

Kingston Centre (Primary PRU)

Inspection report

Unique Reference Number	104286
Local Authority	Wolverhampton
Inspection number	377054
Inspection dates	6–7 December 2011
Reporting inspector	Patricia Potheary

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The local authority
Chair	Not applicable
Headteacher	Gill Phillips
Date of previous school inspection	28 April 2009
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Introduction

This inspection was carried out by one additional inspector who observed eight lessons, taught by six different teachers. Meetings were held with a group of pupils, staff and a representative of the management committee. The inspector observed the centre's work, looked at information about pupils' progress, pupil surveys and safeguarding procedures, and analysed 26 questionnaires returned by parents and carers.

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

- How well pupils' individual targets are used to help all pupil groups make sufficient progress, especially in English and mathematics.
- The effectiveness of school leaders, at all levels, in securing improvements to outcomes over time.
- The effectiveness of improvements being made to children's literacy, numeracy and social skills in Reception and how well the day is organised to support this work.

Information about the school

This is a large primary pupil referral unit. The majority of pupils are White British, with about a third of pupils of Black Caribbean heritage and very few from other ethnic groups. The proportion of pupils known to be eligible for free school meals is well above average. A few pupils are being looked after by the local authority. The centre is intended for short stay pupils only and all are dual registered with their mainstream school. The average length of stay is broadly for two terms, with just over half of pupils moving on to special schools, with the remainder moving back to mainstream schooling. All pupils have special educational needs and/or disabilities with behavioural, emotional and social difficulties as the primary need. A few have additional learning difficulties, primarily autistic spectrum disorders and specific learning difficulties. All pupils have experienced some interruption to their education and are in danger of exclusion from their mainstream school. Many have a history of poor attendance. There are very few children in the Early Years Foundation Stage and they are taught alongside pupils from Year 1. A very small number of pupils have a statement of special educational needs, although several others are undergoing assessment towards a statement of special educational needs. The centre has achieved Healthy Schools status and Activemark.

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

This is a good pupil referral unit. It provides an enjoyable learning environment where pupils achieve well academically and personally. The centre is exceptionally attractive and welcoming, and each individual feels truly valued and supported. Just under half of all pupils return successfully and permanently to mainstream education with greatly improved attendance, behaviour, attitudes to learning and basic skills. Outstanding care guidance and support means that pupils are assessed very quickly and effectively, so that those who need to move on to more suitable special educational settings do so as soon as possible. When pupils first arrive at the centre they have usually experienced disrupted schooling, but soon settle to work hard and attend regularly. Parents and carers are very pleased with the improved prospects for their children and the way their behaviour is supported.

Attainment is low when pupils arrive at the centre and remains low, despite the good progress being made, because the average stay at the centre is for two terms only. In this time, pupils make good progress in English and mathematics. This is evident for all pupil groups, including those with additional special educational needs and/or disabilities such as autistic spectrum disorders. This progress is supported by a good creative curriculum which is rich in enjoyable experiences, bringing learning to life and motivating pupils well to stay safe, lead healthy lives and, above all, want to come to school. Regular opportunities are provided to support literacy and numeracy in all subjects, although these are not yet planned systematically enough to securely support individual progress at the right level for everyone. Outstanding partnerships with other organisations, schools and agencies contribute to this varied curriculum and excellent care very well.

Good teaching ensures that pupils build their learning effectively. Teachers have a clear understanding of pupils' different levels of attainment and plan work accordingly. This, with skilled effective individual support, means that the majority of pupils make at least good progress in almost all lessons. It is not, however, consistent and there are variations between classes in the rate of progress being made in different subjects, most noticeably in writing. The targets set in English and mathematics are not specific enough and do not change often enough to show pupils how to reach the next level in their work in every lesson. In addition, lesson planning and marking is not always linked systematically enough to these small steps. This means that, in a few lessons, the level of challenge provided is not always enough for one or two pupils. The quality of relationships and management of behaviour is very high and enables good learning to proceed, particularly in overcoming previous

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reluctance on the part of some pupils.

The remarkable improvement to pupils' behaviour and attitudes to learning means that lessons run very smoothly, pupils regularly support and care for each other, and there is a culture of respect and hard work where everyone wants to do their best. The outstanding nature of this behaviour is clearly evident as pupils very responsibly carry out tasks around the school. They respond rapidly and exceptionally well to the strategies used to help them overcome their previous difficulties.

The Reception class is good overall. It provides high quality care for pupils, with outstandingly effective attention being paid to helping children learn how to conduct themselves, relate to others and organise how they should respond to situations. The time allocated to helping children explore and learn for themselves, both inside and outside, is too limited. Nevertheless, children make good progress in all the main areas of learning.

