

Whitehouse

Saltshouse Road, Hull, HU8 9HJ

Inspection dates

19–20 February 2013

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 vast majority of pupils make a successful return to mainstream school. A few pupils successfully move on to other schools more appropriate to their needs.
- All pupils make good, and the majority make outstanding, progress in personal development. This enables them to re-engage with learning and prepares them very well for the next step in their education
- All pupils accelerate their progress in literacy and numeracy very well. They apply what they have learned in these subjects in all lessons and throughout the school day. This enables pupils to make remarkable progress and achieve exceptionally well, especially in writing.
- Teaching is consistently good and much is outstanding. This quality has been maintained since the last inspection. Teachers are meticulous in identifying the exact level of attainment reached by each pupil and then setting a target at the next level for each pupil in every lesson. Just occasionally, pupils could be allowed to take more control of how they are learning.
- Pupils are exceptionally well-mannered and polite. Pupils are increasingly successful in taking responsibility for their own behaviour and this is helping them to make such outstanding progress.
- Partnership work with other schools and the local authority is outstanding. This means that many more pupils than those on site benefit from the expertise of staff.
- Partnership with parents and families is outstanding and parents say that they have been helped immeasurably by staff.
- The headteacher is highly effective in raising the achievement of pupils by constantly improving teaching and directing the work of the unit. This has resulted in pupils learning at an ever faster rate since the last inspection. However, recently the number of senior leaders has reduced and too much currently rests on the headteacher.
- The management committee focuses closely on the needs of the unit. The primary headteacher representatives have asked searching questions and monitored the progress of pupils closely. They know what they want pupils to achieve and know how they can be involved in bringing this about.

Information about this inspection

- The inspector took account of the school's procedures for safeguarding.
- The inspector looked at the headteacher's reports to the management committee, the development plan, records of lesson observations, targets set for teachers, documents that track pupils' progress and how the unit gained a view of its performance.
- The inspector observed seven lessons, six jointly with the headteacher. The inspector listened to pupils read in lessons and examined pupils' work in books.
- The inspector held discussions with staff, the Chair of the Management Committee and a primary headteacher representative as well as a representative of the local authority.
- The inspector spoke with pupils and two parents and took account of 10 responses from the on-line questionnaire (Parent View).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- This pupil referral unit is a short-stay centre which typically accommodates 60 pupils during the course of a year. The length of stay ranges from one day to five and a half terms but the majority of pupils stay for about a term.
- All pupils are supported at school action plus or have a statement of special educational needs.
- Around 30% of the pupils have been permanently excluded from their mainstream school. The rest of the pupils are included on the rolls of both their mainstream school and the unit
- The unit is currently supporting 170 pupils from 56 schools through its outreach service.
- Most pupils are White British and the majority of pupils are boys.
- There are no disabled pupils attending the unit.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals, those in local authority care and children from service families, is well above average.
- The management committee was reconstituted in September 2012.

What does the school need to do to improve further?

- Allow pupils to take control of their own learning as often as possible by giving them time to find out things for themselves before narrowing down the choices they can make.
- Strengthen the leadership of the unit by further extending the leadership team.

Inspection judgements

The achievement of pupils

is outstanding

- Usually, as a result of disruption to learning, pupils are working below national expectations when they start at the unit. The vast majority of pupils make good, and some make outstanding, progress in literacy and numeracy and rapidly catch up with their peers in mainstream school.
- All pupils make good, and the majority make outstanding, progress in personal development. This enables them to begin to learn well and achieve their potential. For example, one pupil said that when he arrived at the unit he wanted to behave well but he could not do it without the help of the staff. Now, he was able to do it by himself and this meant that he was successful on his placement days in the mainstream school.
- Progress in writing is highly accelerated because teachers keep a very close eye on how well pupils are doing on a daily basis and every opportunity is taken for pupils to apply the skills they have learned. Pupils demonstrate good improvements in developing cursive handwriting as well.
- Pupils make rapid progress in developing their reading skills because teaching is very well organised and pupils read to an adult every day.
- Pupils for whom the unit receives the pupil premium funding make similar progress to their peers and any gaps in their achievement are rapidly closed. This is because teachers make sure that funds are spent on exactly the right resources and activities that make the most impact on their achievement.
- Pupils known to be eligible for free school meals make at least similar, and often better, progress than their peers who are not eligible and their attainment is similar. As such, this ensures equality of opportunity for all.
- All parents who responded to the online questionnaire (Parent View) agreed that pupils made good progress and one parent said that she had particularly noticed her son's improvement in writing.

