

Parkside Pupil Referral Unit

291 Spring Road, Ipswich, IP4 5ND

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher, supported by his skilled staff, is dedicated to achieving outstanding outcomes for all students.
- All groups of students, including disabled students and those with special educational needs, make outstanding progress.
- Students' well-being and personal development are fostered extremely well. Students are presented with many varied, exciting and enterprising opportunities to develop their skills and re-engage with education.
- External agencies contribute significantly to the high quality outcomes, but are not fully involved in setting targets.
- Outstanding teaching enables students to progress rapidly in their studies. Students' skills in reading, writing, communication and mathematics improve significantly during their time in the school.
- Attendance has improved significantly since the previous inspection.
- Behaviour and safety are outstanding. The school is safe and students' behaviour is exemplary.
- Self-evaluation is outstanding, as are the leadership of teaching and learning and the provision for the professional training of staff.
- An outstanding curriculum that meets the students' varied needs exceptionally well helps them to develop the skills necessary to live in a diverse society.
- Excellent spiritual, moral, social and cultural development contributes significantly to the students' successes.
- The management committee knows the school well. They are highly supportive and keen to encourage and challenge staff to aim even higher.

Information about this inspection

- The inspector observed eight lessons, each taught by a different teacher. All lessons were jointly observed with a senior member of staff. A learning walk, covering other learning activities such as art, cooking and music, was also undertaken.
- Meetings were held with the school's management committee, the local authority, and a former student. A number of partners and stakeholders were consulted by telephone.
- The inspector took account of 13 responses to the staff questionnaire and four responses received to the on-line questionnaire (Parent View).
- The inspector scrutinised examples of students' past and present work and looked at various documents. These included the school's self-evaluation and planning, arrangements for staff training, data on students' progress and records relating to behaviour, attendance, progression and safeguarding, including risk assessments.

Inspection team

Bill Stoneham, Lead inspector

Additional Inspector

Full report

Information about this school

- Parkside is a Key Stage 4 pupil referral unit catering for students who have been unable to access mainstream education predominantly for medical and mental health issues.
- None of the students have been permanently excluded from mainstream education.
- Most students have experienced considerable periods of time out of school and education. A small minority have not attended school for well over a year.
- The majority of students have a statement of special educational needs and about half are known to be eligible for pupil premium (additional government funding).
- The school has won national awards for its promotion of information and communications technology (ICT), such as ICT Mark and ICT Excellence awards.
- The school has long-established partnership arrangements with a number of key organisations such as social services and Child and Adolescent Mental Health Services (CAMHS).
- All students are educated on-site; no off-site provision is offered.

What does the school need to do to improve further?

- In order to raise achievement and other key outcomes further, ensure that key partner organisations are fully involved target setting.

Inspection judgements

The achievement of pupils is outstanding

- Students join the school with standards well below average. Though standards by the end of Year 11 are still below average, all groups of students, including disabled students, those who have special educational needs and those subject to extra funding through the pupil premium, make outstanding progress.
- Standards have risen well since the last inspection. In 2012 every leaver gained some form of worthwhile examination success. Some gained GCSE grades in English and/or mathematics at Grade C, and there were a number of GCSE successes in art. Given the starting points of virtually every student, these outcomes are well in excess of expectations and represent outstanding achievement.
- Given the severe traumas that many have faced in their education and in their lives in general, by enabling these students to make such outstanding progress, the school fosters excellent relationships, and most successfully eliminates discrimination and promotes equality of opportunity.
- The school is highly successful in promoting skills in reading, writing, communication and mathematics. Many students were heard reading with confidence. Exercise books show significant progress in writing and a mathematics lesson saw students making considerable, rapid progress in their understanding of polygons.
- Excellent work is undertaken to promote skills in ICT. Some students, for example, are following a course on developing 'apps' for mobile phones. This course involves regular video conferencing with a tutor located in Istanbul, Turkey. The school's enterprising work in ICT has been recognised through national awards.
- Considerable work is successfully undertaken, often in association with key partner organisations, to develop the students' confidence and social skills. Outcomes are outstanding as evidenced by the very high attendance rates that are now recorded and the fact that every Year 11 leaver in 2012 had a placement in education, training or employment. Given the students' starting points, this is a remarkable result.
- Additional funding made available through the pupil premium is spent well. It is used to employ staff so that disadvantaged students can attend on-site therapeutic classes in music and fitness, for example. Such activities help to address the students' physical, social and emotional needs.
- Pupil premium money is helping to close gaps in performance, by providing for extra staff. All students receiving additional funding during the last academic year achieved at least three GCSEs in the A*-C range. Their achievements are similar to those gained by other students.

The quality of teaching is outstanding

- All lessons observed featured at least good learning; in many lessons, learning was outstanding. Learning over time is also exceptionally good.
- In all lessons, expectations about what the students can do and achieve are high. Very rapid learning was evident in art where the students compiled detailed sketch books based on their own research and are experimenting with different techniques to produce high quality work.
- A German lesson featured excellent learning as the students were expected to reply to the teacher's questions and converse in German. During the lesson all students made rapid progress in their use of verbs, knowing when to use the form 'ich gehe', 'ich spiele' and 'ich fahre'. All worked with interest and enthusiasm and their progress was rapid.
- Students are encouraged to work independently on appropriately challenging tasks and teachers take every opportunity to promote students' skills in reading, writing, communication, mathematics and ICT.

