

# The Kingsmead School Pupil Referral Unit

Inspection report

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<b>Unique reference number</b>	132133
<b>Local authority</b>	Derby
<b>Inspection number</b>	381447
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Jeffery Plumb

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>	274
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Sue Bradley
<b>Date of previous school inspection</b>	18 November 2008
<b>School address</b>	Bridge Street Derby DE1 3LB
<b>Telephone number</b>	01332 715970
<b>Fax number</b>	01332 715975
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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	22–23 March 2012
<b>Inspection number</b>	381447



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## Introduction

### Inspection team

Jeffery Plumb	Additional inspector
Jean Whalley	Additional inspector
Kate Robertson	Additional inspector
Joan McPhail	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 teachers and two vocational instructors teach 25 lessons across the nine sites of the service and on two externally provided vocational programmes. Thirteen lessons were observed jointly with members of the senior leadership team. A learning walk focusing on the use of students' targets in lesson planning was also carried out. Inspectors met formally and informally with many students on all nine sites and in vocational workshops. Meetings were held with the chair of the management committee, and with staff. Inspectors observed the service's work and examined a number of documents, including progress and attainment data, re-integration and attendance figures, the log of racist incidents, safeguarding policies and risk assessments, equality and diversity policies, the recent service improvement partner report 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 12 inspection questionnaires returned by parents and carers as well as those completed by staff and students.

## Information about the school

Kingsmead Pupil Referral Unit operates as an integral service with Kingsmead Special School. Both provisions share the same headteacher and the special school's governing body fulfils the role of a management committee. The number on roll has increased very significantly since the previous inspection. Based on nine different sites, it provides for students permanently excluded from mainstream and special schools; students at risk of being permanently excluded; students with behavioural, emotional and social difficulties who are placed as an alternative to special school provision; and students with complex mental health needs. It also provides for 19 students with English as an additional language, 11 of whom the local authority language service cannot place in mainstream schools. There are 22 looked after students. The service commissions external vocational providers. An above average proportion of students are known to be eligible for free school meals. Students are predominantly of White British backgrounds. Most students have missed schooling, occasionally for more than a year, before entering the unit. The number of disabled students and those with special educational needs is above the national average. A few students have a statement of special educational needs and a very few are undergoing assessment.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory pupil referral service. It is not better than that because of inconsistencies in the quality of teaching and students' progress, and in the use of assessment to set suitably challenging targets in English and mathematics, The attendance of some students is low.
- Students' achievement is satisfactory. Students make satisfactory progress in English and mathematics. Students with English as an additional language make better progress than their peers. Key Stage 4 students make good progress on their vocational courses.
- Teaching is satisfactory. There is some good teaching, particularly on the vocational courses in Years 10 and 11. However, in some English and mathematics lessons, students are not always sufficiently challenged. Opportunities to develop students' reading, writing and mathematics skills across the subjects taught are occasionally missed.
- Behaviour and safety are satisfactory. The few incidents of racism and bullying, which occur, are dealt with effectively. Other incidents of inappropriate behaviour are on the decline. Engagement with learning is good in most lessons, but a little inconsistency remains. 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. The proportion of Year 11 students achieving vocational qualifications and securing college courses on leaving the service has increased. More Key Stage 3 students have been successfully re-integrated back into mainstream schools. The management of performance is more rigorous, especially in its effectiveness in monitoring teaching and providing targeted professional development. This contributes significantly to improving the quality of teaching where it is most needed. However, the use of assessment to set challenging targets and the frequency of review of those

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targets in order to plan to raise students' achievement further is not as well-developed.

A school 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?

- Improve students' progress and raise their attainment in English and mathematics by ensuring that:
  - assessments are used consistently to set challenging targets
  - teachers review these targets frequently and set students' new targets once they are met
  - teachers consistently use these targets lesson by lesson to plan specific learning outcomes for students.
  
- Improve teaching by making sure that:
  - planned activities are consistently challenging and well matched to students' most important learning needs
  - the marking of students' work is consistent and that the improvement points they are given are followed through meticulously to ensure that they make the progress required
  - every opportunity is taken to develop students' literacy and mathematical skills across all subjects.
  
