from one group to the next and at the time of this inspection it was above average. All groups of pupils, including those with special educational needs and/or disabilities and the more-able pupils, make at least good and often outstanding progress in lessons. This leads to their outstanding achievement because of the outstanding support provided and high expectations for their learning. There has been satisfactory improvement in assessment since the last inspection. There are now effective systems for tracking pupils' progress but not all centres have clear and consistent criteria for evaluating achievement. They do not analyse this in sufficient detail to provide an overview of pupils' achievements in their centres and in the unit as a whole. The good curriculum provides outstanding opportunities for pupils to continue their education in hospital and for the oldest pupils to prepare well for public examination courses. Good support in the development of links with the schools of children in the Early Years Foundation Stage enables them to make good progress. Students in the sixth form make outstanding progress because the high quality of provision has been maintained as a result of outstanding leadership.

The local authority provides satisfactory support overall. The link adviser is providing good support in reviewing the work of the unit and in holding it to account for its work. However, there is no management committee to oversee the work of the unit. As a result, the issues identified concerning the limitations of the accommodation in the Phoenix centre at the last inspection are not fully resolved. Leadership is good rather than outstanding because only satisfactory progress has been made in resolving issues about the accommodation. Leaders have not sought agreement with medical staff about the planned use of available teaching space in the Darwin centre

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to compensate for the shortfall. Leaders have an accurate view of the unit's work and, through good monitoring of the impact of teaching and use of assessment on learning and achievement, have established clear priorities for improvement. Despite the current absence of a management committee, the unit has ensured that outstanding achievement has been sustained and therefore has good capacity to further improve.

What does the school need to do to improve further?

- Ensure that centre leaders work closely with the head of the unit to develop an overall strategic view of how well pupils are achieving within each of their centres by:
 - establishing clear and consistent criteria to evaluate individual achievement from each pupil's starting point
 - recording and analysing this data against the criteria for pupils as a whole in each of the centres and for pupils overall in the unit on a termly basis
 - producing the first evaluation of achievement within each of the centres and for the unit as a whole by December 2011.

- Ensure that the local authority provides additional support for the unit by:
 - implementing its plans to establish a management committee to hold the unit to account for its work by December 2011
 - working closely with the health authority to resolve outstanding issues on the accommodation in the Phoenix centre
 - ensuring that the leaders in the unit establish maximum numbers of pupils who can be accommodated in each of the teaching rooms in the Phoenix centre
 - ensure that, should these numbers be exceeded, plans are agreed with the health professionals for maximum use of available accommodation in the Darwin and Phoenix centres.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is outstanding and they greatly enjoy their education. Attainment of the Key Stage 2 pupils in the Croft centre is broadly average and they make rapid progress in the short time they stay there, gaining at least two sub-levels and most gaining a full National Curriculum level within one term. The short-stay Key Stage 2 and Key Stage 3 pupils at Addenbrookes are reaching above average standards and making at least good progress in their learning. Pupils in Year 4 made excellent use of a thesaurus to derive a number of synonyms to make their writing more interesting while those in Year 8 focused intently on deriving a clear understanding of how authors use language to persuade the reader to continue reading a story. Pupils at Key Stage 4 make at least good and often outstanding progress in the Darwin centre and those in the Phoenix centre make outstanding progress, with most exceeding their expected grades at GCSE and A Level within just one term. For

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example, as a result of the high quality teaching and excellent support for learning, one student gained 11 A* grades at GCSE, significantly improving their results during their time in the centre; one sixth former gained 4 A* at AS level and another has already been offered a place at Oxbridge. In all lessons, pupils tried their hardest and their excellent behaviour had a positive impact on learning and progress. Pupils of all abilities, including those with special educational needs and/or disabilities, are enabled to succeed in learning. This is because work is very closely matched to their needs and support for their learning is outstanding, with methods and resources tailored precisely to meet their different learning needs.

