

# North East Essex Additional Provision School

The Mile End Centre, Turner Road, Colchester, CO4 5LB

**Inspection dates** 19-20 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress and there are examples of some making outstanding progress.
- The quality of teaching is good and has improved significantly since the previous inspection. Teachers carefully assess pupils' learning needs and plan lessons that engage their interest.
- Pupils behave well. They develop trusting relationships with the staff, grow in confidence and feel safe in school.
- Pupils' attendance and attitudes to learning improve significantly during their time at the school.
- The executive headteacher provides strong leadership and sets high expectations. Despite a number of staffing changes, she has enabled the school to make good improvement since the previous inspection.
- Senior leaders and members of the management committee provide good support to the headteacher in raising achievement.
- The local authority is very well informed about the school's work. It regularly checks pupils' progress and the quality of teaching.
- The school works exceptionally well in partnership with mainstream schools.

### It is not yet an outstanding school because

- Teachers' expectations are sometimes too low in the primary department and they give the most-able pupils work that is too easy.
- There is no clear system for identifying pupils with mathematical learning difficulties.
- Some boys on the Clacton site are less confident than the girls in producing lengthy pieces of writing.
- The school is at an early stage in providing home-learning packages for pupils who attend the Copford site part time.
- The school does not currently have leaders in all subjects who take responsibility for raising achievement across all the sites.

## Information about this inspection

- The inspection team observed 17 lessons across all the different sites, of which five were seen jointly with senior leaders.
- Meetings were held with the executive headteacher, the two deputy headteachers, the special educational needs co-ordinator and with the family support worker. Informal discussions took place with a number of other staff and pupils. Meetings were held with the chair and vice chair of the management committee, and with two representatives of the local authority.
- The inspection team considered the 10 responses to the online survey, Parent View, took into account the unit's own parental survey and spoke to a small number of parents by telephone. It also considered the 36 completed staff questionnaires and a number of letters from mainstream schools.
- The inspection team observed the school's work and looked at a range of documentation. This included the unit's self-evaluation records and development plans; records of pupils' attainment, progress, behaviour and attendance; samples of pupils' work; and evidence of systems for protecting and safeguarding students.

## Inspection team

Margaret Goodchild, Lead inspector

Additional Inspector

Sa'ad Khaldi

Additional Inspector

## Full report

### Information about this school

- The school provides for pupils who have behavioural, emotional and social difficulties, who have been permanently excluded or are at risk of exclusion from their mainstream schools. It provides for some pupils with mental health issues and who have learning difficulties. All the pupils are supported either at school action plus or through a statement of special educational needs.
- The proportion of pupils for whom the school receives pupil premium funding is broadly average. (This is additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority).
- Almost all the pupils are of White British heritage.
- The school is based on three sites. The Colchester site provides for primary-aged pupils, although there are only a small number of Key Stage 2 pupils currently on roll. It also provides for pupils at Key Stage 3. The Copford site makes part-time provision for pupils at Key Stages 3 and 4 who have mental health problems and for school refusers. It runs home-tuition for those unable to attend school and manages the school at Colchester General Hospital.
- The Clacton site serves the needs of pupils at Key Stage 4 and operates the 'STOP Programme' for pupils who are on fixed-term exclusions from their mainstream schools.
- The hospital school provides for pupils from mainstream schools and special schools who are admitted to hospital for a short time or who have conditions that lead to repeated admissions. This year, the hospital school has already provided for 319 pupils over 710 pupil days.
- Staff from the school also provide outreach support to local schools for pupils who are at risk of permanent exclusion as well as supporting pupils' reintegration into mainstream school.
- The school makes use of a number of alternative providers. These include Catten College, Colchester Institute, Otley College, Butterfly Lodge, SkillsForce and Rallysport Engineering Academy. Groups of pupils at Key Stage 4 attend these providers for between half a day and two days each week, alongside the time they spend at the school.
- There have been significant staff changes: six teachers left after the previous inspection and four further staff have left since then, including leaders of specific aspects of the school's work. Some posts have been filled by temporary teachers for part of the time but the school will have a full complement of permanent staff from September 2014.

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

- Raise achievement and build on existing strengths in teaching by:
  - making sure teachers in the primary department always have high expectations of what pupils can achieve and give the most-able pupils work that is difficult enough for them
  - sharpening the identification of pupils with mathematical learning difficulties and putting in place support programmes to increase their rate of progress
  - providing more literacy support for boys at the Clacton site so that they develop greater skill in writing at length
  - developing home-learning packages for pupils at the Copford site who attend part time.
- Strengthen the role of subject leaders in raising achievement across all the sites.

