

# Barking and Dagenham Tuition Service

## Inspection report

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<b>Unique Reference Number</b>	132816
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	360441
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Jon Carter

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>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Farz Hamid
<b>Headteacher</b>	Katrina Mann
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Arden Crescent Barking and Dagenham RM9 6TJ
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 16 teachers. Inspectors held meetings with leaders and managers at each part of the provision and the chair of the Tuition Centre management committee and spoke with students informally. Inspectors observed the service's work, and looked at assessment information, the analysis of students' progress in each part of the service, curriculum plans, minutes of management committee meetings and many other documents. They analysed the responses from the 27 questionnaires received from parents and carers, as well as those from 42 students and 40 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the focus on social and emotional aspects of learning in the curriculum is supporting improved academic and personal development for all students.
- How effectively teachers are making use of assessment to monitor students' progress and plan challenging and stimulating learning activities which promote good achievement.
- How effectively leaders at all levels, including the management committee, are monitoring the effectiveness of all aspects of the service's provision in securing improved academic and personal development outcomes for all students.

## Information about the school

Barking and Dagenham Tuition Service provides a range of education provision for a larger than average number of students who are not currently able to access mainstream schools for a variety of reasons. It is made up of six separate facilities in different locations around the borough. Each part of the provision is led by its own teacher-in-charge. At the time of the previous inspection, only the service provided by the Tuition Centre was inspected and there has been a change in headteacher at that location since then.

The Tuition Centre is the sole Pupil Referral Unit (PRU) for secondary age students serving nine schools across the borough. The centre caters for students who have been, or are at risk of being, permanently excluded from their school as well as those entitled to education during periods of fixed term exclusion. The Education Transition Service serves students with more significant special educational needs than can be accommodated at the PRU. These students are referred by the local authority's special needs panel. Both of these facilities are currently managed by an interim head of centre and a management committee as part of a service level agreement with a local secondary school.

The Erkenwald Centre and Home Tuition Service provide services for vulnerable students with emotional and mental health needs and medical conditions. There is a manager responsible for both of these aspects and a management committee which is separate to that of the Tuition Centre. Students are referred to these provisions by the local authority's additional needs panel.

The Compass group, located at Barking & Dagenham College, and Lifeline, which is a provision commissioned by the local authority from a charitable organisation, offer education for Year 11 students who are hard to place in secondary schools. This is most often due to their recent arrival in the borough combined with previous difficulties accessing mainstream education. Each of these facilities has a separate manager.

The vast majority of students accessing education provision from the service have histories of poor attendance or non-attendance at their previous schools. All students have special educational needs and/or disabilities. These are mainly social, emotional and behavioural difficulties, although some students also experience moderate or specific learning difficulties.

Across the service, the proportion of students known to be eligible for free school meals is higher than average. Students enrolled at the service come from a wide variety of ethnic backgrounds, the highest percentages being White British and Black African. Few students speak English as an additional language and none are at an early stage of learning English.

◆ The Tuition Centre and the Erkenwald Centre both hold Healthy School status.

**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**

**2**

## Main findings

Barking and Dagenham Tuition Service provides students with a good education. The wide range of provision on offer and the coordinated structure of referrals ensure that students who are unable to access mainstream education benefit from good quality learning opportunities and excellent help to overcome their social, emotional and behavioural difficulties. Parents and carers value the way in which staff at the centres understand the needs of their children. One parent, echoing the views of others, wrote: 'My child has come on so much since attending the centre, not just in her work but in her confidence also.'

Outstanding care, guidance and support are given to students from the time they are referred to the service until they successfully transfer back to mainstream education. Very strong links with other schools in the borough, as well as local authority services and external agencies, ensure that information about students' needs is immediately available at the start of their placement with the service. This enables staff to plan highly personalised programmes for individual students so that they make good progress in their studies and close the gaps that have developed in their education as a result of exclusion or non-attendance at school. The strong emphasis on students' personal development within the curriculum is securing positive attitudes and good behaviour in all of the centres.

Overall, the service is extremely successful in re-engaging previously disaffected students in their education. This is evident in the considerable increases shown in many students' attendance, from ♦ below 10 per cent to above 80 per cent. However, compared to national averages for students in all schools, overall attendance remains low.

