

# The Rowan Centre

262 Salthouse Road, Hull, HU8 9HJ

## Inspection dates

5–6 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Almost all pupils are successful and return on a full-time basis to their mainstream school.
- Pupils make good progress in their personal and social development. They gain in self-confidence and self-esteem, and begin to achieve their potential.
- Many pupils' progress in English, mathematics and science improves and accelerates well.
- Teaching is good overall. Staff have good relationships with pupils which encourages them to learn.
- Pupils learn to manage their own behaviour more effectively. This helps them to concentrate, learn and make good progress.
- Pupils say that they feel safe.
- Partnership with parents, carers and a wide range of professionals contributes very well to pupils' personal development and achievement.
- Leaders ensure that the quality of teaching continues to improve and, as a result, achievement is rising.
- The management committee, although newly formed, has made a good contribution to the leadership of the unit on the new site. Individual members are involved in developing the work of the unit, including evaluating the impact of teaching on raising pupils' achievement.

### It is not yet an outstanding school because

- Sometimes pupils are not challenged or motivated to learn well enough by the work planned for them in lessons.
- Pupils are not always given information about how to improve their work in the comments in teachers' marking.
- Middle leaders do not have a clear role in the leadership of the unit as one organisation.

## Information about this inspection

- The inspectors observed six lessons of which five were observed jointly with the headteacher. The inspectors examined pupils' work in files and books.
- The inspectors held discussions with staff, the chair of the management committee and a representative of the local authority.
- The inspectors examined responses to a recent survey of the views of parents and carers sent out by the unit. There was one response to the online questionnaire (Parent View).
- Inspectors looked at minutes of the management committee meetings, the school development plan, records of lesson observations and the targets set for teachers. Inspectors also looked at documents that track pupils' progress and documentation on how the unit gains a view of its own performance. The inspectors also examined the unit's procedures for safeguarding.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Gillian Curtis

Additional Inspector

## Full report

### Information about this school

- The Rowan Centre (the unit) is comprised of four sections. The primary section and secondary sections are located on the Rowan site and cater for pupils in Key Stages 1 to 4. The hospital site caters for pupils in any key stage. The home tuition section caters mainly for pupils in Key Stages 3 and 4.
- The staff from separate sections came together onto one site in December 2013.
- The management committee was restructured in September 2013 and the Chair of the Management Committee came into post at that time.
- The headteacher leads three further local authority teams on other sites.
- Almost all pupils are of White British heritage. The vast majority of pupils on Rowan site attend the Child and Adolescent Mental Health Services (CAMHS) provision.
- All pupils are on the roll of both their mainstream schools and the unit.
- Pupils known to the mainstream schools to be eligible for the pupil premium may use this funding to pay for the place at the unit. The unit does not yet receive any identified pupil premium, primary school sports funding or funding for Year 7 catch-up work.
- The unit caters for around 170 pupils each year. The average length of stay in the primary and secondary sections and home tuition is just over a term. In the hospital it is usually a week. Pupils may stay in any section for up to a year. There are no pupils in the Early Years Foundation Stage.

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

- Improve the quality of teaching so that more is outstanding in order to further improve pupils' achievement by:
  - making sure teachers use the information from the checks they make on pupils' understanding so that tasks set consistently provide the appropriate level of challenge
  - ensuring that teachers take into account pupils' interests, especially secondary-aged pupils, so that they are more motivated by the work they are asked to do
  - sharing the good practice already within the unit so that all teachers have a clear understanding about what constitutes good and better teaching
  - ensuring that all staff use age-appropriate resources, especially for secondary-aged pupils
  - making sure that pupils are always given information in teachers' marking about how they can improve their work.
- Improve leadership and management by:
  - developing the leadership role of middle leaders, including those in charge of sections, so that they can better contribute to improvements in the unit
  - linking the targets set for teachers more closely to rates of pupil progress.

## Inspection judgements

### The achievement of pupils is good

- As a result of previous disruption to their learning, pupils join the unit with levels of achievement that are below those typical for their age. Almost all make good progress in their personal development, and a few make outstanding progress in addressing their difficulties. This enables them to gain confidence and self-esteem and begin to achieve their potential. As a result, most pupils throughout the unit are enabled to make good progress in English, mathematics and science.
- Pupils in the primary section make good or better progress in their personal development and in literacy and numeracy and most return full time to mainstream schools with broadly average standards. A few move on successfully to a special school more suited to their needs. Almost all pupils who return to mainstream successfully maintain their place.
- Pupils in the secondary section make good progress overall and usually re-engage with learning which prepares them well for the next step in their education.
- A few pupils in home tuition make some remarkable gains in English, mathematics and personal development by the time they leave the unit. For example, pupils often progress at twice the rate of their mainstream peers and a few make even more progress than this.
- Pupils in the hospital section make good gains in their personal development and school subjects. As a result, the vast majority of pupils successfully return to their school with improved levels of achievement.
- Pupils make good progress in reading because it is given high priority. Support is well organised and planned to help individuals develop their skills and make up for lost time. Other pupils are encouraged to read and enjoy a range of books.
- Disabled pupils and those who have special educational needs make good progress because their needs are carefully assessed. The pupils are well supported and the progress towards their individual targets is checked regularly. For example, joint working with mental health services (CAMHS) means that those pupils make good progress because their needs are well met.
- The most able pupils make good progress because their individual abilities and talents are recognised and carefully nurtured by the staff.
- Progress in English, mathematics and science and that of boys and girls is not significantly different.

