

Kingsfield Centre

Chilton Way, Stowmarket, IP14 1SZ

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders and the management committee do not have the capacity to secure much needed improvements across the centre. They have not made enough progress in tackling the issues identified in the last inspection or in resolving the concerns raised in recent monitoring visits.
- Leaders and managers do not have an accurate view of the quality of the centre's work. Improvement planning, monitoring and evaluation are all inadequate. The management committee is not holding senior leaders to account for securing improvements.
- Inspectors found serious concerns around the safeguarding of pupils, the progress they make in their learning and their preparedness for the next stage in their education or training.
- The curriculum is too narrow and does not promote pupils' social, moral, spiritual and cultural education well enough. Curriculum opportunities in Key Stage 4 are unequal because what pupils study depends upon which site they attend.
- Teachers do not accurately assess what pupils already know and can do when they join the centre. Without this information, they are unable to plan learning that meets the different needs of pupils or set them aspirational targets for improvement.
- In lessons, teachers often miss opportunities to reinforce pupils' basic literacy and numeracy skills. Not all staff manage behaviour well enough. Many of the inconsistencies in teaching identified during the last inspection remain.
- Pupils' behaviour on two of the centre's sites is often unsafe and regularly interferes with the learning of others.
- Senior leaders do not ensure that all pupils achieve well enough. Their own monitoring data shows that many pupils do not make the progress expected of them. Poor attendance and high rates of exclusion restrict pupils from benefitting from the pockets of improved provision.
- A lack of thorough evaluation means that senior leaders are unable to illustrate clearly the impact of additional funding received for disadvantaged pupils and for enhancing physical education on pupils' achievement and engagement.
- Senior leaders are not ensuring that all policies and procedures are in place, up to date and reflected in practice. The absence of a clear policy for improving literacy means that not all pupils are helped to read and write well enough.

The school has the following strengths

- Support staff forge good relations with pupils. They work as a team alongside teachers to manage pupils' challenging behaviour, and keep them engaged in learning.
- Wider opportunities for some older pupils to engage in work experience are providing them with a better understanding of possible future careers.

Information about this inspection

- Inspectors visited 12 lessons or parts of lessons across the centre’s three sites. One inspector spent a short time in a range of classes to gain an overview of the learning and behaviour of pupils.
- They held meetings with the headteacher, senior leaders including the coordinator of special educational needs, members of staff, a group of pupils, the Chair of the Management Committee and two representatives from the local authority.
- Inspectors sampled pupils’ work, examined records of pupils’ progress and read the centre’s improvement plan. A range of documentation relating to safeguarding children was examined.
- They took account of the 11 responses to questionnaires completed by staff on one of the centre’s sites.
- There were no responses to the online questionnaire, Parent View, for the inspectors to take account of.

Inspection team

Mary Rayner, Lead inspector

Her Majesty’s Inspector

John Mitcheson

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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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, the Kingsfield Centre in Stowmarket, provides for short-term and long term placements for pupils in Key Stages 2, 3 & 4. A small number of pupils then return to mainstream education. The Bury 1 site in Bury St Edmunds hosts the more able pupils and those with medical needs. This centre has a capacity of 18 places.
- The EOTAS (education otherwise than at school) provision is linked to the Kingsfield Centre and is managed by centre leaders. This 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.
- The third site, K46 is also located in Bury St Edmunds. This provides education for up to 10 pupils in Key Stage 4 who have been excluded or are likely to be excluded from their mainstream schools because of their behaviour. West Suffolk College is used to extend the curriculum for a small number of pupils.
- A number of pupils have a statement of special educational needs and 15% are looked after by the local authority. An above-average proportion of pupils are known to be eligible for the pupil premium, which is additional government funding provided for looked after children and those known to be eligible for free school meals. However, the centre is not in receipt of all of this money from placing schools.
- The centre does not make use of early entry GCSEs. All pupils attending the centre require additional support though not all have a statement of special education needs or an education health and care plan.

What does the school need to do to improve further?

