

Kennington Park Bridge To School

Inspection report

Unique Reference Number	131143
Local Authority	Lambeth
Inspection number	360217
Inspection dates	12–13 July 2011
Reporting inspector	Jon Carter

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	n/a
Headteacher	Anne Sturman
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by an additional inspector. He observed five lessons taught by five teachers and visited eight other lessons as part of learning walks. Meetings were held with school leaders and managers, a representative from the management committee and a group of pupils. The inspector observed the school's work, and looked at assessment information, the school's analysis of pupils' progress, curriculum plans, the management committee's minutes, and records of the school leaders' lesson monitoring. He analysed the responses from the 15 questionnaires received from parents and carers, as well as those from 17 pupils and 18 staff.

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

- How effectively the school helps pupils to make rapid progress in basic skills, especially in English.
- The extent to which the curriculum, including work with partners, promotes accelerated learning and pupils' improved personal development.
- How effectively the management committee supports and challenges the school's leaders and managers to improve provision and outcomes for pupils.

Information about the school

Kennington Park Bridge to School is a small pupil referral unit serving the London Borough of Lambeth. Pupils usually join the unit with a history of disrupted education, often due to permanent exclusion from mainstream schools. Most pupils have a statement of special educational needs for behavioural, emotional and social difficulties. Most pupils are boys and nearly half are in Year 6. The number of pupils in Year 6 has doubled since January 2011, when an additional class was established at the school. The largest group in the school are pupils from Black Caribbean backgrounds. The school has a higher than average percentage of pupils from ethnic backgrounds other than White British. Few speak English as an additional language and none are at a very early stage of learning English. The proportion of pupils known to be eligible for free school meals is above average. The school holds Advanced 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

Kennington Park Bridge to School provides good quality education for its pupils. Good care, guidance and support enable them to successfully overcome their behavioural, emotional and social difficulties. Consequently, barriers to learning are considerably reduced and pupils make good progress. They feel very safe and well supported. One pupil summarised the views of many of his peers when he said, 'The staff care about me. Through good times and bad, they're always there for me.'

Pupils' needs are assessed accurately. Lesson planning takes good account of these assessments. Consequently, learning activities are well matched to pupils' needs and interests. This ensures that they are motivated to learn and remain engaged and well behaved during lessons. Staff use behaviour management and modification systems consistently and to good effect. Pupils understand and accept the consequences of undesirable behaviour. They regularly identify, and are proud of, the achievements they have made in improving their behaviour.

The school has developed especially effective partnerships with mainstream primary and secondary schools. The positive work of school staff in preparing pupils for transition and supporting them on reintegration placements ensures that those pupils who are ready to return to mainstream on a part- or full-time basis do so successfully and with improved confidence and self-esteem.

Teaching is often dynamic and exciting. Teachers and teaching assistants engage pupils in good quality dialogue which extends their learning well. They give good feedback to pupils about their progress in these discussions. However, written feedback often provides too little detail about what pupils can do to improve their work and the next steps they need to take in their learning.

Pupils' attendance is average overall. A minority of pupils achieve high levels of attendance. However, realistic and challenging targets for improved attendance are not routinely set for individual pupils. Consequently, there are a few with a history of disengagement with learning who continue to have below average attendance.

The senior leadership team has a comprehensive and accurate view of the school's strengths and weaknesses. Good systems for self-evaluation encourage staff at all levels to reflect regularly on personal and school-wide practice. As a result, there is a culture of continued development throughout the school which underpins the good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment by ensuring that pupils receive regular written feedback which helps them identify precisely what they need to do to achieve the next steps in their learning.
- Improve attendance by ensuring that pupils, particularly those with a history of low attendance, are set realistic and challenging targets and given suitable support to achieve them.

Outcomes for individuals and groups of pupils

2

Overall, pupils' attainment at the end of Key Stage 2 is low. This is often as a result of their very low levels of attainment on entry combined with the short period of time spent at the school before moving on at the end of Year 6. Achievement however is good because pupils are well taught and most pupils want to learn. All groups of pupils, including those from different ethnic backgrounds and those known to be eligible for free school meals, make good progress. This represents a substantial improvement from the progress they were making in their previous schools. Some pupils, particularly those who remain at the school for an extended period, make exceptional progress from very low starting points and achieve broadly average attainment.

Learning in mathematics is well paced so that pupils consolidate their skills well. For example, Year 6 pupils learning about intervals on different types of scale were guided through a selection of well-chosen learning activities, including the use of information and communication technology (ICT). As a result they confidently applied their knowledge to new scenarios, demonstrating good improvement in their understanding.

Progress in literacy skills is usually good. A few pupils make less rapid progress because they are not always effectively supported and, as a result, their needs are not as well met. However, most pupils' reading and writing skills develop well over the time the pupils spend at the school. This is particularly effective when good links are made between subjects, such as when a Key Stage 2 class produced imaginative and expressive writing about a game of chess, following a similar theme to their earlier mathematics lesson.

Pupils often make outstanding progress in science because they particularly enjoy being actively engaged in their learning through investigation and experimentation. They also enjoy class discussion, for example in personal, social and health education lessons. Pupils' ICT skills develop well overall, except in the new Year 6 class where opportunities to use ICT are limited by a lack of resources.

Pupils make a very positive contribution to the school community. They take their responsibilities on the school council seriously and regard the duties of being a prefect as a privilege. Pupils' attitudes towards their peers are good. This is demonstrated by the harmonious learning environment in classes during most lessons. Pupils develop good skills of reflection and become increasingly able to be positively self-critical. This contributes well to changing their attitudes to school and promotes success when they reintegrate into mainstream education or transfer to secondary school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	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?