The quality of teaching

is outstanding

- The high-quality teaching and learning seen during the inspection confirm the judgements of the school's senior leaders. The high percentage of outstanding teaching, particularly in literacy and numeracy, has been maintained each year since the last inspection. Pupils are inspired when they take on the role of a Viking or know that they have calculated the cost of something correctly.
- Teachers have very high expectations of what pupils will do and achieve in lessons. This is reflected in the use of information and communication technology (ICT) which brings learning to life. Occasionally, opportunities to allow pupils to take control of their own learning are lost. For example, when pupils find information from books they are, occasionally, not given enough time to complete the task before an adult supplies further information about where to look on the page.
- All staff manage behaviour exceptionally well in lessons. As a result, pupils concentrate on their work very well and any disruption that does occur does not affect the learning of other pupils in the class.
- Teachers use questioning very effectively to systematically check understanding as the lesson proceeds. They modify their plans skilfully in line with this information to ensure that each pupil is achieving very well at all times. For example, in a literacy lesson a pupil was challenged to research further so that he could add detail to his answer. This was accomplished because the teacher knew exactly how to question each pupil in order to extend their understanding.
- Staff make sure they praise every step to success and so pupils are keenly aware of when they have done well. 'Pearl point' stamps are added to charts very often during lessons, which enables pupils to identify very clearly how well things are going, and written comments inform

pupils about what they need to do to improve their work.

- All parents who responded to Parent View agreed that their children were well taught. The school provides good information and works exceptionally well in partnership with parents to give information about what pupils should do at home to contribute to achievement.

The behaviour and safety of pupils are outstanding

- Pupils are very well-mannered at all times. They are highly considerate of others when they enjoy family-type service at lunchtime. For example, they wait patiently for others to finish their first course before moving on.
- The school ensures it provides a caring, supportive environment where all pupils feel very safe and can behave as well as possible at all times. Pupils' relationships with staff are excellent.
- Pupils have a keen awareness of how to stay safe when, for example, they disembark sensibly from their taxis. They know that there is always someone supportive to turn to if necessary.
- Pupils are clear that bullying is not an issue and reflect on the impact of their actions on themselves and others. They support each other well and understand that anyone causing a disturbance will need to go elsewhere to calm down and regain control.
- The school president ensures that pupils are treated well. For example, he made staff aware that wearing shorts for physical education outdoors when it was snowing was not very comfortable and secured permission for pupils to bring jogging bottoms from home when it is cold.
- Staff manage behaviour exceptionally well. The 'insistent, consistent, persistent' procedures which identify, grade and communicate every action taken by pupils very clearly identify for them what they need to do or resist doing in order to be successful. Staff ensure that they model what they want the pupils to do at every opportunity.
- Any incidents that do occur are recorded in detail and reported to parents. Discrimination of any kind is not tolerated.
- Overwhelmingly, the parents who responded to Parent View agreed that their children felt safe and happy at school. They confirmed that the behaviour of each individual pupil always improved very rapidly.
- Attendance is above average because good attendance is promoted very well and staff are in very close contact with parents so that they can give any necessary support.

The leadership and management are outstanding

- The headteacher is a highly effective leader. She has been uncompromising in driving the work and improvement of the unit. The vision of supporting pupils to succeed in any school is shared by all. The work of the staff with very many schools in the local authority to support pupils in mainstream schools is very extensive and highly successful.
- Partnerships with parents and families and with other schools in the local authority are exceptional. They contribute very significantly to pupils' achievement. The unit also works very well with a wide range of agencies to the benefit of the pupils.
- The school's system for tracking the progress of pupils is meticulous. Any pupil at risk of underachieving is quickly identified and procedures are put in place to prevent this happening.
- The leadership of teaching and performance is excellent. Procedures to check the quality of teaching are extensive and thorough and enable leaders to provide detailed and helpful information to support teachers in improving their practice. There is a good link between teachers' performance and pay.
- The staff support each other exceptionally well. They share the best ways to ensure that pupils achieve as much as they can by working and planning together very well. Leaders ensure that additional funds, such as the pupil premium, are used to good effect by providing extra resources for pupils known to be eligible for free school meals, such as tablet computers. Staff review the progress of identified pupils and it is clear that the way the funding is being used is

making a positive difference.

- The school has an accurate view of its own performance. Plans made are very effective because they are reviewed in detail and linked to training. Plans reflect the clear vision identified in partnership with the management committee and valuable support from the local authority.
- The plans made for pupils prioritise progress in literacy and numeracy as well as personal development. These, alongside carefully planned arrangements for pupils when they change school, give the pupils the best chance of success when they return to mainstream school.
- **The governance of the school:**
 - The management has reconstituted recently and now meets the needs of the unit even better. It contributes well to the leadership of the school because each member has expert knowledge which they bring to bear on the improvement of the unit. This means that members are able to support the school well and ask searching questions of its leaders about its work. Members have a very clear picture of what is happening in school in terms of the quality of teaching and pupils' performance compared with all schools nationally. They know that leadership roles and responsibilities are not well enough delegated. They manage the budget effectively and make sure that all safeguarding procedures are strong. They are clear about how the pupil premium is being spent and can identify the positive effect that this is having on eligible pupils. They are fully involved in performance management. They have a clear grasp of how the leadership of the school is driving improvement.

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	117701
Local authority	Kingston upon Hull City of
Inspection number	401685

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	14
Appropriate authority	The local authority
Chair	Simone Butterworth
Headteacher	Claire Patton
Date of previous school inspection	18 November 2009
Telephone number	01482 701334
Fax number	01482 786919
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