- Urgently improve the safeguarding of all pupils by:
 - ensuring that all the safer recruitment checks required by law are carried out and recorded on the centre's single central record
 - recording all serious incidents in detail, including when restraining of pupils is used, as quickly as possible and ensuring that these records are rigorously monitored by a designated member of the senior leadership team.
- Improve the effectiveness of leadership and management, including the management committee, by:
 - thoroughly evaluating the centre's work to gain a full understanding of its strengths and weaknesses and putting in place detailed plans to improve it across all sites
 - holding senior leaders fully to account for securing rapid improvements in raising pupils' achievement and improving behaviour
 - increasing the rigour and frequency of procedures to monitor pupils' safety, behaviour and attendance
 - improving the timing and quality of assessing pupils' prior knowledge, skills and understanding, and their emotional health and well-being on entry to the centre and using this information to plan learning suited to their specific needs
 - ensuring that the quality of teaching and assessment is monitored systematically and analysing this information to gauge the impact teaching is having on raising the achievement of all pupils
 - ensuring that all statutory policies and procedures are in place, up to date and reflected in practice.

- Improve the quality of teaching by:
 - eradicating inadequate teaching and providing staff with high quality training and support so that they teach consistently well
 - gaining a common agreement amongst staff about what good teaching looks like, and then rigorously monitoring that all teachers apply these practices in all lessons
 - ensuring that all staff use the agreed procedures to manage pupils’ behaviour
 - taking every opportunity during lessons to reinforce pupils’ basic skills
 - implementing a programme to teach pupils with low levels of literacy how to read and write well.

- Improve the behaviour and safety of all pupils across all sites belonging to the centre by:
 - reviewing the centre’s policy and procedures for managing pupils’ behaviour in and out of lessons
 - implementing a range of strategies to most effectively manage challenging behaviour, so reducing the number of pupils excluded from the centre and keeping pupils engaged in learning
 - preventing pupils from smoking during the school day.

- Raise achievement by:
 - improving procedures to tackle persistent absence so that pupils regularly attend lessons and engage fully in learning
 - putting in place aspirational targets for all individual pupils to attain in each subject, based on their different starting points
 - adding rigour to procedures used to track how well pupils are progressing in all subjects and taking prompt action when there are signs of under achievement
 - monitoring the impact extra funding received for disadvantaged pupils, and to improve sports education, is having on the achievement and engagement of pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the centre’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

The centre should not appoint any newly qualified teachers.

Inspection judgements

The leadership and management are inadequate

- Senior leaders and the management committee are not demonstrating that they have the capacity to improve the centre. Insufficient attention has been paid to inspection findings and key weaknesses remain in the quality of teaching and the managing of pupils' behaviour and attendance. Too little attention has been given to monitoring the progress pupils make or to the quality of the curriculum provided for them.
- The leadership and management of each of the centre's sites have relied on too few people. Senior leaders have been unable to spend enough time at each site to establish or maintain an acceptable quality of education and have relied too heavily on middle leaders to continue their work in the absence of more senior staff. A new senior leader recently joined the K46 centre. It is too soon to judge any impact of this appointment.
- Following major concerns raised about pupils' behaviour and safety at the last monitoring inspection, senior leaders reorganised the centre's provision. One of the sites was closed and refurbished and now provides a good learning environment for pupils studying GCSE courses. However, this has not led to an improvement in the behaviour of the centre's most challenging pupils, now taught at the K46 centre. Pupils' poor behaviour regularly disturbs the learning of others. The safety of some pupils is compromised by ineffective procedures to ensure that they attend regularly because the reasons for their absence are not investigated thoroughly.
- The reorganisation has also led to ineffective management of behaviour at the Kingsfield Centre. Regular disruption in lessons means that not all pupils have equal opportunities to learn. This poor behaviour takes up too much staff time, as a consequence, other pupils' learning time and support is reduced.
- The centre's arrangements for safeguarding do not meet statutory requirements. Policies and procedures have not been updated to reflect current guidance. Not all checks are in place. Many areas of policy and practice are not embedded. However, staff are suitably trained in child protection.
- Leaders' self-evaluation and development planning lack rigour; as a consequence, they do not have an accurate view of the centre's performance.
- Leaders' analysis of the assessments made by teachers is weak and does not provide an accurate picture of the progress made by different groups of pupils. Data are not externally moderated to check accuracy. As a result, assessment is unreliable and inaccurate so leaders do not have the information they need to challenge teachers when pupils underachieve.
- The curriculum fails to meet the needs of all pupils. It lacks breadth and relevance and therefore does not prepare pupils well for the next stage in their learning or training. Some action has been taken to improve the quality of careers education for older pupils. This includes experience of the work-place and appropriate advice and guidance about employment and training.
- The centre receives a small amount of pupil premium funding which is used to provide additional support and revision materials for pupils. Senior leaders are unable to illustrate the impact this is having on these pupils' progress. Extra funding to improve physical education and sports provision is used to provide younger pupils with off-site climbing opportunities which help to increase their confidence, self-esteem and engagement in sport. However, some of it is inappropriately spent on activities that are unrelated to sports or physical education.
- Senior leaders review the performance of teachers and support staff, but this has little impact on improving the overall quality of teaching. This information is shared with the management committee, but it is not scrutinised or challenged by its members.
- The good practice observed at K46, offering pupils the opportunity to take part in relevant discussions about values, beliefs and feelings strengthens pupils' spiritual, moral, social and cultural development by improving their understanding, ability to listen to the opinions of others and to socialise more effectively.

