

Secondary Federated Pupil Referral Service (Individual Learning Centre)

The Wayne Way, Leicester, LE5 4PP

Inspection dates 26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Students throughout the service make good progress from low starting points. In Key Stage 3, the vast majority successfully return to their mainstream schools. In Key Stage 4, most gain a wide range of qualifications that prepare them well for further education, employment or training.
- Good teaching, with good opportunities for independent learning, ensures that students make good gains in their knowledge, skills and understanding.
- Teachers skilfully manage students' behaviour, maintain good relationships with them and provide varied and interesting activities. As a result, students re-engage with learning quickly and make good progress.
- Behaviour and safety are good in each of the four bases and across all 15 vocational education sites. The vast majority of students make rapid progress in improving their behaviour and attendance.
- The leadership and management of the headteacher and heads of each centre are good. The management committee and local authority provide good support. All leaders have ensured good improvement in raising achievement and the quality of teaching since the last inspection.
- Leaders make sure that students are well prepared for the next phase of their lives. Work-related learning opportunities and the range of examinations on offer, including GCSEs, have increased considerably.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teachers do not always ask students questions skilfully enough to deepen their thinking.
- Occasionally, teachers miss opportunities to show students how to improve their written work.

Information about this inspection

- Inspectors saw 16 lessons across the four centres and in six vocational bases. They observed most teachers, and four lessons were seen together with the headteacher.
- Inspectors held telephone conversations with schools, with a focus on the impact of support on students' learning and well-being.
- Meetings were held with two groups of students, members of the leadership team, four members of the management committee and two local authority representatives. A meeting was also held with a very small number of parents.
- Inspectors took account of three recent surveys of parents whose children attend the service, and held telephone discussions with a small number of parents to seek their views as there were no responses to the online questionnaire (Parent View).
- Inspectors observed the work of the service and looked at a range of documentation, including safeguarding documents and risk assessments for the 15 vocational education sites, records of attendance, behaviour and exclusions, information about students' progress since the last inspection and samples of students' work.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

Full report

Information about this school

- The service provides full-time or part-time education in four learning centres for students who have behavioural, emotional, and social difficulties. The majority, who are referred by the local authority and schools, are at risk of permanent exclusion from school. Others are either refusing to attend school or have already been permanently excluded. Many have a history of poor attendance.
- Students all receive support at 'school action plus' and a few are undergoing statutory assessment for their special educational needs, although no students currently have a statement of special educational needs.
- Most students are White British and none are at an early stage of learning English as an additional language.
- An above-average proportion of students are supported by the pupil premium, which provides additional funding for those known to be eligible for free school meals or in local authority care.
- The majority of students in Key Stage 3 are registered both at the Carisbrooke or Newry centres and their mainstream schools. They attend one of the centres for two days per week for up to 12 weeks, and spend the rest of the time in their mainstream school. A smaller proportion of students in Key Stage 3 attend one of these units on a full-time basis for up to three terms, while remaining registered at their mainstream school.
- Students in Key Stage 4 are initially assessed for six weeks at the Millgate Centre to determine the most suitable educational provision for them. They then transfer to the Braunstone Centre where they follow GCSE courses in English, mathematics and information and communication technology (ICT) for one or two days per week and attend up to two out of 15 off-site providers within the local authority to follow vocational (work-related) education and training programmes.
- Since the last inspection, the service has been reorganised. The Newry Centre was re-designated in April 2013 for students with additional behavioural needs, the number of vocational providers has steadily risen from 10 to 15, and pastoral and outreach teams have been established.

What does the school need to do to improve further?

- Make more teaching outstanding and raise students' achievement by ensuring that:
 - teachers always use questioning skilfully to encourage students to think more deeply about their work
 - students always know clearly how to improve their written work, especially in Key Stage 3.

Inspection judgements

The achievement of pupils is good

- Students have significant gaps in their learning when they arrive at the centres and consequently their attainment on entry is low. They quickly re-engage with learning in each of the four centres and make good progress.
- Teachers quickly identify and record students' levels of knowledge, skills and understanding and use this information to set clear challenging targets for them to achieve. As a result, attainment has risen steadily over the last few years.
- In Key Stage 4, after an initial six-week assessment of students' literacy, numeracy and personal development skills, together with careers guidance, each student is offered a personalised education programme. This has a strong emphasis on developing skills for the workplace and independence within the areas of learning students are interested in. It also includes preparation for a range of examination courses, including GCSEs in English, mathematics and ICT.
- Students who attend the various off-site vocational education centres make good progress in developing their workplace skills. This enables them to gain places in further education or employment that are relevant to their needs and sustain their interest. As a result, very few students fail to complete their course.
- By the end of Year 11, most students leave with the equivalent of three or more GCSEs and a recognised qualification in English and mathematics.
- Students in Key Stage 3 who attend the Carisbrook Centre make equally good progress in deepening their knowledge, skills and understanding in lessons. Students with more complex needs who attend the Newry Centre also make good progress from their lower starting points because work is pitched to their learning needs and teaching assistants focus on breaking learning tasks down into smaller steps and clarifying misunderstandings.
- Students in both key stages are developing their literacy and numeracy skills well, although less so in terms of writing skills in Key Stage 3.
- More-able students make good progress. On a few occasions, when questioning does not deepen their thinking in lessons, their learning is limited.
- Students for whom the service receives the pupil premium make at least the same progress as other students and sometimes better progress. As a result with their attainment in English and mathematics and at GCSE is similar to or above that of their classmates.

