

# Bishopton Centre

Marsh House Avenue, Billingham, Stockton-on-Tees, TS23 3HB

**Inspection dates** 23–24 June 2015

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

## Summary of key findings for parents and pupils

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

- Pupils do not make good enough progress in all subjects, because teaching is not always good and requires improvement. No teaching is inspiring or exciting.
- Teachers' expectations of what each pupil can achieve, particularly in GCSE English and mathematics, are not high enough.
- The good quality information on pupils' progress that is now available is not used consistently enough to pinpoint gaps in their skills, especially in younger pupils' reading, writing, spelling and mathematics.
- Programmes of intervention and support for the disadvantaged are not sharply focused enough to enable pupils to catch up quickly.
- Questioning does not always check, test and stretch pupils' thinking enough.
- Insufficient opportunities are provided for pupils on vocational courses to apply and practise their literacy and numeracy skills.
- Marking in pupils' books does not always demand corrections. Guidance for improvement does not consistently add to the level of challenge to the pupils' learning.
- At times, opportunities are missed for pupils of all ages to develop resilience and perseverance in working things out for themselves.

### The school has the following strengths

- The clear vision and gritty determination of the headteacher is successfully reversing the decline in the centre's performance since the previous inspection.
- Well-led teaching is beginning to ensure that the quality of learning is improving and achievement rising.
- Good spiritual, moral, social and cultural development underpins the strong ethos and sense of belonging in the school.
- Behaviour in classrooms and at social times is good.
- Caring and supportive staff ensure that pupils feel safe, confident and secure.
- The headteacher, supported by a recently strengthened governing body, maintains a sharp-focus upon constantly improving teaching.
- A strong governing body is providing rigorous challenge, holding leaders, managers and staff to account.

## Information about this inspection

- The inspectors observed teaching and learning in lessons, including five paired observations carried out with the headteacher. Work scrutiny was also undertaken with the headteacher and assistant headteacher. In addition, the inspectors made a number of short visits to classrooms on both sites in order to check on the quality of what is provided for pupils. They also visited three off-site alternative vocational pupil placements.
- The inspectors spoke with pupils and had discussions with the headteacher, middle leaders, staff, governors and a local authority officer.
- The inspectors also examined a range of documents, including those related to safeguarding, the centre's view of how well it is doing, the monitoring of staff performance, the centre's improvement plan and records relating to pupils' progress and behaviour.
- There were insufficient responses to Parent View, the Ofsted online survey, for the inspectors to analyse. The inspectors took account of the 19 responses to the school's own recent parent survey, discussions with two parents and the 12 responses to the staff questionnaire.

## Inspection team

Clive Petts, Lead inspector

Additional Inspector

Paul Copping

Additional Inspector

## Full report

### Information about this school

- The Bishopton Centre is a pupil referral unit that operates across two sites. The Bishopton Centre is for pupils in Key Stages 1, 2 and 3 and the Aspire provision for pupils in Key Stage 4 based at Youth Space in the town centre. The Redhill provision for pupils who are anxious and those supported through the hospital teaching service relocated to the Bishopton Centre site last week.
- The centre enrolls pupils who are potentially vulnerable, those who require continuity of education during a period in hospital or while absent from school through injury or illness, those who require home tuition and those who have been or who are at danger of being excluded from mainstream schools. Most pupils in Key Stages 2, 3 and at the Aspire provision are boys.
- All pupils in Key Stage 2, those who attend the Redhill provision, and most of the pupils in Key Stages 3 and 4 are dual registered with their mainstream schools. The centre also arranges vocational placements with alternative providers for Key Stage 4 pupils, who remain solely on the roll of their mainstream school.
- For pupils in Key Stages 2 and 3, the aim is for them to return to their mainstream school after a 12 week period.
- There are currently eight pupils enrolled in Key Stage 2, 29 in Key Stage 3, 25 in Key Stage 4. A further 57 are on vocational placements and there are eight in the Redhill provision. There are currently no Key Stage 1 pupils on roll.
- A very large majority of the pupils are of White British backgrounds with very few who speak English as an additional language.
- Currently, close to one half of the pupils are eligible for support through the pupil premium, which is a larger proportion than average. The pupil premium is additional funding that schools receive to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is close to one quarter, including a few with statements of special educational need.
- The school provides a breakfast club each day for pupils.
- A few of the courses for Key Stage 4 pupils are currently provided on site by Oak, a private alternative education provider. A minority of pupils attend vocational courses away from the Aspire site for some or all of the time. The courses are provided by: Actions, Corner House, Masters, Middlesbrough College, Changes Training, Phoenix, Right Trax and Riverside College.
- Since the previous inspection, in addition to the reorganisation and relocation of the local authority provision, there have been significant changes in staffing at all levels, including 10 new members of staff joining in January 2015. The current headteacher was appointed in June 2014, after a two-year period of unsettled leadership.