Pupils have a very good understanding how to stay healthy and nearly all do so. They make a good contribution to the community by raising funds for local and international charities, carefully considering the impact of fair trade and applying this when making purchases, and in helping and supporting others. For example, they learned how to knit squares and make blankets to send to a Muslim charity in Cape Town. They also raised funds for the disaster in Haiti. Pupils develop a good understanding and appreciation of other cultures through themed weeks, consideration of world religions, and visits to different places of worships. Pupils' above average attendance, together with their outstanding achievement and outstanding spiritual, moral, social and cultural development, prepares them exceptionally well for the next stage of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

¹ 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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Key strengths of the outstanding teaching are the excellent relationships and management of pupils’ behaviour by staff. As a result, pupils show great respect for all adults in the classroom, listen very carefully and follow instructions. Teachers’ excellent subject knowledge and their ability to break learning down into smaller steps or extend it, where relevant, ensure that all pupils acquire new knowledge and skills rapidly. Lessons are always brisk and lively, and teachers provide a wide range of resources to support learning. Close liaison with pupils’ schools enables the staff to continue pupils’ work in each of the centres and this has a very positive impact on their successes in public examinations. Good use of assessment in tracking pupils’ progress, particularly through new assessment systems introduced since the last inspection, give staff a clear view of how individuals are progressing. However, this information is not interrogated sufficiently to give an overview of achievement in each of the centres or in the unit as a whole.

The curriculum is highly personalised to meet individual needs and is highly relevant as it focuses on continuing the education missed as a result of hospitalisation. This is facilitated greatly through outstanding liaison and partnerships with pupils’ schools, and enables pupils to do particularly well in their public examinations. Very good opportunities for enrichment through a range of visits and visitors considerably enhance learning. The strong emphasis on developing literacy and numeracy skills, particularly with younger pupils, has a positive impact on their learning. The well-conceived programme of personal, social and health education considerably enhances personal development. There are excellent opportunities to extend learning by facilitating access to specialist teachers and internet research. However, the accommodation limits the teaching of practical subjects such as food technology. The outstanding links with parents and carers and with medical professionals are particular strengths in the excellent care, guidance and support offered to pupils. For example, the teachers-in-charge of each centre participate fully in hand-over meetings with medical staff each morning to ensure consistency of approach. This enables very smooth transition and ongoing success in learning when pupils leave. Many pupils write thank you notes to their teachers on leaving the unit, emphasising how well they are now doing as a result of the high quality support they received.

These are the grades for the quality of provision

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

How effective are leadership and management?

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Good leadership, based on good monitoring of teaching and learning by the head of the unit, the teachers-in-charge of the centres and the local authority adviser have resulted in sustained high quality teaching. Although leaders are clearly successful in this area, they have been less successful in driving improvements since the last inspection. The issues relating to assessment and the accommodation have only been addressed satisfactorily. The local authority adviser, through a recent detailed review of provision and programme of visits, provides support for driving improvement forward and ensures that legal requirements, particularly for safeguarding, are met. Satisfactory arrangements are in place to hold the unit to account for its work while the plans to replace the two management committees of the two hospital centres with a single management committee are implemented. The promotion of safeguarding is outstanding with very thorough procedures of vetting of staff and visitors, enhanced training of all staff, and highly secure systems in place to supervise and monitor the well-being of pupils by both medical and teaching staff. Procedures to promote equality and tackle discrimination are very thorough, with no racist incidents recorded and all pupils achieving equally well. Outstanding involvement of parents and carers in regular reviews of their child’s progress and in supporting learning, together with outstanding links with pupils’ schools, have a strong impact on achievement. There is good promotion of community cohesion in each of the centres. This is achieved not only through enhanced opportunities for learning about national and global communities within the curriculum but also through fund raising for the hospital and consideration of newsworthy topics which effect different communities in the world. For example, pupils at the Croft centre discuss world events they see on the television and, as a result, raised funds for the feminine in East Africa. The unit is also developing strong links with a school in South Africa. At the Darwin centre, pupils raised funds for the Pakistan flood relief after considering the impact of this disaster on the well-being of village communities. The unit uses its resources exceptionally well to sustain high achievement and provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

