

The Cusworth Centre

Cusworth Lane, York Road, Doncaster, South Yorkshire, DN5 8JL

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils successfully settle at the school and achieve well. They overcome significant barriers to their learning and make good progress in reading, writing and mathematics.
- An outstanding curriculum provides creative, practical and memorable experiences that engage, challenge and support each individual. Extensive outdoor learning activities and access to sensory areas are key features of the curriculum.
- Good teaching and rigorous monitoring of academic progress and individual plans ensure individual needs are well met. Each year more pupils are successfully returning to mainstream education.
- Parents are unanimously positive about the benefits of the teaching and intervention teams on the good progress made by their children.
- Pupils feel safe in classrooms and around the school. They enjoy coming to school and their attendance improves. Pupils learn to manage their social and emotional difficulties and behaviour improves because it is consistently and effectively managed.
- The vision and leadership of the headteacher and management board and a commitment to improve teaching and achievement for each individual are embraced by all staff. This shared purpose has ensured continued improvement since the previous inspection.
- There is a strong partnership between school leaders, the management board, local authority and primary headteachers. As a result, the re-organisation of the Cusworth Centre and subsequent staff changes are being effectively managed.

It is not yet an outstanding school because

- There are a few inconsistencies in teaching that detract from fostering outstanding learning and achievement.
- The re-structure of the management board and the establishment of sub-committees, that will oversee entitlement to additional pupil funding and the monitoring of its impact, are not fully in place.

Information about this inspection

- The inspector observed six lessons taught by three teachers and lead learning mentor. Two lessons were joint observations with the deputy headteacher. In addition, the inspector made a number of short visits to lessons and individual support sessions.
- Pupils were observed reading in lessons.
- The inspector held discussions with pupils, school leaders, teachers, support staff, a representative from the local authority, local primary headteachers, a representative of Doncaster Community Arts and the Chair of the Management Board.
- Individual pupils talked with the inspector during lessons as well as at break and lunchtime.
- The inspector looked at the work of the school, observed pupils' behaviour and analysed documentation in relation to attendance, safeguarding and the school's evaluation of its own effectiveness. Systems for checking pupils' progress and work in their books were also analysed.
- There were not enough responses from parents on the Ofsted online questionnaire (Parent View) to trigger an analysis. Consequently, the views from the school's own parental surveys were taken into account alongside a parental letter sent to the inspector. The inspector also met with five parents during the inspection.

Inspection team

Keith Massett, Lead inspector

Additional Inspector

Full report

Information about this school

- The Cusworth Centre is a small pupil referral unit for primary school pupils.
- The school has experienced significant change and re-organisation since the previous inspection as part of the review of the Doncaster Behaviour Service. Following the review, outreach services to primary schools across Doncaster is no longer the remit of the school.
- Pupils are usually referred either because they are permanently excluded from mainstream school or because they are at risk of this happening. A high proportion has a statement of special educational needs relating to their behavioural, emotional and social difficulties. Some have health issues or anxieties resulting in difficulties attending their usual school.
- A well above average proportion of pupils are known to be eligible for the pupil premium funding. The pupil premium funding is additional funding for those who are known to be eligible for free school meals, children from service families and children looked after by the local authority. There are currently a high proportion of pupils known to be eligible for free school meals and those who are looked after by the local authority.
- Pupils are now staying at the school for longer periods of time than before the re-organisation.
- Boys significantly outnumber girls.
- All pupils on role are White British.
- There has been a significant change of staff since the previous inspection and to the membership and structure of the management board.

What does the school need to do to improve further?

- Improve teaching so that more is good and outstanding by:
 - increasing the frequency of assessment in order to plan and adapt learning activities so that pupils are challenged at all times to make as much progress as possible
 - improving the consistency of feedback and marking so that pupils know precisely how to improve their work.
- Complete the restructure of the management board and the establishment of sub-committees to ensure that all the available resources are used effectively to maximise pupil achievement.

