

# Harbour

## Inspection report

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<b>Unique reference number</b>	134762
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	381733
<b>Inspection dates</b>	1–2 February 2012
<b>Lead inspector</b>	John Mitcheson HMI

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>	8–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	27
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Paul Baverstock
<b>Date of previous school inspection</b>	8 July 2009
<b>School address</b>	Saturn Close Lowestoft NR32 4TD
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## Introduction

Inspection team

John Mitcheson

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed six lessons taught by four teachers. He held meetings with senior leaders, two groups of pupils, the chair of the management committee and a member of the committee who is also the assistant headteacher of a local school, and a representative of the local authority. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the pupil referral unit's work, and looked at a range of documentation including nine questionnaires from parents and carers, 26 from staff and eight from pupils.

## Information about the school

Harbour is a pupil referral unit serving pupils in North Suffolk who have been permanently excluded or are at risk of being permanently excluded from mainstream school. Its main aim is to return permanently excluded pupils back into mainstream schools to continue their education. Currently, five pupils who have been permanently excluded or are between schools attend the unit full-time; 21 pupils attend part-time and are dual registered with their mainstream school. Five pupils attend a nurture group at the Walpole Centre, two days each week. This provision was not visited during the inspection. The majority of pupils, who are mostly boys, are White British. All of them have behavioural, emotional and social difficulties. Three have a statement of special educational needs. The unit provides outreach support for behaviour management and intensive mentoring for individual pupils in local schools. Since the last inspection, the unit has been relocated to new, purpose-built accommodation.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- The unit provides pupils with a good education. It is highly effective in removing the barriers that prevent pupils from achieving and enjoying, and in ensuring that they are fully prepared for reintegrating back into their mainstream school. It enables most pupils to re-engage and remain in education once they have left the unit by rebuilding their confidence and self-esteem, and instilling in them positive attitudes towards learning and regular attendance.
- Excellent personalised care and support, coupled with consistently high expectations of pupils results in outstanding behaviour. Constant attention to observing the 'golden six' qualities and rigorous daily monitoring of pupils' progress fosters an excellent caring ethos. Targets to improve behaviour are reviewed at the end of each lesson, break and lunchtimes. Pupils value highly the merits and credits they accrue and are eager to add pebbles to the jar to acknowledge when others have cared for them.
- Excellent relations and consistently good teaching in a rich, nurturing environment enables pupils to make good progress, particularly in areas where they have struggled in the past. Assessment procedures have improved since the last inspection but do not always enable teachers to plan learning matched to all pupils' specific needs. Some common errors remain in pupils' written work because it is not corrected regularly. Support staff provide exceptional care for pupils but are not always deployed effectively in lessons fully to maximise learning.
- The headteacher's vision and drive for improvement has led to excellent progress in pupils' behaviour. Senior leaders provide good leadership and coordinate an excellent programme of behavioural support and training services for local schools which is valued highly. The management committee ensures that pupils are kept very safe. Its members know most of the unit's strengths and weaknesses but are not fully involved in evaluating all aspects of its work.

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

- Increase the proportion of outstanding teaching by:
  - planning activities that enable behaviour support assistants to regularly lead learning, and monitoring how well they do this
  - taking every opportunity in lessons to correct common errors in pupils' writing.
- Refine assessment procedures to provide a clear illustration of pupils' achievement and to provide teachers with the information they need to plan activities matched to pupils' different abilities.
- Ensure that the management committee engages fully in the evaluation of the unit's performance.

## Main report

### Achievement of pupils

Testing of full-time pupils on entry shows that their prior attainment is low due to their previous prolonged absence or exclusion from school. In the short space of time pupils spend in the unit, their attainment rises as they make good progress.

Individualised programmes of support are designed to tackle the shortfalls in their learning and set them personal targets for improvement. Short, one-to-one sessions focusing on promoting basic skills complement regular English and mathematics lessons well, providing them with the knowledge and understanding, and notably the confidence to tackle suitably challenging tasks in a range of subjects.

Every opportunity is taken to promote pupils' speaking and listening skills. Most pupils read fluently but show little enthusiasm for reading independently. In a mathematics lesson, personalised calculations for each pupil proved challenging and accelerated their progress. In science, pupils make good progress due to specialist teaching in an excellent laboratory that enables them to carry out interesting practical experiments and evaluate their findings. They thrive in drama because staff manage their responses with great sensitivity and give them time to reflect on their performances. At times, progress slows when teachers do not use the information they have about pupils to match tasks to the different abilities of the group.

Parents and carers are appreciative of the care and support provided. They recognise the rapid improvements in their child's attendance and behaviour and value the opportunities to join in celebrations and view their child's work. Over the past two years, every pupil has been reintegrated into a mainstream school and significantly, most have remained there to complete their education. The unit is adept at dealing with the challenging behaviours of pupils who attend on a part-time basis. A small group of these pupils talked enthusiastically about the help and support they receive from staff and the positive impact this is having on them in their own schools, one

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pupil saying, 'This is the only school that helps me'. The high quality care and good teaching provided for younger pupils in the nurture group enables them to improve their behaviour and thoroughly enjoy their learning.

### **Quality of teaching**

Pupils and their parents and carers feel that teaching is good, in particular teachers' ability to motivate and enthuse pupils who have disengaged from learning elsewhere. Their specialist knowledge, the unit's first-class facilities and small-sized groupings combine to produce an outstanding environment in which to learn. Relations between pupils and staff are exceptionally good. Pupils respond very positively to staff and thrive on the regular praise they receive. Excellent displays of pupils' work including records of rewards gained provide a rich, stimulating and safe place for pupils to be. Intensive daily monitoring of individual pupils permeates the unit's work and helps to set the tone for the day. Pupils are welcomed at morning meetings, their personal targets reviewed and activities for playtimes agreed upon. Circle time helps to reinforce the expectations of pupils and lets them voice their views. Teachers maintain detailed records of pupils' progress against the targets set for them and build up a personal profile for each one to show how well they are doing and at what stage they are ready to begin their reintegration back into school.