This includes themed days which highlight other cultures and give strong messages about British values and living in modern Britain. However, this good practice is not shared across all of the sites. For example, some younger pupils struggle to understand right from wrong and often behave inappropriately.

■ The governance of the centre:

- Members of the management committee are far too accepting of the views of the headteacher, rather than finding out how well the centre is performing for themselves. They have failed to hold the centre's leaders to account and have not provided sufficient oversight of, or challenge to, the effectiveness of policies and procedures.
- Committee members do not have sufficient data to enable them to check how well pupils are doing because effective procedures for monitoring achievement are not in place.
- Important policies have not been checked by the management committee. For example, they do not review closely enough how frequently staff are using physical interventions or how often pupils are excluded from the centre. This leads to restraint and confinement strategies being used far too often to deal with poor behaviour. Risk assessments are not always undertaken in sufficient detail or used well enough by staff.
- Weaknesses in how well the centre meets safeguarding requirements have not been identified by the management committee. For example, inspectors found that recruitment checks have not been carried out for all staff.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is inadequate because behaviour is not managed effectively or consistently across the centre. Serious incidents of poor behaviour and exclusions are regular, and too high. Expectations of how pupils should behave are too low. The responses of staff to serious incidents of poor behaviour are not firmly established throughout the centre.
- At times, the poor behaviour of some pupils lead to the centre being unsafe for pupils and staff. The procedures in place to manage these incidents are not always appropriate. For example, pupils often have their liberty restricted by being prevented by staff from leaving a room following incidents of challenging behaviour.
- A minority of pupils in Key Stage 4 who attend Bury 1 are responding well to the improved facilities and higher expectations of them. Behaviour is well monitored and very few minor incidents of poor behaviour have been recorded. Pupils willingly hand in their mobile phones and smoking during the day at this site has been eradicated.
- These improvements are not widespread across all of the centre's sites. Major concerns about behaviour were noted by inspectors at both the K46 site and the Kingsfield centre. Poor attitudes to learning often lead to low level disruption and more serious incidents on both of these sites.

Safety

- The centre's work to keep pupils safe and secure is inadequate.
- The inappropriate and ineffective management of pupils' behaviour has had a negative impact on their well-being and attendance. Pupils are regularly absent from the centre which compromises their safety. Records of attendance are inadequate. Senior leaders do not always know where some vulnerable pupils are when they are not in the centre.
- Pupils' understanding of risk and how to keep safe varies widely, particularly amongst some of the older pupils. Insufficient attention is paid to teaching pupils about the risks facing them. For example, a minority of pupils continue to smoke during the school day. Risk assessments are not always in place for activities that involve pupils leaving the centre sites.
- When asked about bullying pupils said that it did not happen regularly and felt that usually most pupils

look after each other. The centre's own records show that pupils are accepting of each other's different needs and incidents of bullying are rare.

- Attendance is far too low. Records show that a small minority of pupils attend for less than half of the time that they should. Monitoring the attendance of pupils on part-time timetables is ineffective; as a result their overall attendance is not improving. The number of fixed-term exclusions made and the use of part-time timetables for a minority of pupils also means that they are not regularly engaged in learning. Routines to monitor student absence are not robust. A check of registers during the inspection showed that some pupils were marked as present even though they had gone home. There are no procedures in place to ensure that pupils are required to notify the centres when they leave.