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

- Improve teaching to at least good, in order to speed up pupils' progress and raise their achievement, by:
  - raising staff expectations further of what all pupils can achieve from all starting points, especially in GCSE attainment
  - providing individualised programmes of intervention and support, particularly for the disadvantaged and younger pupils, to fill the gaps in their skills in their reading, writing, spelling and mathematics
  - making certain that opportunities are provided in vocational subjects for pupils to practise and add to their literacy and numeracy skills
  - ensuring that teachers' questioning constantly checks, probes and tests pupils' knowledge and understanding
  - making sure that corrections are completed and teachers' written guidance for improvement adds to the level of challenge to pupils' learning
  - providing more opportunities for pupils to develop resilience in working things out for themselves.

## Inspection judgements

### The leadership and management are good

- Following the previous inspection, the effectiveness of the centre's provision slipped as a result of the unsettled leadership. The decisive action taken by the new headteacher, effectively supported by the governing body, is improving the quality of teaching speedily and successfully addressing the decline in performance. The rigorous checking systems that are now in place to scrutinise the pupils' performance and behaviour ensure that all judgements of the centre's effectiveness are accurate.
- The uncompromising focus upon enriching the quality and effectiveness of learning is resulting in significant improvements in the rate of pupils' progress and their achievement. Nevertheless, not all opportunities are taken to use the good information that exists to put together programmes of individual support to plug the gaps in pupils' skills quickly. Consequently, the level of challenge and pace in pupils' learning and the pattern of improvement are at times variable and require improvement.
- Those staff with middle management roles, the majority of whom have been recently appointed, are increasingly confident using their checking skills proficiently, scrutinising pupils' achievement and promptly addressing any shortfalls.
- Teaching and learning are extremely well led. Staff are made accountable for pupils' progress and achievement, because systems to manage the performance of staff are thorough. There is no automatic pay progression. Staff training is effective and is well matched to the needs of the centre and individual members of staff.
- The interesting curriculum matches the wide range of pupils' abilities and needs well. The ideals of fair play, tolerance and respect are well rooted in learning, reinforcing British values successfully. The centre uses a range of alternative providers and off-site facilities to help match programmes to the needs of pupils. They are provided with a motivating range of activities, such as theatre visits, a residential experience and vocational know-how and skills. This helps to boost self-confidence, raise aspirations and enhance pupils' skills and experience. Together with helpful careers guidance, this prepares pupils well for life in modern Britain.
- There is an increasingly firm focus on acquiring literacy and numeracy skills for pupils of all ages. A strong emphasis is placed upon enabling older pupils to attain GCSE or entry level qualifications in English and mathematics, although the full impact is yet to be realised.
- The pupil premium is being used increasingly successfully to close attainment gaps. The rigorous checking systems that are in place enable staff to show that the impact of their improving teaching is quickening pupils' progress, boosting achievement and narrowing attainment gaps.
- All centre staff are strongly committed to promoting equal opportunities for all. Discrimination in any form is not tolerated. Despite good levels of staff commitment in all areas of the centre's provision, however, not all pupils are achieving equally well.
- The primary school sport funding is used well in encouraging good levels of participation, enhancing staff coaching skills and providing pupils with a breadth of sporting activity. For example, all Key Stage 2 pupils go swimming each week and experience a residential week which introduces them to a range of outdoor sports such as orienteering.
- Safeguarding arrangements meet requirements and day-to-day practice to protect pupils and keep them safe is extremely effective. This includes the first-hand checking of the attendance, progress and behaviour of pupils of all ages, including those educated off-site.
- The local authority has an accurate and perceptive view of the centre's performance and challenges and supports senior leaders in equal measure. It provided strong support in the successful drive to reorganise and relocate provision and address staff underperformance.
- Partnerships working with local primary and secondary schools are an emerging strength, with individual headteachers both supportive and accountable through their membership of the centre's governing body. Parents are extremely supportive because their views are listened to and taken into account. As a result, they feel valued.
- **The governance of the school:**
  - The perceptively led governing body has an accurate view of the centre's performance.
  - Uncompromising action has been taken to address staff underperformance to make sure improvement is at a fast rate. This includes ensuring that GCSE attainment is significantly improved. Governors are highly effective providing both challenge and support. Their extensive range of experience and expertise ensures that performance information is analysed thoroughly.
  - Governors have a detailed insight of the quality of teaching throughout the range of what is provided by the centre. They ensure that the system to check the performance of staff is rigorous and effective.

