

The Kingsmead School

Bridge Street, Derby, DE1 3LB

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Since the last inspection, the progress made by students from their starting points on entry to the unit has been inconsistent. Some students have made too little progress, particularly in writing and mathematics.
- Students' attendance, though improving, is low. Behaviour requires improvement because, although the large majority of students conduct themselves well in and around the unit, incidents happen and fixed-term exclusions are high.
- Too much teaching requires improvement and not enough is good or better. Some students do not make as rapid progress as they could because at times the work they are given is too easy.
- Although there has been good progress in gathering and analysing data this is not consistently used to set challenging targets and to plan lessons in all subjects.

The school has the following strengths

- Vocational subjects, such as engineering and hair and beauty, are well taught. Students are well motivated and make good progress in these subjects. Programmes are well tailored to students' interests and needs.
- Good leadership by governors, the headteacher and the senior leadership team, have improved systems for checking on progress and holding subject leaders and teachers to account. Greater proportions of teaching and progress are now good. Students are achieving more qualifications, including some who gain good grades in GCSE mathematics in Year 10.
- Students feel safe in school. Most improve their behaviour and re-engage well with learning. The good curriculum provides them with relevant skills and sets them up well for their next steps. Almost all students go on to education, training or employment on leaving the school.
- The school 'never gives up' on students and works well with others to re-engage them within education. A strong personal, social, emotional and health education programme and good relationships with staff successfully bolster students' self-esteem, interest and engagement with learning and reflect an ethos of care and concern for each individual.

Information about this inspection

- The Kingsmead School pupil referral unit (PRU) was inspected at the same time as Kingsmead special school. The inspection was led by the same lead inspector.
- Inspectors visited all seven sites at which students from the unit are educated. They also visited two sites on which alternative provision is provided for both students at the unit and others within the City of Derby.
- Inspectors observed 26 lessons involving 24 teachers and carried out five learning walks. The large majority of these were undertaken in conjunction with the headteacher or members of the senior leadership team. Almost all lessons observed included students from the Kingsmead special school as well as those on the roll of the pupil referral unit.
- Discussions were held with the senior leadership team, including site leaders, residential social workers, unit staff, members of the unit’s governing body, local authority representatives and students.
- Inspectors examined a range of documentation about the unit’s work, including its self-evaluation of its work, the ways in which it keeps students safe, and how it monitors students’ progress and sets targets for teachers.
- Inspectors examined student records and explored individual case studies. They took account of staff questionnaires. They spoke by telephone with a group of parents to find out more about their views of the school. Too few responses were made on the on-line questionnaire Parent View for these results to be analysed.

Inspection team

Susan Lewis, Lead inspector	Additional Inspector
Jane Woodall	Additional Inspector
Rosemary McKenzie	Additional Inspector
Nicola Hart	Additional Inspector

Full report

Information about this school

- The Kingsmead School is a pupil referral unit that forms part of a larger integrated provision for students with behavioural, emotional and social difficulties. Students from the unit are taught alongside those from the special school.
- The two provisions share the same teaching staff, administrative staff, senior leadership team and governing body. Some of the unit's students transfer to the special school roll while a few, particularly those at Key Stage 3, return to mainstream schooling.
- The seven different sites are all within the City of Derby. Five cater for Key Stage 3 and Key Stage 4 students. One site is located in the Royal Derby Hospital and provides for children and students aged 5 to 16 with medical needs, either as in-patients or in their homes. The enhanced care programme is an outreach support service, a partnership between social care and education, that provides advice to schools regarding supporting students in the care of the local authority, including some students within the unit.
- All students have identified special educational needs relating to behavioural, emotional and social difficulties. All are at school action plus and a few have a statement of special educational need. An increasing proportion have additional learning needs, such as speech and language difficulties, moderate learning difficulties and attention deficit and hyperactive disorders.
- Almost all students entering the unit have been permanently excluded from mainstream and special schools. Most have missed considerable schooling, often more than a year, and have a long-term history of disrupted schooling. Students arrive at any point during their secondary education, sometimes as late as Year 11.
- Almost all students are boys. A very few are from ethnic minority backgrounds or have English as an additional language. A very high proportion of students is eligible for the pupil premium (the additional funding for pupils who are known to be eligible for free school meals, those looked after by the local authority or those from service families).
- The unit co-manages with the school a service called Junction 16 for its own students and a group of schools in the City of Derby. This allocates access to alternative provisions including two provisions, Kingsmead Multi-sports and Kingsmead Hair and Beauty, that are owned by the Kingsmead schools. Other alternative providers used include The YMCA, Baby J, Engineered Learning, Access Training, Highfields Happy Hens and OzBox.

What does the school need to do to improve further?

- Improve teaching so that it is at least good and more of it is outstanding by ensuring that:
 - teachers take full account of data held about students' levels, including those in literacy and numeracy, when setting targets for students
 - teachers plan and teach their lessons using this information so that the work is not too easy
 - students are know about their current levels and the next steps they need to take to achieve these because marking and verbal feedback in lessons makes this clear
 - students have more opportunities to write at length in subjects.
- Improve achievement so that all students make expected or better progress from their starting points on entry in English and mathematics.
- Work with the local authority and other agencies so that attendance and behaviour continues to improve, including reducing the number of fixed-term exclusions.

