

The Boulevard Centre

172 Boulevard, Kingston-upon-Hull, Hull, HU3 3EL

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The centre continues to provide an outstanding level of education, care and support. It has a 'life changing' impact on the students as they deal with the emotions and challenges of becoming a parent.
- Students make outstanding progress in English, mathematics and a range of other subjects because of the support from staff who expect that each individual will achieve her full potential.
- Usually, all students gain at least five GCSEs that include English and mathematics, many in the equivalent of one year of study. Each year, significantly more are attaining the higher A* to C grades.
- Outstanding teaching is underpinned by high expectations and excellent relationships between the students and with staff. Staff's knowledge of the students is used alongside excellent subject knowledge to plan engaging and challenging learning activities.
- Students settle quickly and enjoy attending the centre.
- Excellent opportunities are provided that enable students to successfully 'catch-up' and fill the gaps in their learning so that almost all choose to continue in education beyond the age of 16.
- Behaviour is outstanding and students demonstrate high levels of maturity both in lessons and around the centre. Students say that they feel safe in the centre, and this is enhanced by the knowledge that their children are safe in the centre's nursery.
- Strong partnerships with agencies such as health, social services and adult education ensure that students' needs and those of their babies are met. This supports students to attend regularly.
- The outstanding leadership provided by the headteacher, alongside the challenge of the management committee and funding support from the local authority, has enabled the centre to continue to thrive.
- The restructure of the management committee has ensured that members have the skills to challenge leaders, take on new responsibilities for financial management and fulfil its statutory duties.
- Each year, more students choose to stay beyond their statutory leaving age in order to complete their studies and gain valuable work-related qualifications. The range of vocational courses available for these students is limited.

Information about this inspection

- The inspector observed seven lessons taught by four teachers. Two lessons were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons and independent study sessions. Students were observed reading in lessons.
- The inspector held discussions with students, school leaders, teachers, support staff, a representative from the local authority, a School Improvement Professional and three members of the management committee.
- Individual students talked to the inspector about their work and how the centre supports them in caring for their babies.
- The inspector looked at the work of the school, including students' behaviour, and analysed documentation in relation to attendance, safeguarding and the school's evaluation of its own effectiveness. He looked at the centre's improvement plan, monitoring information, policies relating to safeguarding and minutes of management committee meetings.
- There were not enough responses from parents to the Ofsted online questionnaire (Parent View) to trigger an analysis. Consequently, the views from the school's own parental questionnaires were taken into account and the inspector had telephone conversations with two parents during the inspection.

Inspection team

Keith Massett, Lead inspector

Additional Inspector

Full report

Information about this school

- The Boulevard Centre is a pupil referral unit for young women from the City of Kingston-upon-Hull. It provides education for up to 40 girls who are unwilling or unable to attend mainstream provision either during pregnancy or after having a baby.
- More girls are now staying on beyond the school leaving age in order to complete GCSE courses and take additional vocational courses.
- While no students have a statement of special educational needs, all have missed periods of education and are identified as requiring additional educational support.
- Additional learning programmes are supported by partnerships with the city's adult education service and the art and design department at Hull College.
- Virtually all the students are White British. At the time of the inspection one student was looked after by the local authority.
- Pupil premium funding is allocated for all students. This is additional government funding to support the learning of students known to be eligible for free school meals, those in the care of the local authority and those who have a parent serving in the armed forces. Since the previous inspection the centre has acquired additional space in an adjoining building that has enabled the development of additional specialist teaching rooms, social areas, exercise facilities and a dining room for students. There are new subject leaders for English and mathematics.
- The headteacher also has responsibility for the on-site day nursery which has increased in size since the previous inspection. The nursery is inspected separately by Ofsted and a report of its quality can be found on our website, www.ofsted.gov.uk.

What does the school need to do to improve further?

- Extend work with partners to ensure that the curriculum continues to meet the diverse needs of learners and particularly of the increasing number of older students.