Inspection judgements

The achievement of pupils

is good

- There has been a sustained improvement in pupils' attainment and rates of progress since the previous inspection.
- Attainment levels on entry to the school vary but are generally much lower than would be expected for their age.
- Most pupils make rapid and sustained progress once they have settled into the school. By the time they leave, although attainment in reading, writing and mathematics are still below national expectations, the gap in attainment has closed significantly.
- Results for pupils who leave at the end of Year 6 show an improving trend since the previous inspection. The current leavers are on track to exceed previous results with more pupils predicted to reach and some exceed the national expectations in English and mathematics.
- All groups, including girls, boys, and those disabled or with a statement of special educational needs achieve equally well from their individual starting points and demonstrates the impact of the focus to ensure equality of opportunity.
- Pupils known to be eligible for free school meals and those looked after by the local authority, who qualify for pupil premium funding, achieve well due to high quality support and range of engaging learning experiences. They leave with similar levels of attainment and progress in English and mathematics as other pupils in the school.
- Highly personalised teaching and one-to-one support, including for those supported through pupil premium, ensure needs are very effectively met. A good example of this was seen during a lesson about volcanoes where every pupil made good progress. All recorded key notes from a video clip and individual targets were then set for expanding the notes into extended writing tasks, with an appropriate level of challenge according to current levels and targets.
- All pupils, including those who have identified medical needs, make at least expected progress in learning, along with rapid and sustained progress in their social, emotional and personal development.
- Sports funding is used to effectively enrich the curriculum, promote engagement and contributes to the good outcomes for pupils. There is a good range of physical education, outdoor activities and sport, such as swimming, within the curriculum. These activities make a major contribution to improving healthy lifestyles and social and emotional well-being.
- Parents told the inspector that their children make exceptional progress in comparison to their previous mainstream school. Their children are happy and want to attend because their wide range of need is fully met and this enables them to make good academic progress.
- Extensive transition planning support pupils onto the appropriate pathway when they leave with many more aspiring to transfer back into mainstream school.

The quality of teaching

is good

- Teaching across the school is good and continues to develop with recent examples of outstanding practice. Leaders and managers are clear about the teaching strengths and are working hard to address the remaining areas for improvement.
- Teachers plan learning activities with high quality resources that make good use of the indoor and outdoor learning environment. Most work is well matched to individual pupil needs and interests. Expectations are usually high and, staff use good subject knowledge and assessment information to set realistic yet challenging work that is often adapted to address emerging needs as the lesson progresses.
- In a mathematics lesson observed during the inspection, pupils were fully engaged, motivated and made outstanding progress in their understanding and application of number sequences. The teacher used her extensive knowledge of the subject and of the individual pupils to provide

clear guidance, high levels of challenge and just enough support when required to allow high levels of independent working; pupils often made a strong contribution to their own learning. Assessment and targeted questioning checked understanding and moved pupils on at the appropriate time so that all achieved high levels of success in the lesson.

- When teaching requires improvement, often the work is not challenging and teachers do not assess progress often enough in order to move learning on as soon as pupils are ready.
- Good progress in areas such as literacy and numeracy, speech and language, social and emotional development and therapeutic activities is supported by personalised learning programmes and high quality intervention. Teachers provide ample opportunities for pupils to use and develop their English and mathematical skills in meaningful or real-life contexts across the curriculum.
- Strong partnerships between teachers and teaching assistants are evident and ensure learners access appropriate support that enables a good pace to learning. There are good relationships between the staff and pupils.
- Assessment of work is accurate and staff rigorously track pupils' progress. Regular oral feedback during lessons ensures pupils are informed of what they need to do to improve. However, there is variation in the frequency of oral feedback and in the use of written feedback and marking, so that some pupils do not always know precisely how to improve their work.
- Staff are highly skilled at engaging and motivating pupils and help them to overcome obstacles to learning. Good use is made of outdoor education and sensory environments to meet social and emotional needs. As a result the climate for learning and attitudes of most pupils are good.
- Discussions with parents indicate that they believe that teaching is very good.