In lessons, pupils benefit greatly from intensive one-to-one support from staff. They respond well to teachers' questioning and readily participate in practical activities. Teachers are well organised and use a range of resources to stimulate pupils' interest. They are highly effective in planning lessons that encourage pupils to consider the impact of their behaviour and the feelings of others. For example, having listened to the story of 'Buster's Box', pupils in the nurture group decorated their own box to store their own personal thoughts and feelings in. Teaching is less effective when teachers talk for too long, which limits opportunities for pupils to learn independently. Most teachers use interactive whiteboards with confidence but few examples were seen of pupils using computers to aid their learning. Behaviour support assistants provide good care for pupils but they are not always deployed effectively to accelerate the learning of the least able.

Daily meetings and circle time are carefully managed to reinforce the 'golden six' rules that guide pupils' social, behavioural and emotional development and their behaviour towards one another and staff. Opportunities for pupils to reflect and manage their anger have a significant impact on developing positive attitudes towards learning. A well-planned curriculum includes activities such as cooking and gardening that stimulate pupils' interest and help to re-engage them. In a rock-climbing lesson, pupils approached the challenges presented with gusto, demonstrating great commitment when climbing and rigorously observing safety procedures.

### **Behaviour and safety of pupils**

Pupils joining the unit have a history of challenging behaviour or poor attendance.

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The relentless and successful drive to remodel their behaviour is central to the unit's work. All pupils contribute to the calm and caring ethos by reflecting on their own behaviour and its impact on others, by respecting one another and by meeting the consistently high expectations of staff. They demonstrate exceptional self-control and good manners in order to achieve their full points at the end of each day. Behaviour is exceptionally good because all staff take every opportunity to reinforce the 'golden six' qualities they want pupils to demonstrate. Pupils are rewarded for being honest, kind and gentle, respecting others and their property, and working hard. Daily awards, certificates and good work are celebrated. They rise to 'the Harbour challenge' by planning activities together, leading others and volunteering in order to attain bronze, silver and gold awards.

On admission, parents, carers and pupils sign agreements about expected behaviour and attendance. Pupils enter the unit wearing the uniform of the school they will join when they leave, reinforcing the message that their time in the unit is short and is geared towards their return to full-time education in their chosen school. The inclusive nature of the unit is reflected in no pupil exclusions. Pupils say that they feel very safe and free from bullying. Parental questionnaires confirmed this view and praised the way behaviour is managed. Records show that only four minor incidents of poor behaviour occurred last year. Attendance at the unit is consistently high.

### **Leadership and management**

The headteacher's vision and ambition to help pupils overcome the significant barriers to learning they have faced in mainstream schools is admirable. Staff questionnaires praised the quality of his leadership. He enjoys the full support of parents and carers and the management board. He is ably supported by his team of senior leaders who are equally committed to ensuring that the unit meets the individual needs of pupils so they all have an equal opportunity to succeed. Together, they generate an excellent caring and supportive ethos based on strong relations, and deliver an enriched curriculum which makes an excellent contribution to pupils' social, moral, spiritual and cultural education. The unit has good capacity for further improvement.

Self-evaluation is accurate. The deputy headteacher has led a number of improvements to the quality of teaching and learning through strengthening assessment procedures. She acknowledges the need to share best practice to generate a larger proportion of outstanding teaching. Lesson monitoring is regular but does not include an evaluation of the effectiveness of behaviour support assistants. A team of outreach workers based in the unit fosters good relations with local schools by supporting pupils' reintegration, mentoring individual pupils at risk of exclusion and sharing good practice in behaviour management. The management committee ensures that detailed records are regularly maintained to keep pupils' safe and promote their well-being. The local authority contributes effectively to the work of the management committee by liaising with external partners to support the health and well-being of pupils and engaging with senior leaders to set targets for improvement. Recent changes in membership have restricted its role in evaluating

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the unit's effectiveness but this is improving as new personnel join the management committee.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 February 2012

Dear Pupils

### **Inspection of Harbour, Lowestoft, NR32 4TD**

Earlier this week, I visited the Harbour to meet with you, join you in lessons and talk with your teachers. Thank you for your kind welcome, especially those of you I met with and those who read aloud to me. You all represented the pupil referral unit very well. I was very impressed by your behaviour and your positive attitudes which I found to be outstanding. In particular, I noted your commitment to the 'golden six' and the excellent care and consideration you show towards one another.

In the short space of time you attend the Harbour, you gain a good education. It helps you to improve your behaviour so that you are ready to return to school full time and you are ready to achieve well in lessons. You told me how well the staff at the Harbour care for and support you, and that you value what they do for you. You find it a friendly and safe place, and feel free from bullying. You also told me about the difference the Harbour was making to your behaviour and how this helps you when you are back in your own school.

There are a few things the Harbour could do to help you further. I have asked your teachers and staff to:

- give you more one-to-one support in those lessons where you need it most including showing you the common errors you make in your writing so you can correct them
- planning activities that all of you can do but also really challenging you to do your very best.

Mr Baverstock and his staff are doing a great job. You can help him to make the Harbour even better than it is by letting him know what other improvements you would like to see. Best wishes for the future.

Yours sincerely

John Mitcheson  
Her Majesty's Inspector

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