

Kirk Hallam Support Centre

Inspection report

Unique Reference Number	131632
Local Authority	Derbyshire
Inspection number	360301
Inspection dates	3–4 November 2010
Reporting inspector	Janet Thompson HMI

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	7–14
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The local authority
Headteacher	Jenny Kent
Date of previous school inspection	20 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 9 lessons or parts of lessons taught by two teachers at the centre and a sports coach. Inspectors met with pupils, staff from the centre and local authority as well as the vice chair of the management committee. Telephone call interviews were held with three of the partner mainstream schools. Inspectors observed the centre's work, and looked at a range of documentation including pupils' work, tracking of pupils' progress, a range of policies and future plans. They read seven questionnaires completed by parents and carers as well those completed by staff and students attending the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How much progress pupils make in their literacy and numeracy compared with their time at the centre. Inspectors had a particular focus on those pupils attending the centre but not a mainstream school due to permanent exclusion and those who were on an extended placement at the centre.
- How much progress pupils make in their social skills and behaviour and how this is reflected in their success on return to mainstream school.
- How well teachers use assessment to ensure gaps in prior learning are addressed so that pupils have a firm foundation from which to progress once they leave the centre.
- The role of the management committee in making sure pupils make the best possible progress in the short time they attend the centre.

Information about the school

This is a small pupil referral unit established for pupils who are at risk of permanent exclusion from mainstream school due to their behaviour difficulties. Very recently a few pupils who have already been permanently excluded have been admitted to the centre. All pupils are dual registered. In Key Stage 3 they spend four mornings each week at the centre and attend their own school for the rest of the time. Key Stage 2 pupils spend every afternoon at the centre and attend their own school in the mornings. Placements are for a fixed amount of time, usually four Derbyshire terms (equivalent to part time for six months). The aim of the support centre is to help pupils return to mainstream school full time. Pupils come from across Derbyshire and currently all are White British. The vast majority of pupils are boys. More than half of the pupils are entitled to free school meals and all have special educational needs. Over a fifth of the pupils have statements of special educational needs. The centre is subject to reorganisation as part of the local authority plans for developing area based provision.

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?

2

The school's capacity for sustained improvement

3

Main findings

The centre offers good intervention for pupils at risk of exclusion and as a result the majority return full time to mainstream school successfully. While at the centre pupils make good progress in literacy and numeracy relative to the level they start at and the time they spend at the centre. By using good baseline assessments staff provide individual work relevant to the needs of each pupil. Throughout their time at the centre pupils respond well to the clear, tight and consistent boundaries for behaviour established by staff. This enables pupils to become calmer and develop confidence which in turn helps them to develop the ability to manage their own behaviour.

Partnerships between the centre and mainstream schools are strong. The same behaviour targets are shared between the two settings and achievements against these targets are recorded by both groups of staff giving consistent messages to the pupils. Similarly strong partnerships with parents and carers are established at the pre-admission meetings before the pupils start at the centre. Parents and carers are clear about the expectations and systems used, and report that they are very well informed about their child's progress and behaviour. Pupils feel safe and are able to make a good contribution to the community at the centre including being involved with identifying their own targets for improvement. Pupils' cultural development is satisfactory as there are insufficient opportunities for them to learn about different communities, cultures and beliefs.

Teaching is satisfactory. When working individually staff support pupils well helping to ensure good progress but in lessons there are too few opportunities for collaboration and the pace of lessons does not always provide sufficient challenge. The curriculum is effectively designed for pupils also attending mainstream schools (the stated function of the provision). Priority is given to enhancing pupils' functional literacy and numeracy skills alongside improving their ability to manage their own behaviour. For pupils who have already been permanently excluded the curriculum does not provide enough balance of experience when coupled with their other part time arrangements. These admissions are very recent. The curriculum offer has been identified as an area for development by the head of centre but actions have not yet been implemented so that equality of opportunity is satisfactory.

