

# KS2/3 Tudor Grove Centre

Tudor Grove Centre, Portland Road, Sunderland, Tyne and Wear. SR3 1SS

**Inspection dates** 11-12 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The strong leadership of the headteacher and assistant headteacher has improved many aspects of the pupil referral unit's performance since its last inspection.
- This, combined with the good level of support and challenge offered by the management committee, ensures that teaching and the effectiveness of the unit continue to improve.
- Many pupils arriving at the unit are achieving less well than their peers for a variety of reasons. The new start they are offered coupled with the skilful way in which staff assist them to improve their attitudes to learning help them to make good progress.
- As a result many return to school or move on to a new school achieving as well as others nationally.
- Teaching is good overall. The majority of teachers plan lessons carefully and make sure that work matches closely the needs of all pupils, including those with special educational needs as well as those with a gift or talent.
- Often pupils join the unit because of their behavioural difficulties. Once they have settled into the routine of the unit, behaviour improves and is good overall. Pupils feel safe in the unit and learn to make sensible choices.
- Staff are exceptionally skilled in helping pupils to improve their behaviour and become successful and confident learners.
- The unit is exceptionally good at preparing pupils for successfully returning to school or the next phase in their education.

### It is not yet an outstanding school because

- Pupils' achievement in mathematics does not yet match that of English. This is because teachers' mathematical knowledge is not as strong, particularly in Key Stage 3.
- The assessment of pupils' mathematical ability is less robust than in English. As a result, pupils' mathematical knowledge and skills are less accurately tracked and measured.

## Information about this inspection

- During the inspection the inspector observed eight lessons taught by four teachers. One of the observations was undertaken jointly with the headteacher. The inspector also listened to three Key Stage 2 pupils read.
- The inspector also met with teachers, the school's senior leaders, the chair of the management committee and two representatives from Sunderland Local Authority.
- Three parents/carers responded to questions on Parent View, and a further two spoke to the inspector during the inspection.
- The inspector also observed the school's work, and looked at a number of documents, including the school's tracking data on pupils' progress and documentation relating to behaviour, safeguarding and the attendance of pupils.

## Inspection team

Marian Thomas , Lead inspector

Additional Inspector

## Full report

### Information about this school

- The KS 2/3 Tudor Grove Centre is a pupil referral unit which meets the needs of pupils aged between seven and 14 who live in the Sunderland area.
- All the pupils who attend have either been excluded, or are at risk of being excluded, from school. The majority has identified behavioural needs which are supported at school action plus or are undergoing assessment for a statement of special educational need.
- Currently there are 22 pupils on roll who are divided by need into three groups. Pupils in group or tier one are supported by staff in their mainstream school. Tier two pupils attend the unit for a period of approximately 12 weeks before returning to mainstream school. Pupils in the tier three group have been permanently excluded and attend the unit for a longer period before transferring to another school or setting.
- Many of the pupils who attend the unit are of White British origin, the majority of whom are boys.
- Nearly all pupils are known to be eligible for pupil premium which is a significantly larger proportion than the national average.

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

- Improve pupils' achievement in mathematics so that it matches that of English by:
  - improving the quality of mathematics teaching by developing staff knowledge and understanding of mathematical concepts, particularly in Key Stage 3
  - improving the initial assessment of pupils' mathematical knowledge and skills and ensuring that continuous tracking of pupils' progress in mathematics is as robust as it is in English.

## Inspection judgements

### The achievement of pupils

**is good**

- Many of the pupils who arrive at the unit have knowledge and skills below those expected for their age. This is often because of gaps in their learning due to time spent out of school. Many also lack the skills required for successful learning, for example sitting down and listening.
- Once pupils settle into the unit's nurturing and supportive environment they re-engage with learning and all groups and tiers of pupils, including those with special educational needs, White British boys and pupils known to be eligible for pupil premium, make good progress both socially and academically.
- The majority of pupils achieves well across the curriculum, quickly making up lost ground and enjoying learning, often for the first time. A significant minority makes exceptional progress, particularly in English. Unit staff are relentless in the view that pupils need to be proficient readers in order to succeed in the classroom. Daily reading sessions in Key Stage 2 ensure that pupils make rapid progress and improve their reading skills, often in a short period of time.
- Pupils' achievement in mathematics lags behind that of English, particularly in Key Stage 3. This is because, at times, staff lack the knowledge and understanding required to ensure enough challenge in mathematics lessons.
- Despite pupils' below average attainment on entry to the unit, many of those that remain for a significant period of time leave with levels of attainment close to national expectations.
- Pupils learn effectively in lessons. The unit focuses sharply on helping pupils to overcome barriers to learning. A consistent approach to managing behaviour and high expectations ensure that the majority of lessons are conducted in an atmosphere conducive to learning.
- Achievement is carefully tracked and monitored in most areas of the curriculum. A base line assessment of individual pupils' skills and knowledge is undertaken, often before pupils arrive at the unit. This is then used effectively to inform planning for learning.
- However, assessment in mathematics is less rigorously undertaken than in other areas of the curriculum and subsequent tracking and monitoring of pupils' progress is less effectively undertaken. As a result, pupils' overall progress over time is less good than in English.