The behaviour and safety of pupils are good

- The Cusworth Centre provides a calm, safe and purposeful learning environment where positive attitudes and good behaviour are expected and obtained. Staff are adept at supporting pupils and their families through difficult situations so that pupils engage in lessons and work well with each other and the staff for the major part of the time. Despite an often initial reluctance by families to accept a place at the school the pupils quickly settle and take a pride in the school.
- The climate for learning is good. Pupils' attitudes to work and school life generally improve markedly. Behaviour also improves because it is consistently and effectively managed. Parents and staff believe that behaviour is managed exceptionally well.
- The best behaviour is seen where the teaching has a fast pace, pupils are challenged because the activities are interesting, well matched to the needs of each individual and the behaviour management strategies are consistently applied.
- Staff know the pupils well and act quickly to deal with problems before they become serious. The number of fixed-term exclusions is low and there have been no permanent exclusions.
- Staff are highly trained in physical handling techniques and work very effectively together whenever this is required. Appropriate records are maintained.
- Incidents of bullying, or those defined as racist, are very rare and pupils say that they feel safe in school. They understand how to stay safe. Older pupils told the inspector that bullying is virtually non-existent and that they have good knowledge about e-safety.
- Many pupils make exceptional progress in improving their attendance. Many re-engage with education and attend school regularly, often after prolonged periods of non-attendance at their previous school. There are appropriate strategies to encourage attendance, quickly following up non-attendance and keeping in contact with parents. Overall attendance is broadly in line with all primary schools. There are no persistent non-attenders although a small number of pupils have lower attendance due to their medical conditions.
- Rigorous safeguarding practices are in place, including for the wide range of off-site or practical learning activities that are a regular part of the pupil's experiences. This provision is continuously monitored and reviewed to ensure safety and good outcomes for individuals.

The leadership and management are good

- The good headteacher, in strong partnership with the deputy headteacher, has ensured her vision; passion and relentless focus on improving key areas that make a difference and improve pupil progress are embraced by everyone. Improved outcomes in achievement and behaviour are the result of better practices in assessment, teaching, curriculum planning, progress tracking and staff training. Governance is good. Consequently, given the track record of improvement the school is well placed to improve further.
- Well established systems ensure accurate monitoring of the school's work. Leaders know the strengths and priorities for development well and staff work effectively to implement clear improvement plans.
- There is strong leadership and robust monitoring to improve teaching. Performance management procedures are fully in place and the link between the achievement of pupils and pay is explicit.
- Staff are highly positive about their support and development opportunities.
- Opportunity within the nurturing, creative and practical curriculum is underpinned by the principle that every pupil is fully engaged and makes the maximum academic progress. The range of memorable experiences ensures it is suitably matched to individual needs, abilities and interests. The breadth and richness of the curriculum also ensures there is a good provision for pupils' emotional development alongside good spiritual, moral, social and cultural development.
- Pupils in Year 4 and Year 5 told the inspector how they care for the school chickens and rabbits and about the art work such as stone sculptures and willow ladybird in the school gardens. Others explained to the inspector, as they prepared for a class visit to Burbage, the challenges and fears they had encountered and overcome during regular class visits.
- Strong, effective partnerships exist with local primary schools, external support agencies and with curriculum support specialists such as Doncaster Community Arts.
- Parents speak highly of the range of activities offered by the school and particularly of support from the family support worker in meeting the needs of their children and helping them to support their child's learning.
- **The governance of the school:**
 - The management board effectively supports school leaders and provides appropriate challenge. The areas for improvement from the previous inspection have been successfully addressed. The Chair of the Management Board has worked closely with the headteacher and local authority to successfully implement changes to staffing and function of the centre, as a result of the re-organisation of the Doncaster Behaviour Service. The board are particularly engaged in the drive to improve teaching through rigorous performance management and to improve outcomes for all pupils. They are well informed and rigorously check the progress of groups of pupils. There have been recent changes to the membership and structure of the board. Members fully understand the principles for using pupil premium funding and the new primary school sport funding. Recently agreed protocols to access funding are not yet well established and the formation of the management board sub-committees that will oversee the school budget, including access to additional pupil funding, are not fully in place. Safeguarding and child protection is a high priority and all statutory requirements are fully met.

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	106666
Local authority	Doncaster
Inspection number	425702

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	25
Appropriate authority	The governing body
Chair	Alan Moseley
Headteacher	Judith King
Date of previous school inspection	23 September 2010
Telephone number	01302 391007
Fax number	01302 390329
Email address	judith.king@doncaster.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