Inspection judgements

The achievement of pupils

is outstanding

- Students' attainment when they join the centre is typically below average, and often well-below average, in a range of subjects that include English and mathematics. There are often significant gaps in knowledge, skills and understanding since many students have experienced interrupted education due to social, emotional or family difficulties leading to poor attendance.
- Despite these difficulties, students quickly gain in confidence as their individual needs are met. They make outstanding academic progress from their individual starting points and exceed their predicted grades, often in a much shorter period of time than would be expected. Learners also make rapid and sustained progress in their social, emotional and personal development because they receive exceptional support in their new role as a 'young mum'.
- Outstanding progress ensures that all quickly make up lost ground and usually gain at least five GCSEs that include English and mathematics. Each year, significantly more are attaining the higher A*- to C grades and overall attainment is much closer to national expectations than at the time of the previous inspection.
- The most-able students are well supported through a wider range of subjects and the high expectation of staff. There has been a significant increase in numbers attaining five or more A* to C grades including English and mathematics.
- Older students achieve well in the 'supporting teaching and learning' vocational course facilitated by the adult education service. They gain important skills from working in local schools and some students achieve a level 3 qualification. This is equivalent to an A level and aids their employability when they leave.
- Students also told the inspector how much they enjoy attending the art sessions at the college. The taster sessions enable students to experience different forms of art that they may wish to study further when they leave the centre.
- The centre successfully promotes equality and tackles discrimination so that all groups, including those known to be eligible for free school meals or looked after by the local authority and those with disability or special educational needs, achieve equally as well as other students at the centre.
- Highly personalised teaching, catch-up programmes and independent study time ensure that individuals' different needs are very effectively met. The progress seen in students' books and during lessons confirms that current students continue to make outstanding progress.
- An excellent catch-up session was seen in English. This enabled students to practise their literacy skills, work at their own pace and consolidate their learning, all of which supported their rapid progress.
- Almost all students now remain in education, employment or training beyond age 16, and many choose to complete studies at The Boulevard Centre because they feel that it meets their needs so effectively. Vocational courses make a significant contribution in preparing students for when they leave. However, the range of courses available limits their ability to achieve in a variety of areas.
- Parents state that their children make outstanding progress. One parent described the school as 'fantastic' and another explained that improvements seen in attitude, behaviour and academic progress were 'life changing' for their daughter and also for their family.

The quality of teaching

is outstanding

- Teaching across the school is always at least good and much is outstanding so that it engages, motivates and inspires the students and leads to them make outstanding progress. Students are focused and attentive because the teaching is stimulating.
- Teachers in all subjects plan learning activities that are well matched to individual students'

needs and interest, including the most able. Expectations are always high. Staff use both their excellent subject knowledge and assessment information very well to set realistic yet challenging work. Where teaching is outstanding, they continually adapt the work to address emerging needs as the lesson progresses.

- Strong partnerships between all staff ensure that learners access appropriate support that enables a good pace to learning. The excellent relationship between the staff and students underpins all learning at the centre so that students are willing to share their views and are not afraid to make mistakes.
- Teachers make excellent use of the high-quality learning environment and new technologies to support students' learning. Students say that they enjoy using computers for research and completing coursework.
- Assessment of work is accurate. Teachers provide regular, high-quality oral feedback in lessons and support this with good written guidance which ensures that learners are clear about what they need to do to improve their work further. Students readily engage in discussions to check their learning and high-quality questioning challenges their knowledge, understanding, views and opinions.
- Staff are highly skilled at engaging and motivating students, and help them to overcome obstacles to learning. Students are keen to achieve as well as they can and often work independently during 'catch up' and independent study to complete or improve their work.
- Centre staff and other professionals ensure that students gain the necessary skills to look after their new babies and keep them safe.
- In a mathematics lesson during the inspection, students made outstanding progress in their understanding of linear equations and in a science lesson other students made outstanding progress in their understanding of how the digestive system works. In both cases the lessons were planned extremely well using information about the students' previous learning, utilised high-quality resources, and the teacher had the highest expectations. The students responded with enthusiasm to the challenges set and made outstanding gains in their knowledge and understanding.
- Discussions with students and their parents, and analysis of the school's questionnaires indicate that they agree that teaching is outstanding.