Teachers and teaching assistants have good knowledge of both the subjects that they teach and the strategies needed to engage pupils who have behavioural difficulties. Planning addresses individual needs well because assessment information is well used. Teaching is typically lively, with pupils actively engaged and involved in their learning. Misconceptions and gaps in learning are identified and addressed quickly through effective discussion. However, guidance given in marking on how to improve is not sufficiently detailed. Teaching ensures that pupils who miss lessons due to reintegration are supported so that they can catch up quickly and work at the same level as their peers.

The organisation of the school day takes especially good account of pupils' behavioural, emotional and social needs. All activities are well prepared and supervised and provide a broad range of experiences that develop pupils' personal skills very effectively. Lunchtime, for example, incorporates opportunities for pupils to take responsibility and for staff to teach social skills while the whole school dine together.

The range of subjects taught ensures that pupils receive a good quality academic curriculum which is similar to that provided in a mainstream primary school. This is an important element of ensuring that pupils make good progress and are well prepared for reintegration and return to mainstream education. Arrangements for supporting pupils during these transitions are a strength of the school. Pupils respond well to the consistency and continuity provided by reintegration assistants. Particular attention to Year

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6 transition ensures that pupils develop good levels of confidence and self-esteem to be able to cope successfully with their new school.

Opportunities for participating in musical and sporting activities that enrich the curriculum have received good levels of interest. For example, one quarter of pupils have learned to play a musical instrument such as the saxophone or clarinet through the school's partnership with Lambeth's music service. Active games are popular with most pupils at playtime and a group participate enthusiastically in the local schools league. These activities contribute strongly to pupils' good adoption of healthy lifestyles. While the school has limited resources and deploys them effectively, school leaders recognise that there is scope for a more comprehensive range of extra-curricular activities.

Relationships between staff and pupils are very positive and mutually respectful. Systems for ensuring the safety of pupils who may be especially vulnerable are good. The school works effectively with the very large majority of parents and carers, and with outside agencies, to address issues that may prevent successful engagement with education. It acknowledges that strategies to promote good attendance have not been successful with regard to a very small minority of pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher sets a clear strategic direction for the school. There is a strong emphasis on continual improvement which is understood and endorsed by leaders and managers at all levels. Teachers, who share their expertise in other schools across the local authority as part of their wider role, ensure that good account is taken of current good practice in mainstream education when they return to the school.

Monitoring of the quality of teaching and learning by the headteacher is regular and accurate. The support and challenge provided by the management committee are satisfactory. Recent changes to key appointments on the management committee, including at local authority level, have strengthened its diversity of expertise and experience. However, these new arrangements are in their infancy and have had limited impact on improving provision in recent months.

Arrangements for ensuring that pupils are adequately safeguarded are good. Staff are well trained regularly, recruitment procedures are robust and the management of behaviour is good. The effectiveness with which the school promotes community cohesion is good. School leaders have accurately analysed the context of their school and taken action to address, for example, issues around pupils' pride in their heritage. Pupils develop a good

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understanding of the diversity of the country and world they live in through well planned learning activities, particularly in art and humanities lessons.

The effective promotion of equality of opportunity is evident in all aspects of the school's work, with the progress of different groups carefully monitored and with careful planning for all pupils regarding their return to mainstream education. The school tackles discrimination well. Pupils usually have positive attitudes towards their peers and the school community is mostly one of harmony throughout the school day.

The successful development of strong partnerships with mainstream partners is a key feature of the school's overall effectiveness.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

An above average proportion of parents and carers responded to the questionnaire. Their views were overwhelmingly positive about the school. All written comments about the school were positive. They focused on the improvements parents and carers have seen in their children's work and behaviour since their children joined the school. The judgements of the inspector are consistent with these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kennington Park Bridge to 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	47	6	40	1	7	0	0
The school keeps my child safe	10	67	5	33	0	0	0	0
My school informs me about my child's progress	11	73	4	27	0	0	0	0
My child is making enough progress at this school	7	47	7	47	1	7	0	0
The teaching is good at this school	9	60	6	40	0	0	0	0
The school helps me to support my child's learning	8	53	6	40	1	7	0	0
The school helps my child to have a healthy lifestyle	4	27	10	67	1	7	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)	6	40	8	53	0	0	0	0
The school meets my child's particular needs	10	67	4	27	1	7	0	0
The school deals effectively with unacceptable behaviour	9	60	5	33	1	7	0	0
The school takes account of my suggestions and concerns	8	53	6	40	1	7	0	0
The school is led and managed effectively	10	67	4	27	1	7	0	0
Overall, I am happy with my child's experience at this school	10	67	4	27	0	0	1	7

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.



14 July 2011

Dear Pupils

Inspection of Kennington Park Bridge to School, London, SE11 4AX

Thank you for your warm welcome when I inspected your school recently. It was good to see you enjoying your lessons and working hard. When I spoke to some of you, and when I looked at the questionnaires some of you filled in, it was clear that Kennington Park Bridge to School was a place where you feel safe and happy.

I am writing to tell you that you go to a good school. This is because the staff help you to make good progress in your learning as well as helping you to improve your behaviour. Your behaviour in almost all the lessons I visited was good - well done! Your school is particularly good at helping you get ready to go back to mainstream school. They organise your learning well and give you lots of opportunities to improve your social skills as well as keep up with lessons such as literacy and numeracy.

The teachers at your school are very keen on making it even better. I have asked the headteacher to concentrate on two things to help improve the school further.

- Improve teachers' written comments on your work so the teachers tell you clearly what you need to do to improve and how to take the next steps in your learning.
- Improve your attendance at school.

You can all help by reading and responding to extra comments that teachers make about your work and, where you need to, improving your attendance.

Yours sincerely

Jon Carter

Lead inspector

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