Leaders of each section of the service ensure that their part of the provision runs well on a day-to-day basis. Senior leaders and the management committees have a good understanding of the strengths and weaknesses of the areas for which they have responsibility. They have demonstrated a good capacity for improvement through their accurate self-evaluation and good quality planning in conjunction with the local authority. Links between the Tuition and Erkenwald Centres are developing well under the good leadership of those in charge of each provision. However, these links are informal and do not sufficiently involve the Compass and Lifeline groups. The lack of coordination by a single head of service and management committee means that opportunities for more rigorous monitoring of students' progress and the sharing of good practice across all parts of the service are underdeveloped. Nevertheless, leaders in each centre have established clear visions for the provision they manage, in some cases over very short periods of time, and staff have a thorough understanding of how their work contributes to the continued success of the service.

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Please turn to the glossary for a description of the grades and inspection terms

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

- ? Ensure that consistent and coordinated leadership of the service contributes to improved outcomes for students, by: ?
  - developing and implementing a leadership and management structure which promotes accountability for the overall performance of the service and greater unity in the management committee arrangements ?
  - rigorously monitoring the progress of all students enrolled with the service ?
  - sharing good leadership practice and establishing common policies and procedures across all parts of the service.
- ? Raise students' attendance so that the majority of students reach the national average, by:
  - ? ensuring all students have realistic and challenging targets for improved attendance ?
  - sharing existing outstanding practice in improving attendance between all parts of the service.

## Outcomes for individuals and groups of pupils

**2**

Students respond well to the service's work to re-engage them with education. During lessons, they are almost always attentive and focused. They contribute enthusiastically to discussion, respond well to questions and make good progress in their learning. Behaviour is good both in traditional classroom lessons and those which are more practical. Students enjoy being active and putting forward their points of view, which they do passionately but respectfully, demonstrating skills learned through the service's personal education curriculum. While there are some variations between classes, students make good progress overall in the core subjects of mathematics, English and information and communication technology (ICT) and reach average levels of attainment. This makes an important contribution to improving their chances of gaining qualifications, either at one of the centres or when they return to their mainstream schools. The very large majority of students who complete their education at one of the centres gain accreditation at GCSE or entry level. Students from minority ethnic backgrounds and those known to be eligible for free school meals make similar progress to their peers.

Students have a good understanding of how to keep themselves fit and healthy. This was shown, for example, in a health education lesson for Key Stage 3 boys, where all were able to contribute to a discussion about identifying and avoiding the risks associated with being overweight. Students also participate well in the good range of physical activities provided on- and off-site. At the Tuition Centre, the student council was recently successful in lobbying staff for more healthy meals at lunchtime. This level of awareness and action is recognised at both the Tuition Centre and the Erkenwald Centre by the Healthy School award.

Almost all students accepted by the service have a history of disrupted education. Most who attend provision at the Erkenwald Centre or Lifeline, for example, have not attended school at all for a considerable time. From this extremely low baseline, the majority of students make exceptionally good improvement. While only a small minority achieve high

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attendance, the improvements made as a result of the service's excellent support and guidance represent a very positive step in changing students' attitudes to education.

Students' spiritual, moral, social and cultural development is good. They work harmoniously together, finding similarities in their backgrounds rather than differences. Through the service's focus on social and emotional aspects of learning, students' interpersonal skills develop well and they increasingly reflect on their experience of life so far.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?**

Students experience success with the Tuition Service because staff at all levels and at all centres recognise and understand their needs exceptionally well. Very effective use is made of a wide range of partnerships to identify students' current level of learning before they begin their placement with the service. This is supplemented with comprehensive testing of their numeracy, literacy and emotional skills upon arrival. Usually, teaching takes good account of this information in planning to provide learning experiences which are interesting, challenging and move students' learning on well. Occasionally, where teachers do not adapt their plans sufficiently well to the needs of the different age groups in their classes, the pace of students' learning is slower and they make less progress. Reviews of learning are routinely held at the end of each lesson and these assessments are usually used effectively to plan the next lesson. Written feedback to students about

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their work is regular and usually well focused on how improvements can be made. However, students are not routinely expected to respond to teachers' comments to demonstrate their understanding.

Relationships between staff and students are particularly strong. First-rate pastoral care, provided through a very effective system of tutors, learning mentors and counsellors, ensures students receive professional support within the setting they attend in addition to any additional help they may receive from external agencies. Students strongly value these arrangements and say, for example, that staff 'go out of their way to help you'.

Staff within the service have well-developed links with colleagues in other schools. At key times, such as transition back to mainstream education, these links provide stability for students and help to ensure that the new placement is sustained and successful. Systems for managing absence and promoting improved attendance are extremely secure and highly effective.

