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Mr R Leonard  
Executive Headteacher  
Park Campus  
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Dear Mr Leonard

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Park Campus.**

Thank you for the help which you and your staff gave when I inspected your pupil referral unit on 2 February 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the chair of the management committee and the School Improvement Partner for finding the time to meet with me, and to the students for their ready engagement with me throughout the day.

There have been important changes in the leadership of Park Campus since the previous inspection. The headteacher remains in post, but since November 2010 he has also had responsibility for all alternative provision within the local authority. The deputy headteacher, who acted as head of the unit responsible for its day-to-day management, has left and been replaced by an interim postholder with effect from January 2011. When the unit was last inspected, the management committee had responsibility for Park Campus and the pupil referral unit for primary-aged pupils. Its remit has since widened; it is now responsible for a third pupil referral unit too.

As a result of the inspection on 19 and 20 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Unit leaders have built successfully on the foundations that were evident during the previous inspection. They retain a sharp focus on the quality of learning and on improving students' personal outcomes, ably supported by the local authority and the School Improvement Partner. Leaders are aided by a management committee that is becoming increasingly effective as it becomes better informed, having drawn up and implemented an action plan. The committee now takes responsibility for



managing the range and nature of the data and other reports that it receives from unit leaders, as well as requiring its interpretation through evaluative commentary. This gives members a heightened ability to hold leaders to account, as does the first-hand knowledge that they acquire through an increasing frequency of visits.

Accurate and routine classroom observations maintain good quality teaching and a rapid rate of learning. Curriculum innovations, such as the introduction of new courses and more effective partnership working with other schools, have extended the variety of learning opportunities and the range of accreditations. A few students enter the unit working at a level that is broadly average, although attainment is low overall. Students make good progress and achieve well. Their current levels of attainment and rate of progress point towards a much improved picture in 2011 in terms of the range of qualifications and the grades that students obtain.

The implementation of personalised learning pathways to meet individual students' needs has been a key element in the unit's ongoing improvement. These are informed by routine analysis of records of students' academic and personal growth against challenging learning and personal targets. Students' progress towards meeting targets is tracked closely. Potential underachievement or lack of improvement in students' self-management of their behaviours triggers targeted interventions, such as individual support and guidance packages. Collectively, these procedures have improved outcomes for all students. For those who show a readiness and desire to re-engage fully with education, the unit successfully transfers more of them into mainstream schools or, in a few cases, manages their admission to a special school. Outcomes for the more disillusioned and disaffected students have improved as a result of the unit's very effective use of off-site alternative education provision. The high attendance rate in these settings demonstrates the appropriateness of the provision and students' new-found enjoyment in learning. Leavers' destinations provide further evidence of the unit's success in improving outcomes for all students, thereby raising their expectations and broadening the range of opportunities available to them. In 2010, all but two Year 11 students who left the unit or a mainstream school having spent time in the unit, transferred successfully into education, employment or training.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mike Kell  
**Additional Inspector**



## Annex

### **The areas for improvement identified during the inspection which took place in January 2010.**

- Improve the outcomes for all students and specifically the group of students who remain difficult to engage in education and fail to attend regularly.
- Further enhance progress tracking systems to ensure that all students on all sites make as much progress as they can.
- Improve the management committee's first-hand knowledge of all aspects of Park Campus provision so that it may sharpen its focus on the students' academic progress.