

# Kingsfield Centre

Chilton Way, Stowmarket, IP14 1SZ

**Inspection dates** 14–15 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses. It is not good because

- Achievement is inadequate for pupils at the Kingsfield Alternative Provision (KAP) centre. Too many of these pupils do not make enough progress and are not prepared well enough for when they leave.
- The quality of teaching at the centres varies widely. Too much teaching is inadequate or requires improvement because expectations of what pupils can achieve are too low. Information about what they can already do is either not known by staff or not used effectively to make sure the work given to them is at the right level.
- Expectations for pupils' behaviour are not high enough for pupils attending the KAP centre and too little is known about whether their behaviour improves.
- Pupils are not encouraged to be as independent as they can be.
- Attendance is too low for some pupils.
- It is not appropriate for the centres to be closed to pupils on Friday afternoons.
- The curriculum for some pupils is too narrow, with too little work-related learning or information and communication technology. Literacy is not developed consistently across all centres.
- Information and guidance are not effective for all pupils in helping them understand how they can achieve their ambitions.
- Performance management requirements for teachers are not met in one of the centres.
- The effectiveness of additional funding for pupils at risk of underachievement is not evaluated consistently.

### The school has the following strengths

- Pupils at the Kingsfield centre make good and some make outstanding progress because of the quality of their teaching.
- Many pupils return successfully to mainstream schools or progress to further education.
- Pupils feel safe and have no concerns about bullying.
- Quick and effective attention has been given to aspects of health and safety and to staff development following the expansion of the school.

## Information about this inspection

- The inspector observed parts of eight lessons.
- Discussions were held with two groups of pupils, senior leaders and teachers, the chair of the management committee and a representative of the local authority. In addition, there was a telephone discussion with the manager of one of the two alternative providers used by the school to extend Key Stage 4 provision.
- The inspector looked at a range of documents including pupils' progress data, results of GCSE examinations, safeguarding information, records of meetings, the school's monitoring of teaching, attendance and behaviour data, parental surveys and the school's self-evaluation and improvement plans.
- There were no responses to the online questionnaire (Parent View).

## Inspection team

Charlie Henry, Lead inspector

Her Majesty's Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- The Kingsfield Centre is a pupil referral unit that was extended to include three previously unregistered centres in June 2013.
- The original centre continues to be called the Kingsfield Centre and provides for short-term placements, usually up to two terms, for pupils in Key Stages 2 and 3 before returning to mainstream education. These pupils have behavioural, emotional and social difficulties. The centre also has pupils in Key Stage 4 with medical needs associated with their emotional well-being. This centre has a capacity of 24 places.
- The EOTAS (education otherwise than at school) centre is situated in the same building as the Kingsfield Centre and meets the needs of pupils who are not able to return to school because of medical, including psychiatric, needs. These pupils spend time attending the centre alongside additional home tuition. Two pupils were being supported at the time of the inspection.
- Kingsfield Alternative Provision (KAP) is based in Bury St Edmunds and provides for up to 18 pupils in Key Stage 4 who have been excluded or are likely to be excluded from their mainstream schools because of their behaviour. Two alternative providers, NACRO and West Suffolk College, are used to extend the curriculum for a small number of pupils.
- Kingsfield-at-46 is also situated in Bury St Edmunds and provides short-term placements for up to eight pupils as they prepare to return to mainstream or special schools. These pupils have a range of additional needs.
- A small number of pupils have a statement of special educational needs, and a small number are looked after by the local authority. An above-average proportion of pupils are known to be eligible for free school meals.

### What does the school need to do to improve further?

- Improve consistency in the quality of teaching by:
  - ensuring that all lesson planning matches effectively the needs of individual pupils by setting learning objectives based on what they already know, understand and can do
  - ensuring consistent and effective teaching of literacy across the school
  - raising expectations for what pupils should do independently
  - involving pupils consistently in reviewing their own work and behaviour and considering how they can improve them further
  - making sure that the monitoring of the effectiveness of teaching takes place in all of the school's centres and focuses on whether pupils are making good progress over time.
- Improve pupils' achievement so that they all make at least the progress expected for their age and starting points by:
  - accurately assessing their starting points in each subject and setting ambitious yet realistic targets for their progress based on available national comparative data
  - monitoring rigorously the progress pupils make towards these targets and amending teaching approaches or providing additional support if they are not on track

