

Secondary Behaviour Support Service

Inspection report

Unique reference number	131535
Local authority	Leicester City
Inspection number	381358
Inspection dates	15–16 March 2012
Lead inspector	Jeffery Plumb

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The local authority
Chair	John Broadhead
Headteacher	Shaun Whittingham
Date of previous school inspection	3 June 2009
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Age group	11–16
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Introduction

Inspection team

Jeffery Plumb

Additional inspector

Alan Jones

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers and two vocational instructors teaching 11 lessons across the three sites of the provision including two externally provided vocational programmes. Two lessons were joint observations with the headteacher. The lead inspector met formally with two groups of students, and both inspectors spoke with many others on all three sites and in vocational workshops. Meetings were held with three representatives of the management committee, and with service staff including teachers, and middle and senior leaders. Inspectors observed the service's work and looked at a number of documents, including progress and attainment data, re-integration and attendance figures, the log of behaviour incidents, safeguarding policies and risk assessments, equality and diversity policies, the service improvement partner reports and the service improvement plan. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They also took account of three inspection questionnaires returned by parents and carers as well as questionnaires completed by staff and pupils.

Information about the school

The service provides support for students with challenging behaviours. The majority of students are referred by Leicester City schools because they are at risk of exclusion. They remain on the roll of their schools whilst receiving support from the service. Most of these students return to mainstream education. This service receives students at Key Stage 3 on 12 and 24 weekly placements. The proportion of students at Key stage 3 with disabilities and special educational needs is above the national average. Most of these students undergo further assessment whilst with the service so as to identify the best provision for them. There is a mixture of two-day and five-day programmes at Key Stage 3. Those on a two-day programme spend the other three days at their mainstream school. The service also caters for Key Stage 4 students at risk of exclusion. Once settled, these students are placed on vocational programmes secured from external providers for four days a week and attend a service site on one day a week. Provision is also made for students permanently excluded from schools. The majority of students are boys from White British backgrounds. There has been an increase in the number of students from minority ethnic backgrounds since the last inspection, but none are at an early stage of learning to speak English as an additional language. An above average proportion of students are known to be eligible for free school meals. There are a few looked after students.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory service. The service is not better than this because of the inconsistencies in: the use of assessment to set sufficiently challenging targets in English and mathematics; in the quality of teaching and students' progress. The attendance of some students is low.
- Students' achievement is satisfactory. Students make satisfactory progress in English and mathematics, but the rate of progress for Key Stage 3 students on the five-day programme lags behind that of their peers on the two-day programme. Key Stage 4 students make good progress on their vocational programmes.
- Teaching is satisfactory. There is some good teaching in Years 10 and 11, particularly on the vocational courses. However, in some Key Stage 3 lessons students are not always sufficiently challenged. Opportunities to develop students' literacy and numeracy skills across the subjects taught are occasionally missed.
- Behaviour and safety is satisfactory. The few incidents of racism and bullying, which occur, are dealt with most effectively. Engagement with learning is variable across the service because of inconsistencies in the quality of teaching and use of teaching assistants. Most students are adept at assessing risks and adopting safe practices in work-place environments.
- Senior leaders and the management committee, in recent years, have improved a number of aspects of the service such as attainment at the end of Year 11, and the number of students at the end of Year 11 entering college. Attendance, although still low for some students, is significantly better. The management of performance has become more rigorous, especially in its effectiveness in monitoring teaching. Consequently, teaching is better. However, monitoring of students' progress is not as developed. The service has contributed very significantly to reducing the number of permanent exclusions across Leicester

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City schools.

A service whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate progress relative to pupils' starting points in English and mathematics, especially in Key Stage 3, by ensuring that:
 - assessment on entry to the service is used to set challenging targets in English and mathematics for all students
 - teachers use these targets to plan specific learning outcomes for students on a lesson-by-lesson basis so as to enable students to make up for gaps in prior learning
 - the senior leadership team and the management committee rigorously monitor students' progress over the time the service provides for them so as to trigger immediate interventions to raise achievement where it is most needed.

- Improve teaching by making sure that:
 - planned activities in lessons are challenging and matched to students' needs
 - teaching assistants at all times engage students who begin to show a low level of disruption or who lose interest and concentration in learning in lessons
 - teachers in all subjects take every opportunity available to them to develop students' literacy and numeracy skills.