## Inspection judgements

### The achievement of pupils

is good

- Pupils join the unit with attainment that is often well below national expectations for their age because of a history of poor attendance, disrupted education and negative attitudes to learning.
- The proportion of pupils making better progress than expected is much higher than that found in schools nationally. Most of the other pupils make expected progress and there are examples of some pupils making outstanding progress in filling gaps in their learning. For example, pupils sometimes catch up so rapidly that in a few months they make as much progress as pupils would normally make over a number of years.
- The school makes good use of its pupil premium funding. In 2013, there was very little difference in English and mathematics between the attainment of those eligible for the pupil premium and the rest of the pupils. Pupils who receive support through this funding make good progress.
- Since the previous inspection, there has been a marked increase in the proportion of pupils at Key Stage 4 gaining five GCSE passes, mostly at A\* to G grades but with some in the A\* to C range. Most pupils also gain a number of other qualifications, including in work-related courses. Attendance at college and through courses made available by alternative providers makes a good contribution to pupils' progress and the development of work-related skills.
- The most-able students make good progress at Key Stages 3 and 4. In their English GCSE coursework, these pupils produce convincing interpretations of texts they have studied and make use of imaginative vocabulary in their writing. In art, pupils combine research on other artists' ideas and techniques with their own experimentation to produce effective coursework.
- Over half the pupils in the primary department and those at Key Stage 3 return successfully to mainstream school or, in a few cases, move on to special school. As a result of the progress pupils make during their time at Key Stage 4, the very large majority go on to employment, training or further education when they leave at the end of Year 11.
- The school enables pupils who are admitted to hospital to make good progress and keep up with their learning despite time out of their home school. Checks on pupils' progress show that those who receive home-tuition make good progress in the sessions.
- Pupils who receive outreach support are enabled to remain in school and make better progress than they would otherwise do. Pupils on fixed-term exclusions who attend the Clacton site make good use of their time out of mainstream school and produce work that contributes well to their progress. This service also improves their attitude to learning.
- Disabled pupils and those who have special educational needs make good progress. Pupils who join the school with reading ages well below their chronological age make substantial gains in their reading and spelling, often over only a few months. However, the school does not identify pupils with mathematical learning difficulties so a few pupils do not make as much progress as they could in mathematics.
- On the Clacton site, not all boys have the necessary skill and confidence to write at length. While they are able to fill in forms and record essential information for the courses they follow, girls generally produce better quality writing. Some pupils who attend the Copford site for part of their time could make faster progress if they had more opportunity to continue their work

through the use of home-learning packages.

- The few pupils in the primary department usually make the expected amount of progress and gain valuable social skills that help in preparing them for return to mainstream school. However, their academic progress is not as good as it could be because work is sometimes too easy, especially for the most able.

### **The quality of teaching**

**is good**

- The quality of teaching has improved since the previous inspection despite staffing changes and the use of some temporary teachers. This is because leaders' expectations are made very clear and the systems that underpin teachers' work have been greatly improved. Teaching is now good and there is some that is outstanding.
- Most teachers have good subject knowledge and plan their lessons well. They make good use of information about pupils' previous learning to set tasks that provide the right level of challenge.
- Tasks are varied and interesting. For instance, in a science lesson at Key Stage 3, pupils made outstanding progress in learning about the digestive system because of the teacher's innovative approach. They experienced food being put through a number of different practical processes that resembled the way our stomachs process food to extract nourishment from it.
- Many teachers are skilled in using questioning to push pupils to think deeply. In a lesson at the Colchester site, dynamic teaching led to the exploration of the personal qualities and skills needed in a range of jobs. This increased pupils' awareness and provided much insight into their own future options.
- There are examples of teachers making excellent use of information about the gaps in pupils' knowledge and in planning the work they need to cover to improve rapidly. This is particularly evident in English and mathematics at the Copford site. Marking often provides pupils with clear advice and in art, teachers offer excellent guidance about what pupils need to do to improve their work and to reach a particular grade at GCSE.
- The hospital school has good, clear systems for quickly gathering information from pupils' home schools on the level at which they are working and what coursework they should be doing. This enables staff to provide pupils with meaningful learning experiences that contribute to their progress.
- Teaching at the Clacton site is supplemented by a range of experiences at college and through alternative providers. During the inspection, pupils attending Rallysport Engineering Academy made outstanding progress in learning about car mechanics as a result of highly focused teaching. For a number of pupils, this very well-planned course is opening up a clear career pathway for the future.
- The school is very thorough in assessing the emotional and behavioural needs and literacy difficulties of disabled pupils and those who have special educational needs. This leads to carefully tailored support and rapid progress for pupils. However, the school has not yet extended the identification of learning difficulties to mathematics which accounts for a slight difference in the rate of progress between English and mathematics for a few pupils.
- In the primary department, teachers are encouraging and supportive but their expectations are not always high enough. In lessons observed, there were instances where staff gave pupils work

that was too easy and where they missed opportunities to develop their understanding.

