

Southfield Lodge Pupil Referral Unit

Inspection report

Unique Reference Number	133735
Local Authority	East Riding of Yorkshire
Inspection number	360582
Inspection dates	21–22 June 2011
Reporting inspector	Keith Massett

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	11
Appropriate authority	The governing body
Chair	Mrs Dee Sharpe
Headteacher	Mr John McGill
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed five lessons taught by three teachers, a teaching assistant and an outdoor pursuits specialist. Discussions took place with students, the vice-chair of the management committee, a parent, teachers and support staff. The inspector observed the school's work, and looked at students' records, development plans and a variety of policy and procedural documents. The inspector also examined school records to ensure that the school meets statutory requirements with regard to safeguarding. The inspector analysed four questionnaires returned by parents and carers. Analysis of questionnaires from students and staff further informed the inspection.

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

- Attainment on entry and to confirm that individuals and groups, such as boys and girls, make enough progress while they are at the school.
- How effectively teachers use assessment information and to check how much progress students make in each lesson.
- How effectively all leaders drive school improvement, including improving teaching, and closing any gaps in students' performances.
- The contribution of the enrichment programme to students' personal development and well-being.
- The effectiveness of the care, guidance and support in meeting the needs of all students.

Information about the school

This short stay school serves the coastal area of the East Riding of Yorkshire. The school is very small and has ten full-time equivalent places for boys and girls aged between 11 and 14, who have been excluded, or who are at risk of exclusion from school. At the time of the inspection the school had 11 students on roll. All students are dual registered with their originating secondary school. Almost all students are White British, with a majority being boys. Very few students have a statement of special educational need, though all have some learning difficulty and/or disability. A very large majority of students are known to be eligible for free school meals. Since the last inspection, there has been an increase in the number of students who attend on a part-time basis.

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

Southfield Lodge is a good school that makes a real difference to the life chances of its students. They have often experienced a range of difficulties in mainstream school, so that many have a negative view of school and are behind in their studies. On entry to the school, academic attainment is below average and students' behaviour is often disruptive and sometimes aggressive. The highly skilled staff team build trusting relationships with the students and they create a positive learning environment. Students enjoy the one-to-one attention and this helps them to improve their behaviour, confidence and self-esteem, and raises their aspirations. Attitudes to school and learning quickly improve.

Teaching and learning are good. Staff succeed in making learning interesting and where possible linked to relevant, first-hand experiences. A wide range of methods are used to very effectively assess students' capabilities when they arrive and accurately track progress throughout their stay. This information indicates that students, including those with special educational needs and/or disabilities, make good progress. It also shows that despite the relatively short time for which they receive support, many students make outstanding progress in some aspects of literacy and numeracy. By the time students leave, their attainment has improved significantly and is broadly average. However, in some lessons there are not enough opportunities for students to develop skills to enable them to work independently and they are sometimes too reliant on adult support. Also, the use of new technologies to support learning is limited.

Working closely in partnership underpins support at all levels and is a cornerstone in promoting students' well-being and academic development. Very strong links are established with parents and carers and they confirm that they are well informed.

The good curriculum is relevant and engaging so that students want to be in school and their attendance rapidly improves. A significant amount of the curriculum is devoted to developing essential skills in literacy and numeracy. Personal, social and health education has a high priority and makes an effective contribution to students' good understanding of how to live a healthy and safe lifestyle. The curriculum is highly effective in promoting improvement in behaviour as well as developing personal and social skills.

As a result of outstanding care, guidance and support, all students say they feel safe in the school and their parents and carers strongly agree with this view. Excellent transition arrangements support new students and their parents and carers. The safety of students and a commitment to inclusive practice where all individuals are treated with dignity and equality is at the heart of the school. The highly developed monitoring and tracking ensure rapid support for those at risk of falling behind.