### The quality of teaching

**is good**

- Teaching is good in the majority of classrooms within the unit. It is exceptional in a small number of lessons, particularly in Key Stage 3.
- The majority of teaching is characterised by high academic expectations for all pupils, coupled with an expectation of good behaviour.
- An example of outstanding teaching could clearly be seen in a Key Stage 3 English lesson, where pupils were asked to produce a travel brochure extolling the virtues of the Amazon, using persuasive text. The teacher's multi-sensory approach to the lesson included a sound track of rainforest fauna and a tasting session of products from the Amazon. This inspired pupils at all levels to produce some excellent written work as well as contributing to their good levels of social, moral, spiritual and cultural understanding.
- In a small number of Key Stage 2 lessons where pupils are very new to the unit, planning for learning is not always sufficiently well-matched to their needs.
- Senior leaders are aware of this and have recently implemented a clear strategy for improvement.
- The majority of lessons has good pace and offers a range of activities and tasks which engage learners well. Reading and writing activities are appropriately planned and lead to good and often better progress for the majority of pupils.
- However, in some mathematics lessons assessment information used to plan learning is not sufficiently robust, and teachers lack the knowledge to challenge pupils effectively. As a result,

learning and progress are slower. An example of this was seen in a KS3 mathematics lesson where the activity pupils had been given was not new to them and they completed the task ahead of time and learning time was lost.

- The role of support staff in the majority of lessons is clear and results in pupils, particularly the most vulnerable, being well-supported and able to make equal progress.
- Teachers mark pupils' work diligently and use praise and the reward system effectively to encourage reluctant learners. Marking is positive and much shows pupils a clear pathway on how to improve their work to reach the next level.
- Personal learning plans are well-organised and contain targets set by staff and pupils which ensure that pupils have a voice in their own learning.
- The curriculum has a positive effect on teaching because it is imaginatively planned and links closely to the needs of pupils.
- Through opportunities for music, art and participation in a wide range of outdoor activities, pupils' spiritual, moral and social development is enhanced.
- Parents and carers reflect the inspection findings in their view that teaching is good as expressed by the comment: 'The teachers here have helped my son to learn properly for the first time'.

### **The behaviour and safety of pupils are good**

- The majority of pupils behave well both in and outside lessons, despite their high level of social, emotional and behavioural needs.
- Pupils generally work hard together showing respect and caring attitudes towards each other and staff. An example of this could clearly be seen in a Key Stage 2 personal, social and health education lesson in which pupils were discussing the things that made them worried. All pupils listened attentively and showed great empathy and concern towards each other and the teacher as they shared their individual concerns.
- Pupils clearly feel safe at school and those spoken to during the inspection expressed the view that incidents of bullying of any type were rare and dealt with effectively by staff.
- A relentless and successful focus on supporting pupils' personal and social development increases pupils' self-esteem and belief in their own abilities and as a result has led to a marked improvement in pupils' behaviour and attitudes to learning.
- This improvement is appreciated by parents and carers who commented that their children now 'enjoy coming to school' and as a result have increased their attendance significantly.
- As a result of very strong partnerships developed with mainstream schools more than 80% of pupils who attend the unit successfully transfer back to school or on to the next phase in their education.

### **The leadership and management are good**

- The headteacher and assistant headteacher have a very clear and accurate view of the quality of teaching and learning within the unit.
- As a result of effective strategies linked directly to the performance management of staff they have skilfully moved the unit on since the last inspection, as evidenced by the increased achievement of pupils.
- Senior leaders have a clear view of the considerable strengths and the areas for improvement within the unit as evidenced by the accuracy and effectiveness of the school's self-evaluation and future development planning.
- The quality of teaching has improved significantly since the last inspection.
- Effective monitoring of teaching has led to a continuous and carefully planned programme of professional development for all staff which has improved outcomes for all pupils.
- Staff and individual pupils feel valued in the unit's inclusive community and systems which promote equality of opportunity and tackle discrimination are securely in place. As a result, all

groups of pupils make equally good progress.

- The curriculum is well-matched to the needs of all and offers good opportunities for developing pupils' social skills through outdoor pursuits and residential visits.
- The management committee in partnership with school leaders has ensured that all safeguarding requirements are met and that policies and procedures are of a good standard and regularly reviewed.
- There is a clear picture of sustained and continuous improvement within the unit. This is recognised by the local authority which provides light touch support to the unit.
- **The governance of the school:**
  - Since the last inspection the management committee has significantly increased its capacity to support and challenge senior leaders through the appointment of representatives from local primary and secondary schools as well as a parental/carer representation.
  - As a result of this improvement, the management committee continues to play a key role in improving the unit's performance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135640
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	402726

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	7 -14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	22
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Graeme Shillinglaw
<b>Headteacher</b>	Angela Noble
<b>Date of previous school inspection</b>	1 March 2010
<b>Telephone number</b>	0191 5535712
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