Due to the process of reorganisation, systems and structures for accountability through the management committee and line management for staff at the centre have only been in place in their current form since September 2010. There is a range of data available including academic progress, behaviour progress, attendance and success in return to mainstream but self evaluation does not bring this information together sufficiently well to accurately inform future plans. The management committee have provided satisfactory challenge on the outcomes for pupils and the effectiveness of the policies they have adopted. Staff work consistently as an effective team during the school day and the good

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outcomes for pupils are a credit to this. However there is not a shared vision about the future. This alongside very recent changes to the cohort of pupils attending the centre reflects a satisfactory capacity to improve.

What does the school need to do to improve further?

- Improve teaching in group sessions by:
 - creating more opportunities for pupils to collaborate with each other
 - providing more opportunities for learning to involve a range of activities and pace to help prepare for the range of lessons pupils may experience in mainstream schools.
- Improve equality of opportunity and increase opportunities for pupils to develop a wider cultural awareness by:
 - ensuring the curriculum is better balanced for pupils who do not share their placement with a mainstream school
 - providing more opportunities for developing cultural awareness by improving this element within schemes of work across the curriculum.
- Ensure the ideas for development are effectively communicated with all staff and are based on careful self evaluation founded on bringing together the information already being gathered.

Outcomes for individuals and groups of pupils

2

The vast majority of pupils increase their rate of academic progress so that they are making good progress in core skills of literacy and numeracy while at the centre. There are some for who this academic progress remains at a similar rate to that previously being made but these pupils are not representative of any specific group. Pupils with statements of special educational needs make as much progress as those who do not have statements. Pupils make good progress but usually start and leave with low attainment although there is considerable variation in each group. The very few girls who attend the centre achieve more than boys. During the inspection all except three pupils were in the early part of their placement including two who started on the first day of the inspection. During lessons the majority of pupils were focused on their work and responded to individual support to remain focussed. There were a few who required high levels of support to attempt work and who did not make as much progress as they should.

The majority of the pupils increase their attendance both at mainstream school and at the centre during their placement and there are few persistent absentees. The vast majority of pupils attending the centre have successfully returned full time to mainstream school, a very small number have moved on to attend special schools. Over the last three years a small proportion of pupils were subsequently permanently excluded from mainstream however, all of those who attended the full programme had maintained their mainstream placement for over one year and for many it was over two years. The success pupils achieve in their subsequent placement illustrates improvements in their behaviour. Behaviour is good, pupils quickly respond to the rewards and sanctions in place and learn to understand and accept the consequence of their actions. Pupils are usually supportive of one another demonstrated by the way in which new pupils are welcomed and included

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in break time or tutorial time activities without prompts from the adults. Although a few of the pupils at the support centre believe behaviour is not good they feel safe and appreciate how they are supported to develop their social skills. Pupils develop a good understanding of right and wrong but only satisfactory understanding of different cultures, communities and beliefs.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All teaching is at least satisfactory and some is good. Lessons are well planned and good baseline assessment informs individual work effectively helping pupils to make good progress. The best lessons also provide clear assessment opportunities during the lesson to find out how much pupils already know but at times staff do not give pupils enough opportunities to demonstrate their knowledge and understanding. In some lessons the work lacks enough challenge and in group teaching there are missed opportunities to help pupils learn to collaborate with each other or develop their thinking further.

The curriculum is well designed for part-time placements. In addition to English and mathematics pupils access a range of subjects including science, information and communication technology, art, design technology, food technology and physical education. This, alongside their mainstream curriculum, provides a good balance. The resources and schemes of work provide a good curriculum for developing pupils' academic skills and are satisfactory for promoting cultural development.

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Care, guidance and support are strengths of the centre and pupils appreciate how they are treated and supported. Staff give consistent messages about behaviour and attendance and pupils make good progress as a result. Great care is given to ensure pre-admission meetings gain the right information from pupils, parents and carers and schools and set out the expectations of the placement. There is rigorous follow up with partners and strong attention to meeting the needs of the pupils and supporting transition back to full-time mainstream, or occasionally a special school.

These are the grades for the quality of provision

The quality of teaching	3
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	2

How effective are leadership and management?