- Improve students' attendance by five percent over the next year so as to accelerate their learning, raise their attainment and enable even more Year 11 students than at present to access college courses, which equip them with the qualifications and job-readiness skills to become successful adults.

## Main report

### Achievement of pupils

Students make satisfactory progress in English and mathematics. It is not better than that because the targets set for them in these subjects are not always consistently challenging. This is less positive than the view of most parents and carers who believe that their children make good progress. Most students accelerate their learning through Key Stage 4 because of their successful engagement on a wide range of relevant vocational courses. Most of these students gain the qualifications and work-related skills required to access relevant vocational college courses when they leave. Attainment by the end of Year 11 is below average, reflecting students' low starting points on entry. Most students enter the service with significant gaps in their learning linked to a previous pattern of poor attendance at school.

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Overall, students make satisfactory progress in lessons. Students' progress is good in some lessons but in a few others, insufficient use is made of assessment to plan specific learning outcomes relevant to the needs of each student. In these lessons, the level of challenge is not high enough. For example, in a Key Stage 3 literacy lesson all students were asked to complete the same activity, which focused on learning about singular and plural nouns. Some students had already securely mastered this learning and were ready to be moved on with new learning. On this occasion, their progress was slowed. Conversely, in other lessons different activities are well-matched to students' needs and so they make more rapid gains in their learning. For example, in a mathematics lesson where teaching was good, students made good progress in investigating and accurately measuring circles because each one had a specific planned, challenging outcome to achieve based on their prior learning and understanding.

Equality of opportunity is a core value, which lies at the heart of the service. The service vision is to never give up on a student. However, there is some variation in the rate of progress made by the different groups of students. Students with English as an additional language often achieve better than their peers as do students at Key Stage 3 on the re-integration programme. Most students with disabilities and those with special educational needs achieve as well as their peers. A recently launched literacy strategy at Key Stage 3 has led to an improvement in reading for some, but not all, students. This is mainly because in a few focused literacy groups all students have the same vague reading target, which is 'to improve reading'. The promotion of students' reading, writing and mathematical skills across all subjects is inconsistent. For example, in an enrichment lesson opportunities were missed to develop students' measuring and weighing skills.

### **Quality of teaching**

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. Some students think that their teaching is variable. Inspection evidence supports their view. There is some inconsistency in the teaching of English and mathematics. Assessment is not always used effectively to build sufficiently challenging tasks into all lessons in these subjects. In a few such lessons, students work too long on a target they have already mastered, without being given a new challenge quickly enough. This slows their progress. Marking is not always sufficiently supportive in helping students to improve. Teaching of literacy and mathematical skills across subjects is inconsistent.

There are pockets of good teaching. Teaching of vocational subjects is strong and equips students with relevant work-related skills. Relationships between teachers and students are outstanding. Committed to equality of access to learning for all students, teachers refuse to give up on any student. Creative, tailored and individualised learning programmes are designed to meet students' needs. Yet, on a few occasions, these programmes are not taught with the challenge required to enable students to realise their full academic potential. Often, though, they are.

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Teachers promote students' spiritual, moral, social and cultural development very well. Students think critically about the juxtaposition of the demands of global fashion in the context of a sweatshop culture; and reflecting on what life was like long ago living in plague cottages, students meditated and as they focussed their eyes on a Celtic cross they fell silent. On their catering course, students work in teams to prepare quality lunches for senior citizens. They engage respectfully with the senior citizens, paying careful attention to them with a genuine interest.

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

Students' attitudes to learning are mostly positive, but some inconsistencies remain. Where challenging and relevant activities are planned, such as in a Key Stage 4 'hair salon' lesson, students are keen to learn. But, in lessons where students have mastered the planned learning outcomes yet have to work on tasks they do not need, they are less enthusiastic. Some Key Stage 3 students say, 'Our themed curriculum work is sometimes boring'. Inspectors found that the teaching of this curriculum is not always consistently challenging. Some students do not attend sufficiently regularly and so do not develop life-long learning skills. This is why engagement with learning is not better than satisfactory.