The quality of teaching

is inadequate

- A lack of regular training and monitoring of lessons leads to teachers displaying little common understanding of good teaching. As a result, it varies widely within and across each of the centre's bases. Pupils commented on the difference in the quality of teaching. They explained that some teachers expect them to work hard and give them interesting and challenging tasks to do. They also say that some teachers do not have high expectations of them and allow them to get away with doing very little work. They say that on the K46 site, the work provided for them is often too easy and they do not learn well enough.
- Teaching does not enable all pupils to make sufficient progress because learning in lessons is not firmly based on an accurate understanding of what they already know, understand and can do. Consequently, some pupils are given work that is too challenging or they are expected to complete tasks that are too easy so they become disengaged. Baseline tests to gauge what pupils already know on entry to the centre are not systematic, timely or rigorous enough. The information gained when they are used is not then used effectively to match learning to pupils' different abilities. For example, in English all pupils are given the same text book and are expected to complete similar tasks, even though some of them are quite able and others are unable to read well.
- Behaviour is not managed consistently by some teachers. In these instances they do not ensure that all pupils understand the expectations of them, neither do they ensure they know how to show respect for staff and each another. In lessons where learning lacks pace and tasks fail to maintain pupils' attention, some of them walk out of lessons without permission. Support staff spend considerable amounts of time negotiating with pupils and encouraging them to return. Consequently a significant amount of learning time is lost.
- Incidents of serious misbehaviour often lead to the use of physical intervention during the removal of pupils from lessons into corridors and isolation rooms. This usually enables staff to defuse challenging situations but absorbs far too much of their time. This interrupts the learning of those who are eager to learn.
- Support staff are often successful in re-engaging pupils in learning by adapting tasks and providing time and encouragement for them to 'try again'. They forge positive relations with them which help them to manage poor behaviour when it occurs. They remain calm and tolerant of pupils even when they are disrespectful or uncooperative. A few support staff are too eager to help individual pupils during lessons and complete tasks for them rather than aiding their learning and independence.
- Assessment information does not provide an accurate overview of how well pupils are progressing. Inspectors found that generally, there is not enough work in some pupils' books to support the progress teachers and senior leaders feel they make. Observations by inspectors of pupils at work in lessons confirmed that too many of them do not make enough progress due to weak teaching and ineffective management of behaviour.
- Inspectors did note pockets of good practice where teaching was enabling pupils to progress well. Learning is particularly effective at Bury 1 because staff are well organised, fully prepared and know each student well. Expectations of pupils are high. Some teachers use their specialist subject knowledge and

understanding of each student to ensure that more able pupils pursuing GCSE and entry level awards remain on task during lessons, complete coursework and have the resources they need to help them to make progress.

The achievement of pupils is inadequate

- Evidence in pupils' books and files shows that from their individual starting points, which are well below national expectations for their age, the vast majority make inadequate progress over time. Consequently, they are ill-prepared for the next stage in their education or for employment.
- Pupils' progress in English and mathematics is inadequate; the centre's most recent assessments show that most pupils are making slow progress. Some pupils in Key Stage 3 have lost ground in English this year due to a change in staffing. The high quality work produced earlier in the year has not been maintained.
- Additional support for those pupils who arrive with gaps in their knowledge and understanding, or have low literacy and numeracy skills is ineffective. There is no clear policy or strategy in place to promote pupils' literacy. Pupils with limited reading skills are given additional support with their work in lessons but this is not suitably focused to help them to become effective readers. Without these skills, some pupils struggle to complete tasks or disengage because they do not understand what to do.
- Learning in the lessons observed by inspectors, discussions with pupils about their work and a review of the centre's assessment data all confirm that teaching over time is not good enough to enable all pupils to make sufficient progress. Inspectors found that, other than a small minority of more able pupils based at the Bury 1 centre, most pupils underachieve. The procedures for tracking and monitoring the progress of pupils are not good enough. Senior leaders are unable to illustrate clearly how well different groups of pupils do because they do not collect the relevant information.
- A very small minority of Key Stage 4 pupils do some vocational learning at the local college and gain valuable work place skills.
- Senior leaders were unable to explain the achievement of pupils supported by the pupil premium. They do not routinely monitor or evaluate the impact of strategies used to promote pupils' learning and progress, or the difference this is making to their overall achievement.

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	133356
Local authority	Suffolk
Inspection number	453052

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	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The Management Committee
Chair	Sue Hull
Headteacher	Marion Aust
Date of previous school inspection	14 October 2013
Telephone number	01449 613931
Fax number	Not applicable
Email address	marion.aust@kingsfield.suffolk.sch.uk

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