

# Kingsfield Centre

## Inspection report

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<b>Unique reference number</b>	133356
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	381498
<b>Inspection dates</b>	31 January–1 February 2012
<b>Lead inspector</b>	Heather Yaxley 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>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	23
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Marion Aust
<b>Date of previous school inspection</b>	20 November 2008
<b>School address</b>	Chilton Way Stowmarket Suffolk IP14 1SZ
<b>Telephone number</b>	01449 613931
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## Introduction

Inspection team

Heather Yaxley

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed parts of six lessons led by five teachers or support staff. Meetings were held with pupils, support staff, the headteacher, the deputy headteacher, the Chair of the Management Committee and a local authority officer. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at assessment information, curriculum documents, records of pupils' behaviour, pupils' work, minutes of meetings and the single central register of the safeguarding checks on staff. There were no responses to the on-line questionnaire. Fifteen parents and carers responded to the pre-inspection questionnaire and these were considered alongside those from 19 staff and 18 pupils.

## Information about the school

Kingsfield Centre is a pupil referral unit where pupils in Key Stages 2 and 3 generally stay for a maximum of two terms before returning to mainstream education. These pupils have behavioural, emotional and social difficulties. The centre also caters for up to twelve pupils in Key Stage 4 with medical needs associated with their emotional well-being. Four pupils have statements of special educational needs. Two pupils are looked after children. An above-average proportion of pupils are known to be entitled to free school meals. There are three classes, one for each key stage and some specialist teaching takes place in mathematics, art and physical education.

**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>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Kingsfield Centre is a good pupil referral unit that ensures pupils are well prepared for the next stage of their education.
- The headteacher provides strong leadership and the work of the centre is well respected by local schools and support services.
- The management committee fulfils its responsibilities well and is rigorous in challenging the centre on the difference that their work makes to pupils' achievements.
- Parents, carers and pupils speak very positively about the difference that the centre has made to them, particularly helping them to look forward with confidence in a way that they have not felt able to in the past.
- Pupils make good progress from their individual starting points because good teaching takes place in a calm, orderly environment, where their behaviour is managed well by highly perceptive, very positive and well trained staff.
- Staff work extremely well as a team; they have high aspirations for the pupils and promote the importance of academic achievement alongside high expectations for appropriate behaviour.
- The centre has successfully built upon its work since the previous inspection, particularly in improving assessment and establishing the Key Stage 4 provision on a firm footing, ensuring that the centre has the capacity to improve the provision further.
- The journey of improvement for assessment is a good one, although the use of this information to provide a complete picture of pupils' achievements and to involve pupils more in improving their work is not strong enough.

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- The curriculum is satisfactory rather than good because, although it provides pupils with a range of activities that interest them and that cater well for their different levels of ability, schemes of work are not always well planned and the time available for teaching the curriculum is not always best used.

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

- Develop assessment further by:
  - making better use of the information available to provide a clearer overview of pupils' progress from the start to the end of their placement
  - assessing the full range of pupils' attainments, including information and communication technology skills
  - making better use of pupils' individual targets in lesson plans and when marking their work
  - improving individual plans for pupils with special educational needs.
- Review the curriculum to improve its quality so that:
  - the centre's day and week provide sufficient time for teaching the curriculum, including a prompt start to the day
  - all subjects are well planned with schemes of work that focus primarily on what pupils will learn
  - pupils' spiritual, moral, social and cultural development is promoted systematically throughout the curriculum
  - there is a planned, systematic programme for teaching reading in Key Stages 2 and 3.

## Main report

### Achievement of pupils

For reasons of past disaffection with their mainstream schools, often compounded by previously low attendance, pupils enter the centre with low attainment. For those in Key Stages 2 and 3, the accelerated progress at the centre is not always sufficient to make up for all of the prior underachievement. Nevertheless, the centre does its job well in narrowing the gap in performance compared with all pupils nationally by ensuring a general pattern of increasingly good progress from pupils' individual starting points. Parents and carers recognise that their children make good progress at the centre. For some pupils, it takes longer than others for their behaviour to settle, yet levels of prior learning are maintained because disruption is managed well. This enables pupils to respond positively to firm boundaries and timely pastoral support.

Pupils in Key Stage 4 often attain GCSE grades that are in line with national averages and for individual pupils this often represents better grades than previously anticipated. Several pupils commented that they never thought that they would achieve so much after such long periods of disrupted education. Some are now

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looking to forward to college and beyond, never having thought it possible before. This is possible, not only because of good teaching and pastoral support, but also because pupils attain GCSEs in the appropriately challenging subjects of English, mathematics, science, history and, sometimes, art.

It is clear from lessons observed, work scrutinised and discussions with them that pupils of all ages value their learning. They successfully rise to the high expectations of staff to pay attention, to take the work seriously and to complete tasks in the time available, as seen in a Key Stage 2 cookery lesson. It is not always clear from pupils' work how well they are achieving because of poor handwriting and spelling, and not showing how they have worked things through because of the limitations of worksheets. Similarly, pupils do not always know how well they are doing because they do not know their targets and they have limited opportunities to learn from teachers' marking.

Pupils show increasing confidence in showing what they can do, including expressing their feelings on particular topics. For example, pupils in the Key Stage 3 class were highly engaged in writing and reading aloud their response to a passage on gas attacks during the war. Key Stage 4 pupils were preparing a film review for an English oral test and, although anxious about performing this in front of others, were sufficiently confident to have a go. Pupils in Key Stage 2 are often reluctant to show what they can do independently, particularly in writing, but quickly gain confidence in working with staff on the things that they find difficult.