Leaders and managers know the school well and have identified appropriate areas for improvement in order to ensure continued good outcomes for all students. The

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headteacher ensures the vision for improvement is clearly communicated and shared. Staff are highly vigilant and all take an active role in ensuring the safety of children. Regular monitoring of all aspects of the school's work ensures that any emerging issues are quickly identified and dealt with. The management committee ensures that safeguarding practice is exemplary but does not apply the same level of support and challenge in all areas. Middle leaders provide very strong leadership and management in all aspects of their subject responsibilities but the school does not fully utilise their expertise more widely in monitoring and evaluating other areas of its work. The school provides good value for money and has demonstrated it has good capacity for further improvement.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and further improve outcomes for students by ensuring that:
 - there is more opportunity in lessons for students to develop independent learning skills
 - teachers and students use new technologies more consistently to support students' learning.
- Improve leadership and management by:
 - developing greater consistency in the effectiveness of all aspects of the management committee's roles and responsibilities
 - extending the monitoring and evaluation role of middle leaders.

Outcomes for individuals and groups of pupils**2**

Overall attainment is low when students arrive, but the school secures a good improvement in the short time students attend. A large majority make rapid gains academically and in their personal development, with outstanding progress in reading, spelling, basic numeracy and data handling. In the lessons observed, there were no differences in the outcomes for different groups of students, including boys and girls and those with special educational needs and/or disabilities. All students achieve well and gain a variety of awards and accreditation for their work. Almost all enjoy their time at the school.

Students adopt safe practices, shown in their sensible responses and behaviour in lessons, around the site and while engaged in enrichment activities off-site. Students are highly confident that the school will deal quickly and efficiently with any concerns they raise. Students' behaviour supports learning in lessons and contributes to a good atmosphere and sense of feeling safe because staff expectations are high and consistent. Rare incidents of inappropriate behaviour are de-escalated, sometimes by other students, and not allowed to interfere with learning or well-being. The breakfast club provides a healthy and nutritious start to the day and students explained how they often use the outdoor exercise equipment.

Students make a positive contribution to the school and wider community. They regularly engage in fundraising and contribute to local activities. Students contribute well to community life by serving and managing aspects of the breakfast club and taking responsibility for equipment during social times at break and lunchtime. Attendance for all

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improves significantly while they are at the school and attendance for almost all is above the national average. Students are eager to embrace new opportunities and participate well in artistic, sporting and cultural activities. They particularly enjoy and achieve well in the programme of outdoor pursuits and children were keen to share their experiences with the inspector when they returned from a challenging expedition, kayaking on a local river. They gain growing understanding of social, cultural and moral issues and there are many opportunities for personal thought and reflection. Respect and tolerance for others grows during their placement.

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	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
The extent to which pupils feel safe	1
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching is consistently very effective in meeting the differing needs of students because teachers and support staff know the students well and they are reflective about how they teach. Typically in lessons, the staff have consistently high expectations and work as a very effective team to ensure the best outcomes for students. Occasionally, staff provide too much support for students and there are insufficient opportunities for independent research and learning. Teachers make very effective use of targets linked to rewards to motivate students and they provide excellent written and oral feedback to them. All staff make excellent use of their specialist subject skills and interests to stimulate learning and enjoyment. The extremely high quality relationships that are developed and nurtured between staff and students are critical in the success of teaching and learning. Staff and

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students do not currently make full use of information and communication technology to support learning.

The curriculum is broad and balanced with a strong emphasis on addressing gaps in learning in English and mathematics, and on meeting the personal development and well-being needs of the students. It is adapted well to re-engage students and to meet their emerging needs. The curriculum effectively uses local resources and places of interest to stimulate interest in learning. The varied programme includes educational visits and visitors as well as sporting, artistic and cultural activities and these make a significant contribution to students' knowledge and understanding and to their personal development and well-being. The students enjoyed talking about the work that has taken place based on their visit to York Minster, and how they have been involved in raising and looking after the school's chickens. The challenges provided by the outdoor pursuits activities are very effective in stimulating students and make a tremendous contribution to their personal development.