The behaviour and safety of pupils are outstanding

- The centre provides students with a calm, safe and purposeful learning environment where positive attitudes and outstanding behaviour are expected. Older students are excellent role models to new arrivals who quickly develop a pride in the school.
- The behaviour of students is outstanding. Behaviour observed during the inspection was exemplary. Previously disengaged students respond to the nurturing environment, quickly adopt a positive and industrious attitude to their studies, become motivated into working hard and want to achieve. Behaviour is outstanding both in the classrooms and around the centre.
- The mutually agreed approach to students' 'personal rights and responsibilities' sets out a clearly defined method of working, based on trust and respect. As a result, incidents of poor behaviour are rare. Weekly council meetings, involving all the students, are effective in resolving any behaviour issues that do arise. There have been no fixed-term or permanent exclusions from the centre.
- Students demonstrate high levels of maturity throughout their time at the centre but especially at lunchtime when they spend time caring for their babies.
- Students, parents and staff agree that behaviour is managed exceptionally well.
- The school's work to keep students safe and secure is outstanding. The safety of students is of the highest importance to everyone at the centre. Incidents of bullying or those defined as racist are extremely rare and students say that they always feel safe in school. They understand how to stay safe, including when using electronic equipment, and say that they are not aware of anyone being bullied at the centre.

- Students learn how to carry out risk assessments and they study accredited courses in health and safety, food safety and first aid which add to their own safety and that of their children.
- Students told the inspector that the same high attention to safety is applied when they attend off-site activities at Hull College or at the primary schools in connection with vocational qualifications organised by the adult education service. This provision is continuously monitored and reviewed to ensure quality, safety and good outcomes for learners.
- Most students make big improvements to their attendance as they re-engage with education and go to lessons regularly, often after prolonged periods of absence. There are good strategies to encourage regular attendance and excellent support during necessary periods of antenatal care, confinement and with commitments as a new parent. This high-quality provision ensures they are able to achieve exceptionally well.

The leadership and management are outstanding

- Outstanding leadership, particularly that of the headteacher, has ensured that students continue to get an outstanding education and make outstanding progress at the Boulevard Centre.
- Leaders and managers know well the strengths and areas for improvement in teaching and are working hard to improve them further. The headteacher has ensured that her vision, passion and relentless focus on developing key areas that make a difference and improve student progress are embraced by everyone. Staff, students and their parents know what the school is trying to achieve and are committed to the cause.
- Rigorous systems are well established for checking the effectiveness of the school's work. Leaders know the strengths and priorities for development well and staff work effectively to implement clear improvement priorities. The new curriculum leaders are developing greater accountability for all aspects of their subject. There is an outstanding record of sustaining high performance and an outstanding capacity to improve further.
- Performance management procedures are fully in place and the link between the achievement of students and pay is explicit. Staff with new leadership roles are well supported in taking on additional responsibilities and are effectively held to account through the performance management process. Recent staff changes have been well managed and teachers are very positive about training opportunities to support new roles and responsibilities.
- The curriculum is planned to be flexible to meet the needs of students who are admitted at different points throughout the school year. It has a positive impact on behaviour and safety alongside traditional academic achievement. The breadth of the curriculum ensures there is a good provision for students' emotional development alongside good spiritual, moral, social and cultural development.
- In addition to completing GCSE courses, the increasing numbers of older students are able to study vocational courses in order to improve their employability. While these courses are very popular and successful the centre leaders are aware that there is a need to work with partners to increase the range of vocational courses that it offers to students.
- Strong partnerships exist with external agencies and parents who are highly satisfied with the provision and feel that the centre fully meets the needs of their children.
- **The governance of the school:**
 - Governance is outstanding. The management board has been restructured to ensure that it complies with recent legislation. Members know the strengths and priorities for improvement, and recent changes to the membership of the board have enhanced its capacity to effectively manage the delegated budget and support further changes to the curriculum. Members manage the budget effectively. They fully understand the principles for using pupil premium funding and use the school budget to ensure outstanding achievement for all. However, no specific pupil premium funding is identified in the budget as all students are deemed to be eligible and the centre receives enhanced funding from the local authority within its allocated funding. The management committee effectively supports school leaders and provides appropriate challenge. The board members are particularly engaged in the drive to improve

teaching through rigorous performance management and they have supported the headteacher in challenging any underperformance in this area. They are particularly knowledgeable and well informed to be able to ask the headteacher and local authority tough questions. Safeguarding and child protection have a high priority and 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	117707
Local authority	Kingston-upon-Hull
Inspection number	431564

This inspection 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	14–17
Gender of pupils	Girls
Number of pupils on the school roll	28
Appropriate authority	The governing body
Chair	Lynne Clarke
Headteacher	Julie Stamper
Date of previous school inspection	23 June 2009
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