- Improve students' attendance so as to accelerate the rate of progress for more students than at present and improve even further the number who access courses at college at the end of Year 11.

Main report

Achievement of pupils

Students' progress is satisfactory measured against their different starting points. Students' learning accelerates through Key Stage 4 because of the rigour of the accredited vocational courses and the effectiveness of the newly implemented curriculum for English and mathematics. This is particularly the case for girls because their attendance is much better than it was in their mainstream schools. The number of Year 11 students successfully securing a place in further education, employment or training has increased significantly year-on-year over the past three years. Similarly, although attainment at the end of Year 11 is below the national average, there has been a steady improvement over the past three years. More students gained higher-level qualifications by the end of Year 11 in 2011 than in the previous

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two years.

Students make satisfactory progress during lessons. In most lessons they have a positive attitude to their work and, in their vocational lessons, this is almost always the case. Students' rate of progress slows when assessments of their prior knowledge and understanding are not used sufficiently well to plan specific learning outcomes to help them to make up the gaps from previous learning. This lack of challenge is most evident in some lessons at Key Stage 3. Achievement in numeracy and literacy is not always as good as it could be because opportunities to develop these important basic skills are missed in the teaching of some subjects. In an information and communication technology lesson, the teacher planned to develop students' literacy skills, but all students had the same literacy target to work towards despite having varied levels of literacy. In this lesson lower achieving students did not make the progress they needed to make. Students with disabilities and those that have special educational needs make satisfactory progress. Their progress is not better than that because in a few lessons they are not sufficiently challenged. Overall, progress is satisfactory in English and mathematics. It is not better than that because targets in these subjects are not always consistently challenging for all students.

Quality of teaching

Relationships are mostly good in lessons. Consequently, students are not afraid usually to take safe risks and this accelerates their learning. Dignity and a commitment to equality of opportunity pervade all lessons. Failure in a subject in a previous mainstream school is put aside and students are empowered to believe that they can succeed. Parents and carers believe that their children are taught well and, while this is the case in some lessons, it is not consistently the case in all. In the most successful lessons students are clear about what they are expected to learn and assessment is used effectively to plan well-structured activities for all students to build on their prior understanding in the subject. Teachers use questions effectively in these lessons to deepen students' knowledge and understanding and so students make good progress.

In some satisfactory lessons, teaching lacks sufficient challenge and teaching assistants do not intervene swiftly enough to support students who show signs of waning interest in their learning. For example, in an information and communication technology (ICT) lesson, assessment of prior learning was not used to set specific and challenging learning outcomes for each student. Higher achieving students became bored with the task because they had already mastered the skills they were asked to demonstrate. They began to show signs of low level disruption. Lower achieving students struggled because the task was too difficult for them and some of them sat passively. The teaching assistant did not intervene quickly enough to challenge and support either group of students.

Some pupils think that their teaching is variable, particularly in their core English, mathematics and ICT lessons. Inspection evidence supports their view. Teaching of

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important literacy and numeracy skills across subjects is inconsistent. Students enjoy their vocational curriculum taught through interesting and well-planned practical lessons, such as those in an off-site 'bike' shop. In an outstanding vocational lesson students gained valuable work-related skills. In such lessons students learn to work in teams and their social skills are enhanced significantly. Overall, teaching often makes a valuable contribution to students' spiritual, moral, social and cultural development. Occasionally, opportunities to promote students' awareness of the suffering of different groups of people from around the world are missed. For example, in a lesson with a starter activity which focused on flags from countries around the world, an opportunity was missed to encourage students' to think critically about the suffering of Syrians, many of whom are currently fleeing across the Turkish border to find sanctuary.

Behaviour and safety of pupils

Engagement with learning is currently better in Years 10 and 11 compared with previous years. Students in these year groups see the relevance of the recently increased range of accreditation opportunities linked to their vocational subjects. They know that by working hard they will gain qualifications which enable them to secure a place at college. Overall, engagement with learning in lessons is satisfactory, but inconsistencies remain. In lessons where assessment is used to tailor activities to students' needs, learning behaviour is good. Conversely, where all students in a lesson are asked to complete the same work, there is sometimes low level disruptive behaviour. Occasional instances of aggressive behaviour in lessons are skilfully managed.