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

- The behaviour of students is good. Pupils soon settle in and develop trusting relationships with the staff, who are skilled at motivating them and instilling in them a belief that they can succeed.
- In a class at the Copford site, it was only the second day at the school for three of the four pupils. Nevertheless, the teacher's high expectations and skilled management of behaviour meant that they readily engaged in the activity, tried hard and clearly enjoyed the lesson.
- There is now much greater consistency in expectations for behaviour across the different sites. This has resulted in a significant reduction in the number of fixed-term exclusions and led to a calm working atmosphere in lessons. In nearly all lessons seen, pupils concentrated well and remained on task throughout. They were eager to contribute their ideas and took pride in their achievements.
- Pupils know about different types of bullying and many have experienced it at first hand in previous educational settings. To ensure that pupils feel free from bullying in this school, staff are very careful in the way they organise groups for lessons and other activities. For instance, they make sure that school refusers and those with mental health issues do not have to learn alongside pupils who have been permanently excluded from mainstream school because of their past behaviour.
- The work of the family support worker and a very close partnership with other agencies are highly effective in improving pupils' behaviour and enabling them to succeed.
- The school's work to keep pupils safe and secure is good. Staff conduct thorough risk assessments to make sure any alternative providers and off-site activities are safe. Through the personal, social and health education programme, pupils learn about the importance of making safe choices for themselves.
- The school has met with a good level of success in increasing the attendance rate since the previous inspection. While attendance is below average, it has improved considerably through close work with families and other agencies, and most pupils attend regularly.

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

- The executive headteacher has been determined in tackling the issues for improvement identified at the previous inspection. As a result of her high expectations and clear vision, there is now much greater consistency of practice across the different sites. Despite a number of staffing changes, there has been good improvement in all areas of the school's work and it is well placed to improve further.
- The executive headteacher is ably supported by the two deputy headteachers who have clearly defined leadership roles. The hospital school is led and managed well. Provision for disabled pupils and those who have special educational needs is being transformed under the leadership of a new co-ordinator. Some recent changes in the leadership of the different sites have begun to have a positive effect on the quality of provision.

- The leadership of teaching is good. Senior leaders undertake regular checks on teachers' work and pupils' progress to ensure they receive equal opportunities and no groups are discriminated against.
- There is a rigorous system in place for setting and reviewing targets for teachers as part of the management of their performance. Leaders make clear exactly what staff need to do to improve and make sure that they receive intensive support and training where necessary. This has been key to the way teaching has improved despite staffing changes and the use of temporary teachers.
- The school works exceptionally well in partnership with mainstream schools and other agencies. It is held in high regard by mainstream schools for the flexible and supportive way in which it works to meet each pupil's particular needs.
- The range of topics and subjects meets pupils' needs and interests well. In the primary department, the focus is on developing pupils' social and behavioural skills together with their literacy and numeracy for return to mainstream school. Older pupils have good opportunities to take a range of GCSE courses alongside vocational courses and work-related learning. The school is developing an increasing range of links with alternative providers and work experience placements. The strong emphasis on changing pupils' attitudes and enabling them to make good academic progress has a strong impact on their spiritual, moral, social and cultural development.
- The school has made good use of its primary sport funding to extend the participation of pupils at Key Stage 2 in sporting activities and to improve all-weather physical education facilities. A specialist coach provides sessions in judo, and a 'Forest Schools' instructor enables pupils to learn woodcrafts and to do environmental work outdoors. These activities contribute well to pupils' health and well-being.
- The leadership of some subjects is more effective than others. There is not a teacher with specific leadership responsibility for each subject across all the sites. As a result, examples of outstanding practice are not necessarily spread as quickly as they could be. The executive headteacher has, rightly, identified the need to establish subject leaders who work across the sites and plans to do this once the school is fully staffed with permanent teachers in September.
- **The governance of the school:**
  - The local authority, in its governance role, has a very good knowledge of the school's work and provides clear guidance for school leaders. It regularly checks on the quality of teaching and a recent review by the local authority evaluated the school's progress against issues for improvement from the previous inspection. The work of the management committee has been strengthened considerably and most of its members are now mainstream headteachers. This has contributed greatly to ensuring the right pupils are referred to the school and has increased opportunities for pupils to reintegrate into mainstream. Members of the management committee know how well pupils are achieving and they are well informed about how teachers' performance is managed. They check closely on the use of pupil premium funding to ensure it is effective and make sure that all statutory requirements are met. They make sure that systems for safeguarding pupils are very thorough.



## 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>	132850
<b>Local authority</b>	Essex
<b>Inspection number</b>	442076

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>	4-16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Philomena Cozens (Executive headteacher)
<b>Date of previous school inspection</b>	10 October 2012
<b>Telephone number</b>	01206 852156
<b>Fax number</b>	01206 852871
<b>Email address</b>	enquiries@neeaps.essex.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 and 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 2014