- making sure that progress towards targets is discussed with pupils and their parents
  - monitoring the effectiveness of additional funding for pupils at risk of underachievement.
- Broaden the curriculum to better prepare pupils for their next stage of education, training or employment by:
- improving provision to develop learning about information and communication technology
  - increasing work-related learning opportunities, including work experience, for the older pupils.
- Improve information and guidance so that all pupils have a thorough understanding of what they need to achieve to fulfil their aspirations.
- Improve behaviour in the Kingsfield Alternative Provision Centre (KAP) by:
- raising expectations so that pupils are prepared better for when they leave
  - discussing these expectations with pupils to make clear how they can improve
  - introducing clearer systems so that pupils understand how well they are doing, and when and how they need to do better
  - monitoring thoroughly pupils' behaviour and responding effectively where this shows insufficient progress is being made.
- Improve attendance by:
- tackling rigorously poor attendance so that improvement matches the success achieved already with a few
  - requiring pupils to attend school on Friday afternoons
  - ensuring the register is completed accurately at KAP.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils at the Kingsfield Alternative Provision (KAP) centre make inadequate progress. They are not prepared well enough for when they leave school, especially regarding work-related learning. Teachers have not assessed pupils' starting points thoroughly and this means that their work is not always pitched at the right level for them to make good progress. The centre does not have information about how successfully pupils move on to their next stage of education, training or employment.
- Pupils at the Kingsfield Centre make good progress; some make outstanding progress. Pupils in Key Stage 4 achieve well in GCSEs in English language and literature, mathematics, science and history. Many pupils in Key Stages 2 and 3 who attend the centre for short periods of time before returning to their mainstream schools make good progress, especially in English and mathematics. Some of these pupils make exceptionally good progress from low starting points.
- Pupils at the Kingsfield-at-46 centre make expected progress overall. They make good progress where information about what they can already do is used effectively to make sure their work is challenging. They move successfully to longer-term school and college placements.
- Pupils at the EOTAS provision make good progress and return successfully to their schools.
- Pupils at Kingsfield who are eligible for the pupil premium (additional government funding for pupils at risk of underachievement) make as much progress as other pupils in the centre. The other centres do not, however, monitor these pupils' progress well enough to know how well they are doing compared with other pupils.
- There are no identifiable differences in the progress made by pupils with different special educational needs, or between girls and boys.

### The quality of teaching

### is inadequate

- The quality of teaching at the centres varies widely. Too much teaching is inadequate or requires improvement because insufficient account is taken of pupils' skills, knowledge and understanding in planning lessons and when teaching. As a consequence, work is not well matched to pupils' individual needs, expectations are often too low and pupils do not make the progress they are capable of.
- The use of individual education plans is inconsistent. Too often the plans' targets are not used in lessons. When used well they ensure important areas of a pupil's development are targeted, and result in good progress.
- The teaching of literacy is inconsistent. Information about pupils' attainments is not thorough or complete in all of the centres and therefore planning to help pupils make progress is ineffective.
- Too often staff do too much for pupils and do not encourage them to be as independent as possible. Examples observed included the use of narrowly focused questions that do not give pupils enough opportunity to develop their understanding, and opening their workbooks or a computer file for them at the right page. Furthermore, there are too many missed opportunities for pupils to evaluate their own work and behaviour and identify how they can improve them.

- Some teaching is good or outstanding, especially, but not only, at the Kingsfield centre. Pupils' work is well planned and expectations are set at just the right level for them to learn well. Teachers plan interesting activities and keep the pace brisk to keep pupils well motivated, although some pupils spoke about the limited opportunity they had to do practical work in science.
- In the better lessons, teachers constantly monitor how well pupils are learning, including those working with teaching assistants, and know if more help is needed. For example, in a mathematics lesson the understanding of what pupils could do and how well they were learning was outstanding. Expectations the pupils' work and behaviour were very high and they responded accordingly. Assiduous monitoring of learning by the teacher resulted in some pupils maintaining a high level of independence as they progressed to more difficult work while others received individualised support.
- The effectiveness of the use of teaching assistants is too variable. Where they are aware of pupils' learning objectives and these are well matched to their needs, they are very effective. However, this planning is not always good enough and the assistants' support is not monitored well by the teacher to ensure they are as effective as they can be and do not do too much for the pupils.