The quality of teaching is good

- Teaching is good in all centres, and occasionally it is outstanding. As a result, students develop positive attitudes to learning and make good progress in lessons.
- Teachers and teaching assistants nearly always ensure students are provided with good opportunities to learn independently, which promotes a sense of responsibility in completing their own tasks. This was seen, for example, in a lesson where students used computer software

to design posters on rules and boundaries.

- Staff manage behaviour consistently well in all lessons. When occasionally minor disruption occurs, they maintain good relationship with students. As a result, students show respect for staff, and quickly refocus on their learning
- Teachers provide a rich variety of activities, and make good use of resources. During the inspection a multimedia presentation about life in prison, followed by a quiz on prison life, stimulated students' interest and enjoyment.
- On arrival at each centre, staff effectively determine each student's level of knowledge, skills and understanding in literacy and numeracy and the student's interests. They nearly always use this information well to set challenging targets for students, and to match carefully planned learning tasks to different levels of ability. Although marking is generally good, students are not always told how to improve their written work.
- Teachers work closely with teaching assistants to ensure that every student grows in knowledge, skills and understanding by building on their prior learning, breaking tasks down into smaller steps for those who are struggling, and extending the learning of more-able students. However, in a few lessons teachers miss the opportunity to ask open-ended questions to challenge and deepen students' thinking.
- The skills of reading, writing and mathematics are taught well and are particularly well promoted across a range of vocational subjects in Key Stage 4. As a result, students acquire good skills in completing application forms and writing curriculum vitae. They are able to read and write technical language in a work environment and apply mathematical skills to a variety of trades such as motor mechanics, hair and beauty, construction and sports leadership.

The behaviour and safety of pupils are good

- Students' behaviour and safety in all centres and off-site vocational units are good. In classrooms students behave well and are respectful to staff. The few instances of disruption are dealt with quickly and effectively. Students also behave well and move safely from one area to another in each centre.
- Close daily liaison between the managers of the service and each off-site unit helps to ensure students' safety. Suitable risk assessments are in place for all sites. Students respond well to the consistent management of their behaviour.
- Students were seen wearing protective clothing and handling tools and equipment correctly in each of the six sites visited. Their welfare is further protected by the timely completion of an online attendance register as they arrive which is linked directly to the service manager. This enables students' attendance to be checked immediately and swift action to be taken in the event of non-attendance. As a result, students' attendance at these sites is broadly in line with the national average, and shows rapid improvement since joining the service.
- Students have a good awareness of the importance of good behaviour and safety in lessons, in the workplace and in the community. This is reflected in the rapid reduction in exclusions and students' willingness to hand over mobile phones and any cigarettes or lighters, and their willingness to be searched on arrival at the unit each morning.

- They also have a clear understanding of the different types of bullying, and how to prevent it. They have a good awareness of internet safety and the safe use of mobile phones.
- Overall attendance throughout the service is below average because a few students are persistently absent despite the very best efforts to resolve this. Nevertheless, most students make good progress in improving their attendance, which is a reflection of their improved attitudes to learning.
- In the service's recent surveys of parents' views, all believed their children were safe, and their behaviour and attendance had improved significantly. This was also confirmed in telephone discussions and the meeting with parents.

The leadership and management are good

- The service is led and managed well by the headteacher, assistant head and centre managers. All share a strong drive for improvement and have the highest expectations of staff. As a result, there has been good improvement in all areas identified for action at the last inspection. Strong leadership has resulted in achievement and the quality of teaching rising from satisfactory to good.
- Leaders have an accurate view of the strengths and areas for development of the service, based on their rigorous monitoring of the impact of teaching on attendance, behaviour and learning. They use this information well to develop clear priorities and set realistic yet challenging targets for further improvement. For example, attendance has improved significantly year on year, as challenging targets have been consistently met.
- Arrangements for managing the performance of staff are rigorous and linked clearly to any increase in salaries. The information from monitoring of teaching, along with the whole school priorities for development, are used to set clear targets to improve staff performance in securing better outcomes for students. Leaders provide good support and training for staff who hold leadership responsibilities, and for the vocational education providers. This has led to better outcomes and improved provision.
- Good partnerships with local businesses, schools, colleges and local vocational education providers have resulted in a rich variety of educational opportunities and experiences for students. These prepare them well for further education, employment or training.
- Students' spiritual, moral, social and cultural development is promoted well through, for example, their studies on Black history, the celebration of different world festivals, art and music, and the consideration of issues of fair trading.
- Leaders act decisively to ensure that students who are supported by the pupil premium do at least as well as their classmates, particularly in promoting attendance to ensure they do not miss learning.
- Staff maintain good links with parents, who speak highly of the work of the service in helping their children to succeed and would recommend it to other parents.
- The local authority provides good support and challenge for the work of the service, particularly through monitoring of the impact of teaching on students' outcomes and providing further training and support to improve provision. For example, it identified a relative weakness in

mathematics, and provided effective training and support that improved the quality of mathematics teaching and students' achievement.

■ **The governance of the school:**

- The management committee has a clear view of the quality of teaching and its impact on students' learning and progress based on first-hand visits, accurate interpretation of data and challenging reports presented by leaders. Its members ensure that legal requirements are met, especially for safeguarding, where they check that each offsite provider is assessed for potential risks, and all policies to promote the welfare and safety of students are up to date. The management committee has a good understanding of its own strengths and areas for development as well as those of the service. Members are involved in approving service-wide priorities for development, and use these as the basis for setting well-chosen objectives to improve the headteacher's performance. They manage the service's resources well, especially in holding it to account for spending the pupil premium funding.

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	131535
Local authority	Leicester
Inspection number	428924

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The local authority
Chair	John Broadhead
Headteacher	Shaun Whittingham
Date of previous school inspection	15 March 2012
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