Good leadership, based upon accurate self-evaluation, has led to several improvements over time, most importantly by increasing the amount of good and sometimes outstanding teaching and learning. Nevertheless, the way subject teaching is monitored, supported and developed is not yet sufficient to overcome remaining inconsistencies in the quality of subject-based learning between classes. The extent and quality of improvements demonstrates that the capacity to improve is good.

What does the school need to do to improve further?

- Ensure that pupils make consistently good progress, particularly in writing by:
 - providing more detailed individual targets for pupils in English and mathematics which change as soon as they are achieved
 - linking these targets more closely to lesson planning and marking, and involving pupils more in the process
 - planning to build literacy and numeracy skills more systematically in all subjects
 - improving the way subject teaching is monitored, supported and developed to secure a more consistent quality between classes.
- Improve provision in Reception by increasing the amount of time children spend exploring and learning for themselves inside and outside.

Outcomes for individuals and groups of pupils

2

The main aim of the centre is to prepare pupils for more productive learning experiences by developing positive behaviour patterns and overcoming reluctance to learn. In this regard, outcomes are outstanding and most parents and carers agree. Despite a very regular turnover of pupils, with new and often troubled young people

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arriving all the time, pupils are polite, listen carefully in lessons, and are keen to do their best. When there is an occasional difficulty, the rest of the pupils ignore it and carry on with their work. As a result, learning is rarely if ever interrupted, pupils clearly enjoy their work and they achieve well. Pupils make good progress in all their subjects, including science, information and communication technology (ICT) and physical education. In one very engaging history lesson, Year 2 pupils were thrilled to explain how they made a wassail drink and pomanders, showing an excellent understanding of how the Tudors celebrated Christmas. Progress in reading and mathematics are strongest, although there are inconsistencies between subjects in different classes. For a few pupils, progress is satisfactory rather than good, most often in writing. There is, however, no difference in the overall good progress being made by different groups, including high or low attaining pupils or those being looked after by the local authority.

Pupils have particularly good attitudes to acting safely and keeping healthy; many take more exercise and eat more fruit and vegetables since attending the centre. As one commented, 'I feel better now and can run much further.' Pupils' good contribution to the school community is significant in the way they often support each other, helping on the buses, looking out for the younger ones and reminding each other how to behave. Above average attendance, good development of basic skills and team work in performances and enterprise when raising money for charity, all indicate good preparation for the future.

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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Teachers have an accurate view of each pupil's attainment so that work is usually well pitched to meet everyone's needs, effectively supported by the substantial and skilled individual support provided. There is, however, no consistent system for providing pupils with individual targets, which relate to all strands of a subject and change as soon as they are achieved. In addition, lesson planning is not always specific enough or consistently linked to pupils' different prior attainment to ensure that all pupils are building their learning systematically. This is why, in a few lessons, one or two pupils make satisfactory rather than good progress, more often in writing, but in some classes in mathematics or reading. Nevertheless, lively and interesting tasks, high quality structured approaches to teaching learning behaviours, and good effective use of technology to enhance understanding and engage pupils, means that almost all lessons are at least of good quality; a fact recognised and appreciated by parents and carers.

The wealth of enjoyable, creative experiences from canoeing and singing to numerous trips, ensure that learning is fun. For example, a recent project which pupils found very exciting was to hatch chicken eggs and raise the chickens, eventually sending them to a local farm which they visit to collect the eggs. Plenty of opportunities to support numeracy and literacy, as well as developing good spiritual, moral, social and cultural understanding, are built into these real life experiences. This cross-curricular approach does not always build each individual pupils' skills at the right level for them, particularly in the practical application of mathematics. A significant and very effective curriculum feature is the use of several well-regarded therapies to support pupils in changing their previous attitudes, helping them to develop independence and mental and physical confidence.

Close and very regular work with parents and carers, rigorous preparation when pupils move into and out of the centre, and the support provided to help pupils successfully overcome barriers to learning, exemplify the high quality of care provided. The excellent support for pupils in attending regularly and changing their behaviour is reflected, for example, in the year-on-year improvements to overall attendance.

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	1

How effective are leadership and management?

The many improvements that the headteacher and deputy headteacher have

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overseen since the last inspection include a greater proportion of pupils making good progress, better collection and tracking of performance data and an increase in the number of pupils returning successfully to mainstream education. The role of subject leaders in supporting improvement remains underdeveloped because not enough is being done to identify and address differences in the quality of teaching and learning between classes in the various subjects. This is why the rate of progress being made remains inconsistent. Despite this, staff morale and the quality of teamwork are good and staff have high expectations of what can be achieved. The management committee brings a wide range of suitable skills to its role, ensures that statutory requirements are met and is involved in planning for improvement, although the level of challenge it provides is not yet rigorous enough.