Outstanding care, guidance and support are highly valued by students and parents and carers. Staff ensure that students' needs are identified and met, and they work very effectively with all partners. Staff are highly proactive at identifying students' emerging needs and readily undertake additional training in order to ensure they maintain the highest levels of care. They provide outstanding support in meeting students' behavioural and medical needs. Transition into and from the school is highly effective. Additional staff time to support the increased number of part-time students and to support partnerships with mainstream schools has been very effective. This has helped re-integration and addressed some of the students' concerns about returning to school following the high levels of individual help they have received at Southfield Lodge.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is effective in communicating high expectations and in driving improvement. He has provided vision and led change very effectively since the last inspection. Morale is high and staff strive to secure better outcomes for students. Monitoring is effective and there are clear plans in place to support further development. The consistent desire to improve the provision and outcomes for students is a significant factor in their rapid progress. The management committee is rigorous in ensuring that all staff and students are safe and its members discharge statutory duties effectively. They support the commitment to ensuring outstanding equality of opportunity for every student and in challenging discrimination. They are not, however, systematically involved in

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evaluating all aspects of the work of the school. The school promotes community cohesion well.

Parents and carers are well informed and work in effective partnership with the school to support their children. Good systems are well established to ensure communication with all parents and carers and the school's rapid response to emerging problems and its persistence in following up issues is very much welcomed by parents and carers. The school is proactive in securing partnership with services and agencies and strives to ensure that support is well coordinated to meet each individual's needs. Multi-agency work is also extremely effective in providing support for those whose circumstances make them the most vulnerable, particularly those with special educational needs or other complex needs. Issues from the last inspection have been addressed well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Returned questionnaires and discussions indicate that parents and carers are very satisfied with all areas of provision at Southfield House. Positive comments included, 'The staff at this school have gone out of their way to help my son'. Parents and carers who returned questionnaires strongly agreed that they were well informed about their children's progress. The only negative comment related to the role of parents and carers when supporting children with their learning and was specifically about the use of homework. This issue was explored during the inspection and practice was found to be in line with the school policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southfield Lodge Pupil Referral Unit 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 4 completed questionnaires by the end of the on-site inspection. In total, there are 11 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	50	1	25	1	25	0	0
The school keeps my child safe	3	75	1	25	0	0	0	0
My school informs me about my child's progress	3	75	1	25	0	0	0	0
My child is making enough progress at this school	2	50	2	50	0	0	0	0
The teaching is good at this school	2	50	2	50	0	0	0	0
The school helps me to support my child's learning	1	25	2	50	1	25	0	0
The school helps my child to have a healthy lifestyle	2	50	2	50	0	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)	2	50	2	50	0	0	0	0
The school meets my child's particular needs	2	50	2	50	0	0	0	0
The school deals effectively with unacceptable behaviour	2	50	2	50	0	0	0	0
The school takes account of my suggestions and concerns	2	50	2	50	0	0	0	0
The school is led and managed effectively	2	50	2	50	0	0	0	0
Overall, I am happy with my child's experience at this school	2	50	2	50	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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

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"> ■ 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.



22 June 2011

Dear Students

Inspection of Southfield Lodge Pupil Referral Unit, Hornsea, HU18 1PB

Thank you for the welcome you gave me when I came to inspect your pupil referral unit. I would like to give my particular thanks to those of you who gave up your time to talk to me in lessons and those who showed me around the school.

Southfield Lodge provides you with a good education. The headteacher and teachers are constantly trying to find new ways to help you and ensure that lessons are as good as they can be. Teachers know you very well and ensure that your individual needs are met and this helps you to enjoy time at the school.

Many of you told me that you particularly enjoy opportunities to visit interesting places and take part in activities such as kayaking and cycling that keep you healthy and help to build your confidence. Many of you have made very good improvements in your attendance and during my visit I was impressed by your good behaviour. The care, guidance and support you receive are outstanding because of the excellent guidance you receive and the numerous agencies helping to meet your individual needs. You told me that you feel safe in school. All of this enables you to make very good progress with your literacy and numeracy skills that will help when you return to school as well as in the future.

I have now asked the school to focus on what could be improved. In particular, I have asked the school to:

- raise the quality of teaching by ensuring that there is more opportunity in lessons for you to use new technologies and practise the skills required to work more independently
- developing greater consistency in the effectiveness of the management committee's roles and responsibilities and to extend the role of middle leaders.

You can help by working hard and by making sure you continue to attend regularly. I wish you all the very best for the future.

Yours sincerely

Keith Massett

Lead inspector

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