- Some aspects of learning are most enterprising. The ICT partnership with a local games designer engages and excites the students. The extensive music provision with an emphasis on guitar playing enables the students to seek success in areas outside their mainstream academic lessons. The progress some students were seen to make as rock guitarists was especially impressive.
- Lessons are well-planned, challenging and successfully engage the students. Marking and assessment offer good advice about current performance and how improvements can be made.
- Staff are keen for the students to succeed. Students make fast progress because many staff are enthusiastic subject specialists who share their detailed subject knowledge with the students in engaging and interesting ways. The students respond enthusiastically and with interest to challenges offered.
- Target setting has developed well and work is assessed effectively against such targets. The school's key partners though do not contribute directly to target setting. This could help students to achieve their personal and academic goals even more quickly.

The behaviour and safety of pupils are outstanding

- The school successfully meets its core aim of motivating students and re-engaging them with education. During their time at school, their attitudes and commitment improve remarkably well and they regain their interest in learning.
- Behaviour in lessons and around the centre is outstanding. There is a strong emphasis by staff on behaving well, showing respect and being polite. The successful nurturing of these features contributes well to the students' moral and social development.
- The school is calm and welcoming. The students show considerable pride in their surroundings and their achievements as evidenced by the many high quality displays of students' work and their activities on various educational trips and visits.
- Parents agree that behaviour is outstanding. They also agree with the students that the school is safe.
- Relationships between students and between students and staff are extremely strong. Students say that they feel valued and respected. They know that if they have difficulties the staff will always endeavour to advise and help.
- Students report that incidents of disruptive behaviour are rare. If anything untoward does occur, staff are vigilant and deal with issues promptly and fairly.
- Students report that incidents of bullying are extremely well managed. Students are provided with considerable amounts of information about internet safety and the dangers of cyber bullying.
- Students are successfully encouraged to lead safe and healthy lifestyles. Much work is undertaken on personal safety. Strong emphasis is also placed on eating healthily and on the dangers of alcohol and substance abuse.
- Many of the students have poor attendance records prior to joining the school. Once they settle at Parkside, the attendance of the vast majority improves dramatically, with a significant number recording 100% attendance.

The leadership and management are outstanding

- The clear, calm and visionary leadership offered by the headteacher, ably supported by his two extremely capable deputies and a highly motivated staff, has resulted in marked improvements since the last inspection. This outstanding school is now enjoying great success on so many different levels.
- Self-evaluation is strong and this has successfully fuelled many improvements.

- Since the last inspection, outcomes have improved well. Attendance is significantly higher; the percentage of students now successfully placed in education, training or employment is far higher at 100% and all students now leave Year 11 with nationally recognised qualifications. Achievement in literacy, numeracy and ICT has improved particularly well.
- Leadership and management of teaching and learning have been successful in raising standards. High quality staff training has brought about improvements in teaching quality that have led to outstanding achievement.
- Partnership work is especially strong. The work undertaken with an array of partners, such as local FE Colleges and CAMHS, boosts the students' educational, social and emotional progress. Partners are regularly consulted on many issues, apart from the setting of students' targets.
- The improved and well-planned curriculum significantly contributes to the students' outstanding achievements and provides thoroughly for their personal development. Students are able to follow a variety of courses at GCSE. Other forms of accreditation, such as ASDAN (Award Scheme Development and Accreditation Network), are available designed to boost basic skills, such as in literacy and numeracy.
- The curriculum is enriched with excellent opportunities for the students to follow courses in physical fitness and life skills, and play in a samba band.
- The school engages well with parents. Parental satisfaction is high and they regard it as an outstanding school.
- Relationships with the local authority are strong; they work together well for the benefit of the students

■ **The governance of the school:**

- The management committee has a very good understanding of how well the school is performing, and the quality of teaching and learning. They rightly judge that it offers an outstanding level of education and care to its students and they are fully aware of its successes and the improvements made since the last inspection. They hold the school to account well for its performance. They analyse outcomes, including examination performance; they are aware of the many strengths that exist in teaching and they are fully involved in ensuring that there is a close link between salary progression and the effectiveness of teaching. They understand how performance management works through the training they have received. They monitor expenditure thoroughly and challenge the headteacher to account for the way in which the pupil premium money is spent, by requesting reports and discussing this in its meetings. They are justifiably proud of the school's strong record of success.

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

Unique reference number	124527
Local authority	Suffolk
Inspection number	402266

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	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The local authority
Chair	Liz Harsant
Headteacher	Stuart Bailey
Date of previous school inspection	28 September 2009
Telephone number	01473 717013
Fax number	01473 718656
Email address	admin@parkside.suffolk.sch.uk

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