Inspection judgements

The achievement of pupils requires improvement

- When students enter the unit, almost all have fallen further behind in their learning from previously low levels at the end of Year 6 because of their disrupted education. Although individual students make good and sometimes exceptional progress from their starting points on entry, achievement overall requires improvement. This is because some students do not make enough progress in English and mathematics. ,
- Student achievement has improved since the last inspection in terms of the number of GCSEs or other qualifications taken and achieved by all. Attainment and progress varies because of the wide ranging differences in starting points and learning needs in each year group. Additionally, some students arrive in the unit late in their education and do not attend regularly enough. Students who do attend regularly often make good progress in their learning and personal development. The unit has made good use of early entry to GCSE examinations, for example in Y10 mathematics, to motivate students towards examinations and to inspire them to try for an even higher grade, which they are doing.
- Although students eligible for the pupil premium appear to make slightly slower progress than non-pupil premium students, the variability in their starting points, disruption to schooling and lower attendance is greater for this group. The size of any gap between pupil premium students and others varies from year to year and the large majority of students are eligible for it. In 2013 the gap in attainment was equivalent to about half a grade at the end of Year 11. Recent evaluations show pupil premium students' progress in mathematics, reading and spelling to be accelerating and any gaps narrowing, for example by almost six months in reading age in a term, as a result of targeted work.
- The introduction of new assessment procedures when students enter the school, together with careful use of one-to-one support, is leading to work and teaching being much more carefully targeted towards students' needs. The very few girls are catered for well by the core curriculum, the individual learning programmes and the alternative provisions. Both boys and girls make the strongest progress in their vocational courses.
- The different sites offer different approaches to supporting learning ranging, from individual lessons to being taught in larger groups of eight or so. These are organised according to students' readiness to engage in learning and known achievements. These individual lessons are highly valued by students and parents who say that they really help them to 'get down to learning again'. The school rightly prioritises 'turning around' behaviour and attitudes to learning, and sees these and student self-esteem as pivotal to improving achievement.
- Students who have additional learning needs make similar progress to their classmates and improve their social and communication skills well. Not all of these needs have been identified prior to entry but the unit is quick to identify such needs and to put resources into place to enable these to be addressed.
- Achievement in a range of vocational courses provided within the unit, the special school and on those studied with alternative providers is good. This is because students are very carefully matched to courses in which they are interested and can achieve. Students are rightly proud of their achievements in these courses, and respond very well to the coaching and skills support available to them. They successfully use and apply their literacy and literacy skills, for example in their hair and beauty course or as they make objects in design and technology.

- The school has prioritised improving progress in reading and mathematics, and programmes in place to address these subjects are bringing about success. However, some students do not achieve as high a grade as they could in other GCSE subjects because their writing skills hold them back.

The quality of teaching

requires improvement

- Teaching requires improvement because not all teachers use the information available about students to plan their lessons and make sure that the work in groups is well matched to students' needs. This means that students of different abilities may be given the same work to do. As a result, some students do not acquire new learning and skills, or make progress as quickly as they could.
- Teachers do not always clearly explain to students what they are doing and why. In these lessons, students complete the work but do not remember key facts or ideas because the teaching has not highlighted the most important things for them to learn.
- Teaching assistants are used well in lessons and generally make a good contribution to students' learning, helping to explain and extend ideas and language. Occasionally, they are not clear enough about the aims of a lesson. As a result, their contributions take students a little off track rather than keeping them focused on the most important things to learn.
- The new assessments on entry are resulting in a better identification of students' needs and gaps in learning. One-to-one and very small group teaching is used well to improve students' involvement in lessons and to meet a particular need, such as enriching their language experience. This is also the case where students have special educational needs.
- Reading is a whole-school focus and is generally well provided for in lessons. Students are encouraged to read texts aloud, and sound out words and spellings for themselves. Teachers are quick to praise students when they use appropriate terms or read difficult words and phrases. Students noticeably try to use these skills in their alternative provision and vocational courses. Writing is less well promoted, with some groups having too few opportunities to practise and develop further their skills in subjects other than English.
- Mathematics teaching has improved since the last inspection because of better staff training and improved subject knowledge. For example, good teaching on Pythagoras' theorem enabled students to successfully understand and use the formula, and apply squared numbers in a range of mathematical problems. Teaching assistants are generally used well by teachers to support students, although occasionally they do not have enough to do.
- In a Year 10 English lesson, the teacher's excellent subject knowledge and sensitive teaching and extension of language and vocabulary supported students who have English as an additional language. As a result, they made outstanding progress in their appreciation of the ideas being taught and in their understanding of the language.
- Although there were some good examples of marking seen during the inspection, marking generally does not identify what it is that is good about a piece of work and what could be improved. There is rarely an indication of what level the work is at, or what would lift it to the next level or grade. This means that students are often unclear about their targets and miss opportunities to challenge themselves to achieve even more.
- Very careful planning, coaching and modelling by staff led to outstanding learning in a lesson in

the hair and beauty provision. In an environment that was nurturing and supportive, students made outstanding progress because of the very high expectations of staff and motivation of students.