Extensive work with parents and carers includes some excellent inclusion of those who traditionally have found working with schools difficult. Outstanding partnerships secure many benefits for pupils, including high quality, varied sports provision and excellent induction and transition arrangements. Every effort is made to successfully ensure equal opportunities and outcomes for all pupil groups and there is no evidence of any discrimination. Safeguarding procedures meet requirements; they are regularly reviewed, supported throughout the curriculum and include high quality work with other agencies to reduce any potential risk to individuals. Good promotion of community cohesion is particularly strong within school, in the local community and in pupils' understanding of and respect for other cultures and people who are different to themselves.

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	1
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

Early Years Foundation Stage

Outcomes in the Reception class and the quality of teaching and learning are good,

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with children making more than expected progress across the areas of learning during the short time they are at the centre. Most progress is made in physical skills and in social development, where it is outstanding. Progress is more often satisfactory rather than good in written work, although recently a successful focus on phonics is leading to improvement. Good leadership has secured continuous improvement; this includes children's knowledge and understanding of the world, due to an increase in outdoor provision and resources. The good curriculum provides plenty of real life situations to support basic skills, such as number work where children 'charge' each other for their much appreciated breakfast. In one lesson, children's enthusiasm was infectious as they put on their own aprons and confidently discussed how to mix their paint ready for making patterns.

High quality links with other providers support some very effective learning outside, including forest school. Nevertheless, opportunities for children to explore their surrounding for themselves, both inside and outside, are too limited in the general day-to-day curriculum. This is balanced by some outstanding teaching of personal skills, resulting in children who are very well behaved, exceptionally polite and confident in their learning, ensuring greater success when they return to mainstream or other provision. Close work with parents and carers ensures that these transitions run smoothly. The environment is also very attractive, and provides the structure and systems necessary to help children make sense of how to learn and conduct themselves.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A larger than average proportion of parents and carers responded to the questionnaire. Parents and carers are overwhelmingly positive about all aspects of the centre. They particularly appreciate how safe their children are, how well the centre keeps them informed of their child's progress and the quality of teaching. Almost all are especially pleased with the turnaround in their child's behaviour, often in a very short period of time. As one commented, 'I have seen a remarkable improvement in his behaviour at home.' The only concern expressed was regarding communication with the centre and the rate of progress being made. The inspection issues for improvement address part of this concern and are set to increase the details in the information parents and carers receive. Nevertheless, the experience of almost all parents and carers is already very positive with regard to these aspects.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingston Centre (Primary PRU) 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	50	11	42	2	8	0	0
The school keeps my child safe	19	73	7	27	0	0	0	0
The school informs me about my child's progress	15	58	10	38	1	4	0	0
My child is making enough progress at this school	12	46	11	42	1	4	0	0
The teaching is good at this school	15	58	10	38	0	0	0	0
The school helps me to support my child's learning	12	46	13	50	0	0	1	4
The school helps my child to have a healthy lifestyle	14	54	11	42	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	31	15	58	0	0	0	0
The school meets my child's particular needs	16	62	8	31	2	8	0	0
The school deals effectively with unacceptable behaviour	19	73	7	27	0	0	0	0
The school takes account of my suggestions and concerns	11	42	11	42	0	0	1	4
The school is led and managed effectively	18	69	6	23	1	4	0	0
Overall, I am happy with my child's experience at this school	16	62	6	27	1	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



8 December 2011

Dear pupils

Inspection of Kingston Centre (Primary PRU), Wolverhampton, WV6 0TD

Thank you for being so welcoming when I visited your school. I very much enjoyed meeting you, joining you for lunch and seeing some of your lessons. This is a good centre. You do many exciting things, such as raising chickens and performing in a nativity play, which you told me you enjoy. Senior staff work hard to make sure your work is getting better and better.

Good, interesting teaching, with lots of individual support, helps you to make good progress in your lessons. I like the way most of you really enjoy your lessons and always try to do your best. I have asked your teachers to help you even more by doing the following.

- Providing you with more detailed targets in lessons, and planning lessons and marking with these targets in mind, so that you are very clear about exactly how to reach the next level.
- Making sure that you that you have enough opportunities to improve your reading, writing and numeracy in all subjects.
- Ensuring that teaching in all classes is of the same good quality in every subject.

I have also asked the centre to make sure that when you are in Reception you are able to follow your own ideas more often, inside and outside. I am sure that you will discuss these ideas with your teachers and help them by working hard and sharing your thoughts and opinions.

You were keen to tell me that the centre keeps you safe and looks after you very well. It is therefore very pleasing to see that you are helping yourselves by behaving exceptionally well and attending regularly. You show very good respect towards staff and each other, which helps make your centre a happy and welcoming community.

Yours sincerely
Patricia Potheary
Lead inspector

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