A few incidents of racism and homophobic bullying occur. Such unacceptable incidents are taken extremely seriously. They are tackled swiftly and effectively because there is no tolerance of any form of prejudice or discrimination. One-to-one counselling is provided for the perpetrators and victims. Mostly, this is successful in enabling the perpetrators to reflect on the negative impact of their actions and change their ways. Students have a good understanding of cyber bullying, and know what to do if they fall victim to it. Students feel safe and they have an adult within the service in whom they trust and can talk to about anything that troubles them. The service is effective in keeping permanent exclusions across Leicester City schools extremely low. The majority of students provided for are mostly polite and courteous. Students with challenging behaviours, linked to their emotional needs, are well supported and most have fewer outbursts of anger as a result. Parents and carers consider that their children are safe and that their behaviour has improved since they have been supported by the service. Students also believe that their behaviour has improved. They say, 'This place has helped us sort ourselves outwe want to keep out of trouble, work hard and get a good job'.

Students know how to keep safe in the work-place. For example, when working in a garage they understand the importance of putting on gloves to protect their skin when handling oil. They know the risks associated with getting involved in gangs and

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understand that they must not chat with strangers on the computer. Attendance is improving and significantly so for girls at Key Stage 4, but it remains too low for some students.

Leadership and management

Senior leaders and the management committee have made a number of improvements in recent years. Attainment by Year 11 has steadily improved, the increased range of vocational placements has engaged more students with learning, and permanent exclusions have fallen in Leicester City schools. Engagement with parents and carers has improved thus enabling them to better support their children's learning at home. Monitoring of teaching and professional development has resulted in almost all teachers identifying clear learning objectives, so that students can measure the success of their learning in lessons. Some inconsistency in the quality of teaching remains.

The service has been tracking the progress of the different groups of students it supports so as to plan to meet all of their needs in accordance with its commitment to equality of opportunity. To improve work in this area a new system to track students' progress and set challenging academic targets for them has been launched. It is designed to promote equality of opportunity further by enabling every student to realise her or his full potential. Where teachers already use this tool effectively they set challenging targets for all students enabling them to make good progress. This is not consistent across the service because some teachers are insufficiently confident in using this tool to best set targets for students. Professional development to support teachers in how to best use the tracking tool is planned for the near future. Senior leaders are beginning to use the tracking system to monitor students' progress more effectively and to respond more rapidly than before to support those who fall behind with their work. This, however, is at too early a stage of implementation to have had widespread impact in improving achievement. Nonetheless, given the overall improvements since the recent re-structuring of the service, there is sufficient capacity for further improvement.

The curriculum is broad, balanced and relevant. It is strongest at Key Stage 4, where individual learning programmes accelerate students' learning. Students are well-equipped with college readiness skills. Their social development is promoted well through working in teams in a range of work-environments. Equality and diversity issues, including raising students' awareness of cultural diversity are covered well. Prejudice and discrimination based on religion, sexual preference and disability are actively challenged. Students' spiritual development is promoted as they reflect deeply on the horror of the Holocaust.

Management systems to ensure students are safe are robust. Child protection procedures meet requirements. Vocational placements are thoroughly risk assessed.

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).

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.



19 March 2012

Dear Students

Inspection of Secondary Behaviour Support Service, Leicester, LE2 3PR

Thank you for welcoming me and my colleague to your service. Your service is satisfactory and this means that another inspector may visit to see if improvements are being made.

- By the end of Year 11, most of you achieve qualifications in vocational courses which enable you to go onto college courses. You make satisfactory progress in English and mathematics.
- Although attendance is improving, particularly amongst girls at Key Stage 4, it is too low for some of you. The few racist and bullying incidents which occur are tackled well and most of you are eager to behave well, work hard and go to college so that you can get a good job. You feel safe and trust your staff. You know how to keep yourselves safe in the work-place and understand that getting involved in a gang would get you into trouble.
- Teaching is usually satisfactory and sometimes good. We have asked your teachers to give you interesting activities, which challenge you to do your very best in all lessons. We have particularly asked them to set each of you challenging targets in English and mathematics so as to raise your achievement in these subjects and equip you even better than they do at present to cope with the challenge of being successful in a competitive adult world.
- The headteacher, staff and management committee have worked successfully to make improvements to the service provided for you. We have asked that they speed up actions to improve your teaching, raise your attendance and by doing so accelerate your learning in English and mathematics. We want them to make sure that each of you achieves your full potential in these subjects.

Please help your service improve by attending regularly, behaving sensibly and doing your very best work in all of your lessons.

Yours sincerely

Jeffery Plumb
Lead inspector

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