### **The behaviour and safety of pupils are inadequate**

- Expectations of pupils' behaviour are not consistent across the different centres. They are too low in the KAP centre and do not prepare pupils well enough for when they leave. For example, during a class discussion pupils were allowed to sit on the tables, lean back on chairs, lie their heads on the table and the most vocal members of the group allowed to dominate discussion.
- Attendance of pupils at KAP is too low. Information about pupils' absence at this centre is inaccurate due to weakness in recording. While there are a few instances where intervention has been successful at increasing attendance, there is insufficient evidence of overall improvement. Attendance does, however, improve for most pupils who were poor attenders prior to attending the Kingsfield centre. It is not appropriate for the centres to be closed to pupils on Friday afternoons.
- The Kingsfield centre records the few incidents of bullying, including prejudice-based bullying and the use of derogatory language, and its response to these incidents as part of its monitoring of behaviour. This recording is, however, not consistent across all of the centres. The pupils were aware of e-safety concerns and the dangers of social networking and texting. They understood the need to treat these means of communication very carefully.
- Staff do not respond consistently to encourage good behaviour when pupils work well and show positive attitudes to their learning, or respond clearly enough when pupils do not work well and are not sufficiently interested in learning. Opportunities are missed to involve pupils in reviewing their behaviour and, when appropriate, discussing how they can do better.
- Information in the Kingsfield centre shows that the behaviour of their pupils improves over time. There is insufficient monitoring to show that this is the case all of the centres. This information is particularly important, given that many of the pupils attend the school as a result of their behaviour in other schools.
- Regular feedback sought from parents and carers of pupils at the Kingsfield centre show high

levels of satisfaction, including the standard of behaviour and the lack of worry about bullying. Feedback from parents and carers of pupils at the other centres is not collected or collated routinely.

- Pupils said that they felt safe at school. They were not worried about bullying and did not believe this occurred frequently. They knew who they would speak to if they had concerns and were confident that these would be dealt with effectively.

### **The leadership and management**

### **requires improvement**

- The headteacher has very recently taken on responsibility for the three additional centres that are now part of the school. There has been effective action to improve aspects of these centres, for example in addressing some health and safety concerns about one of the centres and in introducing a training programme for all staff, however a great deal remains to be done to bring all of the schools to the position of the original centre, Kingsfield, and improve it still further.
- The headteacher and the lead teachers of the centres have a good understanding of the strengths and weaknesses of the enlarged provision and the challenges to be tackled. The successful track record of the management of the Kingfield centre, together with the changes achieved to date, demonstrate the capacity for further improvement. The challenges faced by the enlarged school are substantially due to the previously insufficient accountability of the additional centres to meet the expectations for full-time educational provision.
- The performance management of staff is not effective in all of the centres. Teaching observations have not taken place in KAP and there is very limited information available about pupils' progress and their behaviour to contribute to an understanding of the effectiveness of members of staff. Records of the observation of teaching in the other centres show an accurate assessment of its quality. This information has been used to direct staff development, for example in improving the quality of questioning within lessons.
- There are significant weaknesses in the curriculum in KAP. The range of opportunities for pupils attending this centre is too narrow and does not prepare them well enough for when they leave. A very small number attend college or another alternative provider as part of their timetable.
- The curricula in the other centres are broadly appropriate for the needs of the pupils. The short-term placement of pupils at Kingsfield-at-46 and in Key Stages 2 and 3 at Kingsfield rightly focuses on improvements in English and mathematics. The Key Stage 4 curriculum at Kingsfield emphasises the opportunities to get GCSEs that will enable progress to higher-level study in further education, and the EOTAS provision customises the curricula for individual pupils to support their return to their longer-term educational setting. However, provision for developing learning about information and communication technology is weak across the school, and work-related learning, including the opportunities for work experience, is too limited for the older pupils. The promotion of pupils' spiritual, moral, social and cultural development is also inconsistent across the centres.
- The effectiveness of information and guidance for pupils about their next stage in education, training or employment is inconsistent. Discussion with older pupils at the Kingsfield centre showed a good understanding of what they want to do after leaving school and what they need to achieve their aspirations. The pupils interviewed at KAP were equally clear in knowing what they wanted to do, but they did not have a sufficient understanding about what they need to get there.
- At Kingsfield, the additional funding provided through the pupil premium for pupils at risk of

underachievement is used effectively to ensure these pupils make as much progress as other pupils in the centre. However, there is insufficient monitoring of the progress of pupils at the other centres to ensure this is the situation throughout the school.

■ **The governance of the school:**

- The management committee provides effective challenge to the Kingsfield centre for the quality of its teaching and support, and the progress made by pupils in their learning and behaviour.
- Monitoring and challenge are being extended to all of the centres; there are link governors for each part of the school. The committee does not yet have the same level of understanding of all of the school's centres but its members are well aware of the detailed information they require to do so.
- Statutory responsibilities are met, including recruitment checks and staff training concerning safeguarding. Assurance has been provided that required recruitment checks were carried out on staff who were employed directly by the local authority prior to the transfer of the additional centres to the school.



## 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

<b>Unique reference number</b>	133356
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	430289

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	N/A
<b>Headteacher</b>	Marion Aust
<b>Date of previous school inspection</b>	31 January 2012
<b>Telephone number</b>	01449 613931
<b>Fax number</b>	01449 775421
<b>Email address</b>	admin@kingsfield.suffolk.sch.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

