

Whitmore Park Annexe

Rylston Avenue, Coventry, West Midlands, CV6 2HD

Inspection dates 13–14 November 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.

- The students at Whitmore Park Annexe make good progress regardless of their backgrounds.
- Students make particularly good progress in their personal and social skills, which has resulted in them having high aspirations for their futures.
- Achievement in English and mathematics accelerates well during their time in the provision.
- Teaching is improving and over time is consistently good with some that is outstanding.
- The headteacher is fully aware of the improvements needed in the provision and these are shared fully with the senior leadership team. All staff have high expectations and aspirations for the students.
- Behaviour is good. This is the case both in lessons and around the building. Students stated this was due to the excellent relationships they have with all adults. They say they feel safe and they have a good understanding of how to stay safe and healthy.
- The management committee has improved considerably since the last inspection.
- All the leadership and management team monitor teaching effectively, leading to consistently good teaching and rising achievement.
- Tracking and monitoring systems provide a clear view of student progress.

It is not yet an outstanding school because

- The percentage of outstanding teaching is not yet high enough, due to some lessons not having enough consistency of pace which slows progress rates.
- The building, both inside and outside is in need of repair and so does not give the students a positive place in which to learn.
- Monitoring and tracking systems are a little cumbersome and not easily accessible to all staff.

Information about this inspection

- During the inspection nine lessons were observed, five of which were joint with the headteacher.
- Discussions took place with the headteacher and several members of the senior leadership team, with a representative from the local authority and the management committee. A meeting was also held with the students in the provision.
- The inspector also looked at a range of documentation on students' progress, the provision's self-evaluation, behaviour, attendance and safeguarding procedures.
- There were not enough responses to the online questionnaire, Parent View, so the inspector took account of a recent parent and student questionnaire undertaken by the provision. The 10 replies to the staff questionnaire were also considered.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- Whitmore Park Annexe Pupil Referral Unit is part of the Hospital Education Service in Coventry.
- The accommodation is an old nursery unit which was once used by the primary school on whose site the provision is based. However, it is fenced off from the school and has its own entrance.
- The headteacher is also the headteacher of another provision with which Whitmore Park shares a leadership team, teaching staff and management committee.
- The provision caters for pregnant students or young mothers aged from 11 to 16 years. It can take up to 12 students. At the time of the inspection there were four students on roll and two others on maternity leave. All students are dual registered with their respective high schools.
- Many of the students had poor attendance and other issues, which created barriers to learning before attending the provision.
- The proportion of disabled students and those who have special educational needs is high.
- The majority of students are White British.
- The percentage of students eligible for the pupil premium is below average. At the time of the inspection this additional funding applied to students known to be eligible for free school meals and looked-after children.
- Students attend the provision during their period of pregnancy and then return following the birth of their child, enrolling them into the provision's own nursery unit.
- There were plans to re-locate the provision but these have not come to fruition, so the local authority has allocated funding for building work to improve the provision which will take place in July 2014.
- The leadership team and management committee also manage the onsite nursery unit, but this did not form part of this inspection.

What does the school need to do to improve further?

- Raise the percentage of outstanding teaching further by making sure that all staff maintain a good pace in lessons and so maintain good levels of progress.
- Raise achievement further by making sure that:
 - monitoring and assessment systems are easily accessible to all staff
 - the building is brought back into a positive state of repair and so provides a more pleasant place for the students to learn.

Inspection judgements

The achievement of pupils

is good

- Although the students arrive at the provision with skills and knowledge below that expected for their ages, they settle quickly and make good progress to leave the provision with qualifications at least in line with expectations. Occasionally some leave having made outstanding progress, achieving very high results in GCSE examinations.
- The provision offers a wide range of subject choices and makes every effort to make sure that students can, where possible, continue on the courses they started in their mainstream schools.
- As these courses are often directly related to the students' interests this results in students gaining in confidence, for example, students were observed during a childcare lesson focusing on suitable food types. Students questioned, discussed points and challenged each other as to their choices throughout the lesson. This confidence results in the majority of students leaving the provision having gained qualifications between grades A* - C at GCSE.
- All students make good progress in both English and mathematics and due to a concerted approach by staff, reading and writing skills are developed well in line with their ages and abilities.
- There are no variations between groups and the more-able students are challenged effectively. Although the provision does not yet receive any of the pupil premium funding, these students make progress in line with their peers both in the provision and mainstream settings.
- The leaders and managers monitor student progress effectively and all teachers keep careful notes on the students. However, overall information on students' progress is a little cumbersome to access by the staff.

The quality of teaching

is good

- Teaching during the inspection was, and over time is, consistently good. Some teaching is outstanding.
- Planning is well matched to the needs and abilities of all the students, supporting the less able and challenging the more able. Lessons are made enjoyable and are directly related to the interests of the students. As one student stated, 'The staff here make learning interesting and it's always different.'
- Teachers constantly monitor the progress students make and use this to modify lessons as they progress. In a lesson related to the similarities and differences between Christianity and Islam the teacher's questioning and challenge were modified as the students grew in confidence and asked more searching questions. The teacher also encouraged students to reflect on one another's work to develop their understanding further.
- Students have a positive attitude to learning because they feel the teachers care about their success. As one student stated, 'Here the teachers care about us. They want us to do well and challenge us to do so. If I were in mainstream right now I would not be heading for a grade A* - C in my exams as I am now.' This attitude results in lessons being positive learning experiences.

