

# Blueprint Short Stay School

## Inspection report

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<b>Unique Reference Number</b>	110201
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356698
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Lynne Kauffman

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Johnston
<b>Headteacher</b>	Dr David Jones
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	Unit 8 Abbey Centre Aylesbury HP19 9NS
<b>Telephone number</b>	01296 387600
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## Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed, including two at the Stoke Mandeville Hospital and two short observations of home tuition students in their school-based sessions. Nine teachers were observed. Phone calls were made to parents and carers, and meetings took place with students, the newly appointed management committee, and staff responsible for major aspects of the school. The inspector observed the school's work, scrutinised students' books, art work, the school's safeguarding procedures and the developing management structures for the new school, and analysed 27 questionnaire responses from parents and carers.

The inspector reviewed many aspects of the school's work, and looked in detail at the following:

- What is the impact of individual planning and assessment on students' progress and personal development?
- How effectively does the school manage the system of transition and reintegration of students into their original school?
- How well does the school use provision mapping and external agencies to ensure that students' individual needs are met across the different settings?
- How effectively has the school prepared for the imminent move to its new building?

## Information about the school

Blueprint Short Stay School is part of a campus of units that provide a wide range of alternative education for Buckinghamshire students. These students have been permanently excluded from school or are at risk of permanent exclusion. The number of students on roll fluctuates widely. Students are predominantly White British boys. Some students are educated at Stoke Mandeville Hospital. Many others have home tuition. A further group of students are registered at their own school and attending Blueprint on a part-time basis. A new chair of the management committee was elected this term. The school is in the last phase of completing a new building, funded by the local authority and due to open in March 2011.

**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?****1****The school's capacity for sustained improvement****1**

## Main findings

Blueprint Short Stay School is an outstanding school that positively changes young people's lives. It gives those who have struggled with their mainstream school experience a second chance. Every student has a curriculum experience matched to their specific needs so that they begin to enjoy school. This motivates and energises them and is having a significant impact on all students' achievement.

A particularly impressive aspect of students' work is their involvement in their assessment of their own progress. Gathering such information is a collaborative effort. The results are entered into each student's 'blueprint for learning' - an individual education plan that enables staff to target students' needs with even greater precision. The resulting tailored provision includes one-to-one teaching, small group work or placement in an experience outside school such as the much valued 'Horse Wyse' animal care programme, which develops students' sense of responsibility and empathy.

Behavioural issues are one of the most common reasons for students joining Blueprint, but once they arrive their behaviour records show a dramatic change. Parents and carers are delighted by the influence of Blueprint on students' behaviour management. One mother said about her son that 'he is so different at home, his attitude and his confidence - he is a different boy!' Local headteachers who have placement links with the school are also very impressed by the greater self-awareness and confidence exhibited when their students reintegrate into their mainstream school. Blueprint's behaviour mentoring and monitoring system is incorporated seamlessly into the curriculum. Daily staff briefings and weekly review meetings track progress, and bi-weekly mentoring by assigned staff builds strong relationships that secure improved behaviour. Honest dialogue, support and advice aid students through difficult times and they are comfortable in surroundings they value. Students are confident in their school but are concerned about the move because they do not know what to expect when the school changes. The future challenge for the school will be the management of change during the move to the new premises to ensure the successes embedded now are retained for the future.

Blueprint's capacity to sustain improvement is outstanding. The staff team have successfully tackled the issues of the previous report. There is a track record of sustained improvement. Senior leaders' self-evaluation is a model because of the incisive use of data and recorded evidence to substantiate their future plans. The recently revised management committee provides good support and maintains an overview of the school's work, and plans to have greater involvement in the school's development. Staff at all levels, including those in the hospital school and the home tuition service, have a clear understanding of their responsibilities and accountability. The new school, targeted to open in March 2011, is challenging thinking throughout the school at all levels.

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

- Ensure that the management committee is fully involved in planning the transition to the new school, so that it is smooth and sustains the principles of equality, inclusion and high aspirations for students.