Staff have a shared view about the stated purpose of the centre; to enable pupils at risk of exclusion to return to mainstream school. This helps to provide consistency on a day to day basis and pupils are well supported to achieve. However the centre is one part of the local authority provision in Derbyshire and following a recent review the local authority has identified the need for some changes. The future direction and vision for the centre is not sufficiently clear to all those involved. The management committee and staff do not have a shared understanding about the precise development needs required to move forward.

Recent changes also include admitting pupils who have already been permanently excluded from their school. This has not altered the stated objective for helping pupils to return to a mainstream school placement but has created the need for the Local Authority to develop the provision further. This is particularly the case to ensure permanently excluded pupils have equal opportunity to access a broad and balanced curriculum. Pupils develop a strong sense of community at the support centre and opportunities to develop more understanding about wider aspects of community cohesion across the curriculum are satisfactory. Safeguarding arrangements are good and the staff are diligent in following suitable, agreed procedures and protocols to help keep pupils safe.

Systems to ensure the management committee have better opportunities to challenge and evaluate provision and subsequent outcomes for pupils are in the early stages of implementation and are satisfactory. The head of centre has collected a range of very useful information to inform self-evaluation. This has helped to monitor and evaluate the effectiveness of the provision but does not always provide the best information possible as different aspects are not considered together.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers are unanimously supportive of the centre and particularly the way the centre deals effectively with unacceptable behaviour. The centre involves parents and carers well and they are positive about how they are kept informed about their child's work. All but one of the parents and carers who responded to the questionnaires believes their child enjoys attending the centre and they all think they are well prepared for the next stage in their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirk Hallam Support Centre 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 seven completed questionnaires by the end of the on-site inspection. In total, there are 15 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	43	3	43	1	0	0	0
The school keeps my child safe	4	57	3	43	0	0	0	0
My school informs me about my child's progress	6	86	1	14	0	0	0	0
My child is making enough progress at this school	3	43	4	57	0	0	0	0
The teaching is good at this school	5	71	2	29	0	0	0	0
The school helps me to support my child's learning	5	71	2	29	0	0	0	0
The school helps my child to have a healthy lifestyle	1	14	5	71	1	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)	3	43	4	57	0	0	0	0
The school meets my child's particular needs	5	71	2	29	0	0	0	0
The school deals effectively with unacceptable behaviour	7	100	0	0	0	0	0	0
The school takes account of my suggestions and concerns	5	71	2	29	0	0	0	0
The school is led and managed effectively	6	86	1	14	0	0	0	0
Overall, I am happy with my child's experience at this school	6	86	1	14	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



5 November 2010

Dear Pupils

Inspection of Kirk Hallam Support Centre, Ilkeston, DE7 4HD

The support centre provides good education and support enabling you to improve your behaviour as well as your academic progress. Many pupils who have attended the support centre regularly and worked hard have successfully returned to mainstream school full time.

The assessments you complete when you start, help staff to make sure your individual work is at the right level so that you can make good progress. We have asked teachers to make group sessions more challenging and to give you more opportunities to learn how to work together.

You told me that you feel safe and are given the help and support you need to succeed and to address any concerns or difficulties you may have. You usually respond well to the rules, rewards and consequences that help you improve your behaviour and when you find this difficult you are given good support.

Many of you attend the support centre regularly and those who have done this in the past have experienced the most success.

Staff liaise well with your parents and carers who are also pleased with how you progress while on placement at Kirk Hallam Support Centre. The staff also work well with other people who teach you for the rest of the week.

The curriculum offered during your part-time placement gives a strong focus on helping you to develop your literacy and numeracy skills as well as a balance of other subjects. We have asked that the curriculum is developed so that some of you without a place in mainstream gain the same opportunities as those that have a placement for the rest of the week.

The head of centre, local authority and management committee have development plans for the support centre. We have asked that all these partners work together so that all staff have a better shared understanding of what needs to change and what needs to stay the same.

Yours sincerely

Janet Thompson

Her Majesty's Inspector

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