A few racist incidents occur, very occasionally linked to students' involvement with extremist groups. Such unacceptable incidents are taken exceptionally seriously, and expert outside agency support is used effectively to swiftly and sensitively deal with them. All other forms of prejudice based-bullying are very rare. Students understand about homophobic, transgender and disability bullying. They consider such forms of bullying to be abhorrent. Occasionally, fights break out but these are dealt with promptly. Students with very challenging behaviours are skilfully supported through therapeutic programmes and mostly successfully manage their feelings of anger. Behavioural incidents of concern are declining. A few parents and carers express a concern about behaviour, yet overwhelmingly say that their children are safe. Students feel safe and trust their key workers. They talk with them about their worries.

Students are mostly adept at keeping themselves safe. They know about the importance of wearing protective clothing in certain work-place environments. They understand the risks of getting involved in gangs; know why they must not talk with strangers in chat rooms when using the computer; and the risks associated with unsafe sex. They are aware of the health risks associated with smoking, but some struggle to quit. A new plan has been implemented recently to help them stop, but it is too early to evaluate its impact. Attendance is improving this term, but it remains low for some students.

### **Leadership and management**

The headteacher supported by the management committee, has successfully managed a re-structuring over the past three years, which has seen a significant increase in student numbers. Throughout this time, they have continued to make

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improvements. The vocational curriculum opportunities for Key Stage 4 students has got better; the number of Year 11 students going on to college has increased; and more Key Stage 3 students are successfully returned to mainstream schools. A recent review of the attendance policy and subsequent action taken has begun to improve attendance. In addition the high quality of care for students and their families through links with external health professionals and the Youth Offending Team has been sustained.

Monitoring of teaching and targeted use of subject leaders in providing professional development has improved teaching particularly in enabling more teachers to increase their subject knowledge. Inconsistencies in the teaching of English and mathematics remain because not all teachers of these subjects use assessment data to set and regularly review students' targets with the same consistency. Self-evaluation is robust. The senior leadership team has identified the need to improve target setting for students, but the plan to achieve this has not yet been implemented fully. Recent analysis of students' achievement in reading at Key Stage 3 resulted in a re-vamp of the service's literacy strategy, but a few inconsistencies in its delivery remain. Reading targets set are not always sufficiently specific to students' individual needs. The capacity for improvement is satisfactory.

Promoting equality and tackling all forms of discrimination lie at the heart of this service. However, because of the inconsistency in the use of assessment to ensure that all groups of students always reach their full potential, the promotion of equality, in terms of every student reaching her or his full potential, is satisfactory. Nonetheless, no more could be done in this service to support students in care to achieve their very best. Through the curriculum, prejudice based on religion, race and sexual preference is actively challenged. Working on a farm during the lambing season promotes students' sense of awe; visits to places of worship such as a mandir and gurdwara increases their awareness of cultural diversity. Work-related learning develops students' social skills well. The curriculum is broad, balanced and relevant, but the development of students' literacy and numeracy skills across subjects is not sufficiently consistent. Parents and carers are supported well, but the service has not successfully engaged all of them in encouraging their children to attend more regularly. Management systems to ensure students are safe and secure are robust. Child protection procedures are excellent and risk assessments are exceptionally thorough and detailed.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 March 2012

Dear Students

### **Inspection of The Kingsmead School Pupil Referral Unit, Derby, DE1 3LB**

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

- By the end of Year 11, most of you achieve qualifications in vocational courses, which enable you to go to college and equip yourselves with valuable work-related skills. You make satisfactory progress in English and mathematics. Most of you now manage your feelings of anger well and are determined to keep out of trouble, work hard and become responsible young citizens.
- Although attendance is improving, it remains too low for some of you. You feel safe and trust your key workers. Bullying incidents are rare. Most of you are keen to behave well. 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 mostly satisfactory. Some teaching, particularly on your vocational programmes is good. We have asked your teachers to always set you challenging and interesting activities, which support you in doing 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 prepare you even better than at present to cope with the challenge of being successful in the adult world.
- Your headteacher, staff and management committee work successfully to make improvements for you. We have asked that they speed up actions to improve your teaching in English and mathematics, to accelerate your progress in those subjects and improve your attendance.

Please help your service to 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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