## Outcomes for individuals and groups of pupils

**1**

Students' learning and progress are exceptional. As a result the attainment levels in lessons and students' work were broadly average, despite so many gaps in their previous learning. When students arrive, Blueprint staff use data from the link school to predict targets for the future, and conduct an initial assessment to ensure each student's starting point is clearly identified. Students review their personal data, understand what they need to do to improve, and in many lessons were seen to be entering into a highly productive and responsible dialogue with teachers as part of their marking and assessment. The consistency of daily and weekly monitoring provides working at grades (WAGs). Students work closely with teachers to review them. A further review every six weeks involves students and their parents and carers. The dialogue between staff, students and their families, plus the high quality record keeping and analysis give students confidence in their capabilities, a confidence that is often a new experience. All students, including those from different cultures or with specific needs, have equal opportunities and are free from harassment.

Students feel extremely safe and have implicit confidence in staff. Early morning breakfast sessions encourage good attendance and develop good interpersonal skills. Students appreciate shared lunchtime with the staff. They relax and enjoy discussing topics from faith to football. Eating together, enjoying social interaction and sharing good debate have an excellent impact on students' personal development. They understand what it means to have a healthy lifestyle. During personal, social and health education lessons students develop a responsible approach to drugs education. Students' own streetwise knowledge is used as the basis for examining rights and responsibilities. Students understand the need for exercise to keep healthy. They explore emotions and feelings through art and drama. However, students are not convinced about the impact of healthy eating, and the management committee has not yet clarified its policy in this area. Active participation in the wider community is reduced for many by the movement of students to and from mainstream school, and for those using the hospital school and home tuition.

Students' 'blueprint for learning' shows the extent to which their achievements and aspirations are realised within vocational and work-related placements, and this includes written reports from vocational partners. The core curriculum of communication, mathematics, science and technology ensures that students are developing good academic skills. Curriculum enrichment, for example through the Princes Trust XL club, facilitates excellent team building and a sense of responsibility to prepare students for the next stage of their lives. Placement at the training centre and the skills centre enriches practical and business skills. Work-related learning, a focus on vocational training, and life skills taught through personal and social education also contribute to very good preparation for students' future economic well-being. Rich spiritual, moral, social and cultural experiences permeate all aspects of provision.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Outstanding learning is promoted by excellent teaching - showing purpose and consistently high expectations. All staff are acutely aware of their students' capabilities. Staff empathy for the disaffected nature of some students and their special educational needs and/or disabilities underpins personal development and academic rigour, making a striking impact on all students. For example, students preparing for a GCSE in art were unreserved in their passion as they described their work, including outstanding ceramics, textile interpretations and inspiring sketchbooks.

Lesson observations are rigorous, well monitored and analysed to pinpoint where improvement is needed. Staff at all levels continually collaborate in learning, reviewing, evaluating and searching for innovative ways to raise the quality of teaching and learning. Monitoring and evaluation extend to the outreach aspects of the school, including excellent teaching and learning at the hospital and during home-school tuition. Link workers make a significant impact through their work with mainstream school teachers, parents, carers, and students. Feedback from students and their parents and carers is a valued part of the increasing demand staff place on themselves. Morale is high and sharing of staff expertise is a key element of improvement, leading to well-targeted professional development. High quality assessment fully involves students and their parents and carers, and ensures that all aspects of students' development are kept under regular review and intervention is refined to meet need.

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The curriculum is flexible and that engages learners as soon as they join the school. Morning sessions are focused on the application of communication, mathematics, science, and information and communication technology to strengthen academic skills. These sessions are focused tightly on filling the gaps in students' knowledge and understanding. Afternoon sessions are an exciting mix of activities that challenge personal development, such as sports activities at Green Park to enhance team building and fair play. Students influence change. For example, a student recently wished to pursue a music qualification; this was rapidly resourced by the vocational coordinator and is going ahead. The vocational curriculum is strengthened through exceptional partnerships with local business leaders, resulting in an improved work ethic. Since 2007, all students who left the school achieved qualifications or moved to training to prepare them for the next stage of their lives.

Students' 'blueprints for learning' record academic development and well-being. Staff are also exceptional in their engagement of a wide range of external providers such as Connexions and the health service. Students see their blueprint as a package of preventative care which gives them the skills to take control of their lives. Relationships are outstanding because of the high levels of trust and confidence that develop between students and adults. All aspects of provision are carefully vetted to maintain safety. Regular mentoring ensures that staff remain sensitive and responsive to the individual student voice. The relationship with most parents and carers is generally good. The newly appointed family liaison worker has identified alternative parenting programmes to support the hard-to-reach parents and carers, and strengthened her response to their need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leadership team shares an exceptionally well-focused vision for the school. The outstanding leadership of the headteacher has galvanised all staff into sharing their strengths and identifying their roles in inspiring the aspirations of students and their families. Highly effective monitoring and searching analysis, action, and dynamic partnerships enable the school to devise plans with precision that target individual needs. The management of teaching and learning is outstanding and extends to the excellent outreach at the hospital, home tuition and links to mainstream schools.