- Teachers make sure that lessons are a good blend of both practical and theory and so generally manage to maintain the students' interest. However, occasionally teachers let the pace of lessons slip, leading to slower progress and sometimes students not being quite so engaged in their learning.
- Teachers have high expectations of the students and this in turn means the students have high aspirations for their futures. Using the excellent relationships they have with the students, teachers challenge, support and expect each student to do their best.
- In an outstanding mathematics lesson students were studying reflections, which they were finding difficult. However, the teacher constantly modified the lesson and her approach, to gain the very best out of the students. This resulted in all the students gaining a good understanding and being able to explain the points taught effectively.
- Reading and writing skills are at the core of the work the teachers do and the range of students' work seen during the inspection showed that students have good writing skills and take a clear pride in their work. Teachers encourage students to read widely during lessons and encourage them to read aloud where necessary. Students stated this has helped them overcome any problems they had and given them greater confidence.
- In the school's parent questionnaire parents rightly felt that teaching in the provision is good.

The behaviour and safety of pupils are good

- Due to the excellent role models the staff provide and the care, guidance and support they give, behaviour in the provision is good. As one student stated, 'We want to be good because the staff treat us with respect and care about us, so we want to do well for them.' This sentiment was shared by all the students present.
- Students feel safe; a point shared by both staff and parents, and they know how to stay safe and healthy. This was exemplified during a childcare lesson. Students were selecting suitable food to eat during and after pregnancy. The depth of discussion which took place clearly showed they knew the dangers some foods and/or habits might hold for both themselves and their babies.
- The students stated there was no bullying in the provision because as one put it, 'We all get along with each other. We support each other and are all happy here.' Parents and staff also rightly feel there are no issues with behaviour or bullying.
- Students have a good understanding of how to stay safe on the internet and have a mature and sensible approach to its usage.
- Students' spiritual, moral, social and cultural development is promoted well and their personal development is outstanding. Students clearly stated they felt their lives had been changed by the provision and that they now wanted more for their futures. In fact, discussion with the students indicated that all of them had not only high aspirations which were achievable but knew what they had to do to achieve them.
- Both in lessons and around the provision students are polite and courteous both to each other and the staff. In a number of lessons students and staff maintained a jovial banter but this was never taken too far or was disrespectful to anyone.

- Students have a positive attitude to learning and generally give their best. However, where the pace of lessons slows, sometimes their attention is not as focused as it could be.
- The provision itself has a warm and friendly feel about it but the exterior and interior decoration and fabric of the building does not support a positive learning environment. However, the local authority has commissioned work to be carried out during the summer holidays in 2014 to rectify this situation.
- Although the overall attendance figure for the provision is low, due to small numbers having an effect on the data, many of the students have a 100% attendance record. Even those students for whom attendance is an issue have considerably improved their attendance from what it was in their mainstream school.

The leadership and management

are good

- The headteacher and senior leadership team have a clear and shared vision for the provision, which is to provide the highest possible standards of education for the students. All of the key areas to improve from the previous inspection have been tackled effectively. For example, the curriculum is now well matched to the needs of each student, the disability access plan is in place and meets requirements and the management committee has been strengthened and supported so that it can carry out its duties effectively.
- The headteacher and senior leadership team check the provision well and use a range of external advice and review to confirm their own views of the provision. The much improved management committee is now both rigorously challenging as well as supportive.
- Self-evaluation is accurate and based on clear information on all aspects of the provision. The quality of teaching is improving and is at least consistently good with some that is outstanding, and this has resulted in rising achievement.
- Performance management is robust and used effectively to improve teaching. It is closely linked to teachers' further training, the quality of their lessons and the performance of the students. The management committee oversees all these arrangements effectively and makes sure that the national 'Teachers' Standards' are being met.
- The subjects taught in the provision are closely monitored to make sure they match the needs and abilities of each student and cohort who enter the provision. Specialist teachers are used to make sure subjects are taught to the highest possible standard.
- Due to the wide range of opportunities provided by the provision the students' spiritual, moral, social and cultural development is well developed. For example, one student stated, 'I understand more about life now, for example, learning religious studies has taught me a lot about others.'
- The leadership team also uses its excellent links with parents, its feeder schools and other agencies, especially health, to make sure that all aspects of the students' lives are catered for.
- The local authority supports the school well but due to the positive outcomes over time provides a 'light-touch' approach to the school.
- The provision is fully inclusive and promotes equal opportunities for all and does not tolerate any

form of discrimination.

■ Safeguarding meets requirements.

■ **The governance of the school:**

- The management committee has improved since the last inspection. It contributes well to the overall leadership and management of Whitmore Park Annexe. It has helped to secure the funding for the future building work following the decision not to re-locate the provision. Committee members provide good challenge and support to the provision as a whole, based on a range of information from as wide a range of sources as possible. They monitor funding effectively and are making representations for the provision to receive the pupil premium funding for its students where applicable. Safeguarding is a key element of their work and they are now well trained to monitor this and make sure it meets requirements. They carry out the performance management of the headteacher effectively and oversee those carried out by the headteacher and senior leadership team. They know that pay is linked to students' progress and what the provision would do to tackle any underperformance.

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	103636
Local authority	Coventry
Inspection number	427057

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	Girls
Number of pupils on the school roll	6
Appropriate authority	The governing body
Chair	David Kershaw
Headteacher	Anne Walker
Date of previous school inspection	8 February 2011
Telephone number	024 7633 7734
Fax number	024 7633 7734
Email address	anne.walker@coventry.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