The curriculum provided at each centre within the service is tailored to the specific circumstances and needs of the students who are enrolled there. The well-structured programme is based primarily upon developing social and emotional resilience and ensures that all students have access to English, mathematics and ICT lessons. Each setting offers a broad and balanced curriculum which is matched as closely as possible to students' strengths and interests, while taking account of the likelihood of reintegration to mainstream education. The Compass group at Barking and Dagenham College, for example, is more focused upon vocational and work-related learning which is relevant to its Year 11 intake. Where there are limitations on space or the availability of specialist staff, arrangements have recently been made to transport students from other parts of the provision to the Tuition Centre for specific lessons. This increasingly enables students to have access to facilities that would otherwise not be available, such as a specialist design and technology workshop or science laboratory. However, these arrangements are at an early stage and so full access to the curriculum is not routinely available to all students within the service.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Within each part of the service, leaders have established a clear sense of purpose amongst their staff. Recent changes in the leadership of the Tuition Centre and the Education Transition Service, for example, have secured high expectations of pupils' achievement and improved liaison with other parts of the service and external agencies. Monitoring of the quality of teaching is generally accurate and each centre promotes the



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continuous professional development of its staff. However, the service as a whole lacks clear coordination and monitoring by an accountable person and consequently opportunities to share good leadership practice and develop service-wide policy and practice are underdeveloped.

The management committees have a good overview of the strengths and weaknesses of the centres they serve and use their specialist expertise effectively to ensure leaders are well supported and challenged. However, the Education Transition Service, the Compass group and Lifeline are currently accountable to the local authority but do not benefit from the scrutiny and support of management committee members.

Safeguarding arrangements are good. Requirements for checking, vetting and training staff are met and child protection procedures are secure. The school promotes equality and seeks to eliminate discrimination effectively. As a result, there are few racist incidents.

The school has a good understanding of the social, ethnic and religious diversity of the students it educates. Their development of tolerance and understanding of life in cultures other than their own is good. Consequently, the service's contribution to the promotion of community cohesion is good. Extremely strong and purposeful links exist with organisations such as the police and youth offending teams to ensure that, where students are known to more than one service, the support and guidance they receive is consistent and well focused.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Views of parents and carers

While a below average number of parents and carers responded to the questionnaire, there were difficulties in ensuring that all parents had sufficient time to respond, which may have affected the level of response. While the views of parents and carers were

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overwhelmingly supportive of the service, a few raised concerns about how well it helps them to support their child's learning and takes account of their suggestions, how effectively it helps their child to have a healthy lifestyle and be well prepared for the future and to what extent it deals effectively with unacceptable behaviour.

Discussions with service leaders indicate that they are still working on developing strategies to engage a small minority of parents who are not yet fully involved in supporting their child's learning. Inspection evidence shows that students are helped to have a healthy lifestyle and that unacceptable behaviour is dealt with effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Barking and Dagenham Tuition Service 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	33	17	63	1	4	0	0
The school keeps my child safe	16	59	11	41	0	0	0	0
My school informs me about my child's progress	16	59	11	44	0	0	0	0
My child is making enough progress at this school	14	52	12	44	0	0	0	0
The teaching is good at this school	17	63	7	26	0	0	0	0
The school helps me to support my child's learning	17	63	4	15	1	4	1	4
The school helps my child to have a healthy lifestyle	13	48	12	44	1	4	1	4
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)	15	56	10	37	1	4	1	4
The school meets my child's particular needs	18	67	7	26	0	0	1	4
The school deals effectively with unacceptable behaviour	15	56	7	26	1	4	1	4
The school takes account of my suggestions and concerns	13	48	12	44	1	4	1	4
The school is led and managed effectively	12	44	14	52	1	4	0	0
Overall, I am happy with my child's experience at this school	18	67	8	30	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



4 March 2011

Dear Students

**Inspection of Barking and Dagenham Tuition Service, Dagenham RM9 6TJ**

Thank you for welcoming us when we inspected the range of different units that make up this service.

I am writing to tell you that the Tuition Service provides you with a good education. The care, guidance and support that are given to you to help you get back into school and be successful is extremely good ♦ we describe this as outstanding. We were pleased to see you all working hard and behaving well in your lessons. This has helped us decide that each centre gives you a good curriculum because it is interesting and engaging for you. While most of the teaching across the service is good, occasionally teachers don't take enough account of the different age groups they have to teach in each class and so sometimes you make slower progress than you could. You told us that the staff at your centres keep you safe and make sure there is someone to go to if you need help with anything.

We have asked the leaders of the Tuition Service to do the following to help improve the education that you receive.



- Ensure the leadership of the service is consistent and coordinated and that management committee arrangements are strengthened.
- Improve the attendance of the majority of students.

Although many of you now attend school much more frequently, you can all help by attending school every day and encouraging your friends to do the same ? you need to aim to achieve at least 92%.

Yours sincerely

Jon Carter Lead inspector

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