Good governance from the management committee is not yet fully focused on the demands being brought by the new school. Its members' breadth of skills and experience and liaison with the school are strengthening. Its new structure is enabling it to have greater involvement in self-evaluation. Parents and carers returned largely very positive

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responses to questionnaires and phone calls. They feel extremely well supported by the school. Parenting courses are well attended but are in the process of being revised to attract more participants. Other partnerships are outstanding; they include close work with the Skill Centre, Haydon Training, Connexions and a motor vehicle centre. In addition, close links with the health service and multi-agency cooperation ensure that resources are available to support equality of opportunity for all students. Inclusion is at the heart of every action taken. Safeguarding is outstanding in its processes and implementation of procedures. The school's effective focus on community cohesion contributes to the harmony in this diverse school community. Its impact has been carefully audited to identify strengths and areas to develop, and an appropriate action plan has been prepared to sharpen provision even further.

The efficient attention to detail in all aspects of the school through monitoring, evaluation, analysis and action helps to ensure that there is no complacency. The trends of improvement identified in teaching, learning and student outcomes are strong and upward. The collegiate approach to the design of the new school is a testament to the drive and ambition of everyone working together with a single aim.

Blueprint's excellent partnership work enables students to access a wide range of alternative provision, providing an individual programme for all learners. The life-sized sculpture being used as a focus in the main entrance of the new school depicts a person reaching for the sky - which is an expectation for all students at Blueprint.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Views of parents and carers**

The returned questionnaires show that parents and carers are pleased with the provision made for their children, and the additional comments wholeheartedly praised the school for the impact on their children and, in many cases, exceptional family support. A very



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small number of parents raised individual concerns that were followed up during the inspection and shared with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blueprint Short Stay School 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 inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	26	18	67	0	0	1	4
The school keeps my child safe	11	41	16	59	0	0	0	0
My school informs me about my child's progress	12	44	15	56	0	0	0	0
My child is making enough progress at this school	10	37	16	59	0	0	1	4
The teaching is good at this school	11	41	15	56	0	0	0	0
The school helps me to support my child's learning	11	41	15	56	1	4	0	0
The school helps my child to have a healthy lifestyle	8	30	17	63	1	4	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)	5	19	21	78	0	0	0	0
The school meets my child's particular needs	11	41	16	59	0	0	0	0
The school deals effectively with unacceptable behaviour	11	41	14	52	0	0	0	0
The school takes account of my suggestions and concerns	5	19	21	78	0	0	0	0
The school is led and managed effectively	12	44	13	48	0	0	0	0
Overall, I am happy with my child's experience at this school	13	48	13	48	0	0	1	4

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



19 November 2010

Dear Students

**Inspection of Blueprint Short Stay School, Aylesbury HP19 9NS**

Thank you for welcoming me into your school and telling me your views. I enjoyed seeing you all hard at work and especially enjoyed some of your excellent work on display in the art room.

I was very pleased to be able to visit some of you at Stoke Mandeville Hospital to see how you keep up your dedication to your education at stressful times. In home tuition you were working very hard with your teachers to complete your studies.

I agree with your parents and carers that Blueprint is an outstanding school which is helping everyone to achieve their best through their own personal 'blueprint for learning'. It was very interesting to hear about your enrichment afternoon and curriculum projects such as Horse Wyse and sport at Green Park. I hear some of you follow up these projects in your holiday time, showing real dedication and a sense of responsibility.

Many aspects of your school are excellent. The new challenge for all of you is the move to the new building and the new curriculum, so I have asked Dr Jones, the staff and management committee to maintain the exceptionally high standards of Blueprint by ensuring a smooth, carefully monitored and evaluated transition to the new building so you may continue to be successful with your studies.

You can do your bit to help by making sure you come to school frequently and by working hard on reaching the targets you set for yourselves with your teachers, parents and carers.

Yours sincerely

Lynne Kauffman Lead inspector

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