1

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. The children who are in the Reception Year make good progress in their learning because staff make good use of available resources in the hospital to provide a careful balance between free choice and teacher-led activities. Close liaison with teachers from children’s schools ensure that staff always builds systemically on children’s prior learning and inform the school of the progress each child makes. Good use is made of assessment to individualise the programmes for each child. Excellent links with parents and carers support their child’s learning while in hospital very well. Good leadership has ensured that the learning and welfare needs of children are consistently met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Sixth form

The sixth form provides an outstanding education for students. Outstanding teaching, focused on the highest of expectations for students, and excellent subject knowledge ensure that students rapidly acquire new knowledge and skills and make excellent progress towards achieving higher grades than anticipated in their examination courses. Outstanding partnerships with students’ schools ensure continuity in their education and great success in their examinations. Attainment is above average and, in some cases, high. Excellent guidance for university options ensures a very smooth transition to higher education. Testimony to this are the many letters and thank you cards staff have received from students in recognition of the excellent teaching and support they received at the unit. Very strong leadership has ensured excellent teamwork in sustaining high levels of achievement and students’ very smooth transition to the next stage of their education.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1

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The quality of provision in the sixth form Leadership and management of the sixth form	1
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Views of parents and carers

Overwhelmingly positive views were expressed in the good return of completed questionnaire returns from parents and carers. Parents and carers did not express any views about how the school helps their child to have a healthy lifestyle or to ensure that their child is well prepared for the future. However, they all believe that the school meets their child’s particular needs well, that their child is making enough progress and that teaching is good. Equally, they believe that their children feel safe, that behaviour is managed well and that the school is led and managed effectively. All parents and carers are happy with their child’s experience at school. There were no concerns expressed in the questionnaires.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pilgrim PRU Co School Adolescent 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.

The inspection team received 17 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	41	10	59	0	0	0	0
The school keeps my child safe	12	71	4	24	0	0	0	0
The school informs me about my child’s progress	9	53	6	35	0	0	0	0
My child is making enough progress at this school	7	41	8	47	0	0	0	0
The teaching is good at this school	11	65	4	24	0	0	0	0
The school helps me to support my child’s learning	12	71	4	24	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child’s particular needs	10	59	5	29	0	0	0	0
The school deals effectively with unacceptable behaviour	8	47	6	35	0	0	0	0
The school takes account of my suggestions and concerns	12	71	3	18	0	0	0	0
The school is led and managed effectively	13	76	2	12	0	0	0	0
Overall, I am happy with my child’s experience at this school	11	65	5	29	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 September 2011

Dear Pupils

Inspection of Pilgrim Pupil Referral Unit, Cambridge, CB1 5EE

I wish to thank you for making us so welcome when we visited each of the four centres that make up the unit. Thank you for telling us about its work. We were very impressed with the excellent progress you are making in your learning and with your outstanding behaviour and relationship with one another. We read many letters written by pupils who had left which reflected your own views and those of your parents that the unit provides you with an outstanding education.

Excellent teaching enables you to make outstanding progress in lessons. You have an excellent understanding of how to stay safe, which is promoted really well through the outstanding care, guidance and support you receive. Your spiritual, moral, social and cultural development is outstanding and, together with your outstanding achievement, your preparation for the next stage of your lives is excellent. The unit is well managed and leadership of the sixth form is outstanding.

There are two things we have suggested to help your unit to further improve. First, staff need to make better use the good information they have recorded about the progress you are making to form a view of how your achievements are overall. Second, the local authority should provide more support for the unit in establishing a management committee to oversee how well it is improving and in helping the unit to ensure that it makes use of every available space for teaching, particularly if numbers increase.

You can help by continuing to try your best and informing staff if you feel uncomfortable at your desks. Thank you again for sharing your views with us.

Yours sincerely

Declan McCarthy
Lead inspector

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