The behaviour and safety of pupils requires improvement

- The behaviour of students requires improvement. Although many improve their attitudes to school and learn to manage their own behaviour more effectively, some do not. These students either do not attend regularly or struggle to keep their behaviour under control, contributing to the high number of fixed-term exclusions.
- Students' attitudes in lessons are respectful and relationships with each other and with staff are strong. Some say that they get on better in the unit and want to stay there because staff know how to help them to learn and improve their behaviour. A few students at Key Stage 3 improve their behaviour and learning sufficiently to return to mainstream.
- Staff generally manage students' behaviour well and no poor behaviour was seen during the inspection. Occasionally, where teaching was weaker, students were inattentive and silly, and staff did not deal with this sufficiently quickly.
- At lunchtimes students join in sports and leisure games, getting on well together and taking care to clear up after they have eaten their sandwiches or lunch. They chat readily to staff and encourage each other as they play table tennis or snooker.
- Students behave very well when at their alternative provision, for example listening attentively as the safety risks are explained in engineering. They value being exposed to the 'world of work' and are very motivated to complete their tasks, taking great care as they do so.
- The school's work to keep students safe is good. An ethos of care and concern for the individual permeates everything that the school does. Good attention is paid to completing rigorous risk assessments and to promoting health and safety in lessons. A good personal, social, health and education programme effectively supports students' understanding of how to keep themselves safe and of the different forms of bullying.
- Students and parents who talked with inspectors indicated there was no bullying and that inappropriate behaviour and language in regard to racism, gender identity and sexual orientation were not issues. Students' grasp of such issues and the active ways in which the school discusses them was evident later that afternoon in an outstanding English lesson relating to the American Dream.
- Although attendance is low, it has improved by over 10% since the last inspection. The school has very strong systems in place to check and improve on this and to keep students safe. This includes a 52-week service to support vulnerable students and their families.
- Parents spoken with during the inspection praised the ways in which their children were kept safe and the unit's work in helping students to become so much better disposed towards learning.

The leadership and management are good

- Strong leadership by the headteacher and her senior leadership team means that this unit is

rapidly improving. Much is newly in place since the last inspection and the impact of this work has yet to be fully reflected in teaching and students' progress. There is now no inadequate teaching and the leadership has improved the proportion of good teaching, for example in mathematics, while continuing to develop the quality and ranges of vocational and academic courses available. Attendance has improved significantly.

- Leaders, including governors, know the school's strengths and areas for improvement well. The unit's self-evaluation is generally accurate. Information is gathered about students' progress regularly and targets adjusted accordingly to ensure challenge remains. More students are making expected progress and fewer make less than expected progress.
- Subject leaders are now held responsible for standards in their subjects and this is driving up achievement in subjects. However, progress is not yet consistently good in English and mathematics.
- The hospital school and the enhanced care programme provide a valued service to the community and local schools. Teaching and learning within the hospital unit is good.
- The leadership team analyses its data effectively to identify where achievement and progress might be less secure and puts into place additional support for students, including those eligible for the pupil premium, if any appear to be plateauing.
- The management of teachers' performance has improved and is now good. It has eradicated inadequate teaching and improved the proportion of good or better teaching. Teacher performance is carefully tied into pay progression. Teachers and support staff have confidence in the leadership and are pleased with the ways in which support and training enables them to improve their teaching and students' learning.
- Parents are very positive about the school, one praising how much their child had learned in a very short time and how much more confidence he now has in his own ability. The school makes appropriate work experience and careers advice available to students, including post-16 support, that helps to ensure that students make a smooth transition into the next stage of their life. The proportion of students who do not go into training, education or work has reduced considerably since the last inspection and is now less than 9%.
- Strong partnership working with other organisations, such as the police, the youth offending team, social care and education welfare officers all help students to take responsibility for their actions and keep them as safe as possible.
- The integrated provision with Kingsmead special school provides a continuum of provision for students who are not able to return to mainstream school and a context in which a wide range of courses can be offered. The curriculum is broad, relevant and has a good emphasis on key skills and preparation for working life. Opportunities for enrichment are good and these, plus the strong personal social and health education programme, all ensure that students' spiritual, social, moral and cultural development is good.
- The local authority has provided effective support to both governors and the headteacher, including training, additional financial support as numbers grew and support from a school improvement partner.
- **The governance of the school:**
 - Governors are very knowledgeable about the school's work and what it now needs to do to

improve. They bring a wide range of skills to their work and have undertaken considerable training. They hold the school to account well and challenge the leadership robustly about the data relating to students' achievements.

- Governors check carefully on how the quality of teaching is improving. They understand how teachers' pay should be related to their performance and question carefully when such rewards are being considered.
- Governors have ensured that the school meets its statutory responsibilities in relation to safeguarding. They regularly check that no groups of students are disadvantaged within the unit.

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	132133
Local authority	Derby
Inspection number	430680

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	130
Appropriate authority	The governing body
Chair	Sandra Fletcher
Headteacher	Sue Bradley
Date of previous school inspection	22 March 2012
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