### **Quality of teaching**

Parents and carers are confident that their children are taught well. Strengths in teaching include staff collaboration in supporting pupils' learning in tandem with managing their behaviour; good subject knowledge, providing age-appropriate activities that interest and motivate pupils; and setting work that is accurately pitched to challenge pupils of different abilities. As a result, in addition to making good academic progress, pupils' spiritual and moral development progresses well. Opportunities to develop independence and cooperative skills are not always well planned and this links to weaknesses in the planned curriculum. Pupils' cooperation with adults is good. Staff know when to intervene and when not to. This means that learning is rarely interrupted and, when it is, does not unduly affect those who want to get on with their work. The teaching of reading is not sufficiently well planned to ensure that all pupils in Key Stages 2 and 3 apply a systematic approach to reading and spelling.

Parents and carers rightly believe that their children access good teaching and that their academic progress and behaviour improves as a result. Pupils say that they enjoy lessons and that they are expected to work hard. They like being in classes with fewer pupils than in their previous schools and say that this helps them to learn better.

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

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Most pupils have a good understanding of the importance of keeping themselves safe, and are aware of how to avoid potentially unsafe situations. They have a secure knowledge of types of bullying, including cyber-bullying. A reduction in fixed-term exclusions since the previous inspection, so that it is now a rare occurrence, and few incidents of extremely unacceptable behaviour or racist language ensure that pupils feel able to learn in a safe and secure environment. It is commonplace for pupils to respect the rules and codes of conduct, and to be courteous towards adults. Although some pupils find it difficult to reason through how their inappropriate behaviour affects others, most will accept the consequences.

Questionnaires from parents, carers and pupils acknowledge some inappropriate behaviour and bullying but are generally assured that incidents are dealt with well. Inspection evidence supports this view. Records of incidents, risk assessments and pupils' individual files provide a good level of detail to promote pupils' well-being. Staff set clear boundaries and are good role models. The well-established ethos and team work ensures that new pupils settle well and pupils say that they felt well supported to make a positive start.

Attendance overall is in line with national averages and for some this is a significant improvement in a short period of time. Pupils talk positively about going back to school. The way that staff prepare pupils for their next school or for college provides a sense of security and purpose to their time at the centre.

### **Leadership and management**

Equality of opportunity is promoted well because of significant strengths in two particular aspects of the centre's work. First, the centre's reason for being is clearly articulated and understood, firmly rooted within its work and provides a very strong driving force for improvement. As a result, barriers to each individual pupil's success are addressed well to facilitate re-engagement with learning and to ensure successful transition to mainstream education. Second, arrangements for promoting pupils' well-being are particularly well suited to address the potential vulnerabilities associated with their complex behaviour, emotional and social needs. Current government safeguarding requirements are met. Staff work particularly well with external services and pupils' families to ensure that pupils are well supported.

Since the previous inspection, the deputy headteacher has significantly improved the quality of information available on pupils' achievements. This enables staff to know more about the quality of learning of pupils in their class and establishes high expectations for rates of progress. As yet, this information is not sufficiently organised to provide a clear strategic overview of pupils' progress over time. In addition, not all areas of pupils' achievements are assessed or tracked. The individual education plans for pupils with additional special educational needs are not specific enough to focus attention on the most important skills and how they can be accomplished throughout the day and week.

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The curriculum is satisfactory because, alongside its strengths, there are weaknesses in planning and the time available for teaching. Its strengths include the breadth of subjects in Key Stages 2 and 3 and ambitious coverage of GCSE courses. The curriculum for personal, social and health education is being developed well, particularly to cover those aspects of highest priority for Key Stage 4 pupils as they approach adulthood. However, there is no planned, systematic programme for teaching reading in Key Stages 2 and 3. In Key Stages 2 and 3, the curriculum for subjects other than English, mathematics and science are not sufficiently detailed. Schemes of work do not always make sufficient reference to what pupils will learn and lack details about learning opportunities that can support pupils' personal development. The time available for teaching the curriculum during the week is not always used efficiently. For example, transport arrangements mean that pupils do not arrive early enough in the mornings to make a prompt start to the first lesson.

In response to issues raised at the previous inspection, the management committee took decisive action to gain greater insight into the effectiveness of the centre's work. A quality assurance committee was established and this, together with refocusing the work of other committees, has added a good level of rigour. Their attention to improving pupils' outcomes is now firmly established.



## 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.**



2 February 2012

Dear Pupils

**Inspection of Kingsfield Centre, Stowmarket, IP14 1SZ**

It was a great pleasure for me to inspect Kingsfield Centre this week and I am pleased to tell you that I judged that it provides you with a good education. I do hope that you will read my full report for all the details but here are some of the headlines.

Staff and the management committee are very firmly focused on making sure that you do as well in your learning as you do in improving your behaviour. They are particularly good at helping you to overcome some of your anxieties about school. You and your families are very appreciative of the work that staff do to help you.

There are two things that I believe are the next priorities for the staff to focus on. The first is to continue developing assessment so that your skills are better tracked and targeted. The second is to review the curriculum to make better use of time during the week and to make curriculum plans more useful for planning lessons.

I want to say a big thank you for the help you gave me during the inspection. The conversations that we had and the questionnaires that you completed for me were very helpful in letting me know about your experiences of the centre. I know that the staff and the management committee are always keen to know what you think so please take advantage of that. It is really pleasing to see that most of you attend the centre every day. This is helping you to do as well as you are so please continue to attend well.

I wish you well for the rest of your time at the centre and for your next school or college. For those of you in Key Stage 4, I hope that the presentations and assessments that you are planning go really well.

Yours sincerely

Heather Yaxley  
Her Majesty's Inspector

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