### The quality of teaching is good

- Teaching is good overall. Sometimes it is outstanding. There is a small amount of teaching that requires improvement.
- Teaching in home tuition is often outstanding because teachers have excellent subject knowledge and they have high expectations of pupils. In an excellent lesson in mathematics, a pupil was challenged throughout to deepen his knowledge about the number system. As a result, he concentrated very well and was pleased with his achievement.
- Pupils in hospital are inspired by what is planned for them to do. They research topics avidly and have good ideas about how to explain what they are learning, for example about the movement of the earth. They develop their understanding of photography and created some remarkable photographs of the Humber Bridge that they can see from their ward.
- Primary pupils achieve well because teaching is very closely matched to their needs and tasks planned for the lesson are modified as a result of teachers' checks on the understanding of the pupils.
- Secondary pupils sometimes make less good progress because they are not always motivated by the resources used, which are more suited to younger pupils. Sometimes they are asked to complete tasks that are either too easy for some or too difficult for others. Some staff are not

using assessment information as well as they might to set work at the right level.

- Staff have good relationships with pupils and this contributes well to the effective management of behaviour. Teaching assistants are swift to reward good behaviour and, as a result, pupils have good attitudes to learning. They say they enjoy their work most of the time.
- Parents and carers agree that pupils are well taught. The unit works exceptionally well in partnership with parents and carers to give them information about how well their children are doing and what they should do at home to build upon their achievements in the unit.
- Staff praise achievement, good behaviour and success in lessons so that pupils are aware of when they have done well. However, pupils are not always given sufficient information about what they need to do to improve their work in the comments in teachers' marking which limits the impact it has on pupils' achievement.

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

- The behaviour of pupils is good.
- Pupils learn to manage their own behaviour increasingly well. They make good progress in, for example, controlling their anxieties. This is because staff are skilled in behaviour management and they create a very positive atmosphere at all times.
- Pupils benefit from a well-planned programme of personal, health and social education which enables them to consider topics such as drug misuse and personal safety thoroughly. This has a good impact on the development of their understanding of the different forms of bullying. Pupils think about the impact of the internet and in using social network sites and reflect on situations which have arisen affecting themselves and others. Any incidents that occur are recorded in detail and parents and carers are fully involved by staff when dealing with them.
- The school's work to keep pupils safe and secure is good.
- The atmosphere in all the sections is supportive and pupils say they feel safe. There are always staff available in each section and pupils know that there is always someone to turn to if the need arises. Parents and carers receive good information about how well the pupils are doing and agree that their children feel safe and are cared for well. The school's work to keep pupils safe receives careful attention.
- Pupils learn how to anticipate unsafe practices, for example in hospital pupils are helped to understand about how to keep prescribed drugs in safe places.
- Individual pupils' attendance usually rises rapidly when they start attending the unit and the improvement for some is remarkable and is usually continued when they return to mainstream schools and this plays a significant part in their continued success.

### **The leadership and management are good**

- The leadership of the headteacher is very effective. She has used her expertise in establishing the leadership of this unit and other local authority teams well. She knows, however, that there is still work to do to develop the leadership of this unit as a single structure. She is well supported by the middle leaders in charge of the sections.
- Middle leaders are committed to supporting the headteacher in developing policies and procedures which apply to all sections. They have a shared vision of supporting pupils to make a successful return to their school on a full-time basis. Senior leaders know that the role of middle leaders, including those in charge of sections, requires further development so that they can better contribute to improvements in the unit.
- The unit's partnerships with parents, carers, families, other schools and health providers in the local authority and a wide range of professionals and agencies are very effective. They contribute very significantly to pupils' personal development and academic achievement. Procedures to check on the quality of teaching are well supported by the local authority, which provides good support and guidance for the headteacher. However, targets set for teachers are

not always closely enough linked to rates of pupil progress. The sharing of good practice across the unit is not well developed so that all teachers have a clear understanding about what constitutes good and better teaching.

- The unit has an increasingly accurate view of its performance as a single unit. Leaders know that data from all sections could be analysed routinely to inform decisions and in order to set priorities for development. Nevertheless, development plans are effective because they have focused well on the areas set for improvement at the last inspection. They reflect the new vision for the unit, identified in partnership with the management committee and the local authority.
- The curriculum meets the needs of pupils well. Improving pupils' reading is given high priority and the unit liaises closely with pupils' schools so transitions are smooth.
- Carefully planned arrangements for pupils to return full time to their mainstream school are effective because the time spent back in school is gradually increased. Occasionally, pupils start at the unit on a part-time basis but this is built up rapidly so that pupils can become full time as soon as possible.
- Evaluation of pupils' files shows that individual pupils receive an equal opportunity to succeed.
- The unit's arrangements for safeguarding pupils meet current government requirements.
- **The governance of the school:**
  - The management committee is developing rapidly under the expert guidance provided by the local authority. It makes a strong contribution to leadership because individual members have a range of expertise and firm commitment to bring about improvements. Members increasingly challenge and support the unit and ask searching questions of leaders about their work. Members are building up a clear picture of what is happening in each section, in terms of the quality of teaching and pupils' performance compared with that of pupils nationally. Members know that middle leadership roles and responsibilities need to be clarified and developed to better support the work of the unit. The management committee manages the budget effectively and makes sure that safeguarding arrangements meet requirements. Members know how funds are spent and can identify the effect on achievement. They are increasingly involved in managing teachers' performance and have ensured that there is a link between performance and staff pay.

## 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>	134596
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	431184

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	18
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Lynn Petrini
<b>Headteacher</b>	Helen Sail
<b>Date of previous school inspection</b>	11 May 2011
<b>Telephone number</b>	01482 701334
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