- Governors closely check the effectiveness of the use of the pupil premium and are fully aware of the importance of closing any gaps to ensure there is successful pupil reintegration back to their mainstream school or progression on to education, employment or training.

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

### **Behaviour**

- The behaviour of pupils is good. Relationships in classrooms and at social times between pupils and with staff are good. The atmosphere during lessons and in the breakfast club is harmonious. This is because the boundaries for pupils' conduct are clearly understood by pupils and staff provide extremely good role models.
- Pupils are increasingly proud of their achievements and those of the centre. They respond positively to the guidance and support that the staff provide, especially when improving their self-control. Enthusiasm for learning and an appreciation of its benefits are being systematically nurtured by staff. For example, all pupils happily start the day reading. Low-level disruption is infrequent, although now and then concentration does drift a little in classrooms when tasks do not engage pupils' interest well enough.
- Social times are well organised, friendly and calm. A strong sense of belonging is evident across both sites. In a short space of time, the newly arrived and potentially vulnerable Redhill pupils have settled extremely well in the relaxed atmosphere that pervades their new classrooms and social space.
- In discussions with pupils, it is evident that they feel well cared for and looked after by staff. This includes the direct support provided by centre staff when pupils are off-site following vocational courses. In parents' responses to the centre's questionnaire, all agreed that their children are well looked after and are happy.

### **Safety**

- The school's work to keep pupils safe and secure is good. This includes during off-site visits, residential visits and while based at alternative providers. Pupils of all ages are well informed about risk and danger. Staff provide high quality guidance to ensure pupils are capable of managing their own personal safety. External agencies are used well to add their expertise to the centre's provision, especially in areas of protection, care and safety.
- Pupils are sensible and safety conscious. For example, younger pupils were observed using safe techniques well, preparing and chopping fresh vegetables before frying and then cooking their pasta in a practical food session. As pupils observed, 'It is nice to be trusted.' Pupils are well informed about bullying and the dangers of extreme behaviour, including through the use of new technology. Pupils talk confidently about knowing what to do and who to talk to if they feel worried or concerned or targeted.
- Pupils report that any mean or unkind behaviour is infrequent. They observe there have been few incidents of inappropriate behaviour since the start of the current academic year. When they have occurred, staff are prompt and effective in resolving any incidents. Pupils express high confidence in centre staff to resolve successfully any issues.
- The positive engagement of parents and carers, thorough systems for checking attendance, including when pupils are off-site, and the use of specialist support staff are effective in maintaining attendance above that typical for similar types of provision. A particular strength is the consistent pattern of attendance for Key Stage 2 pupils, which is approaching the national average for mainstream schools.

## **The quality of teaching** requires improvement

- Even with the marked improvement in the quality of teaching, especially in Key Stages 2 and 3, the impact over time remains uneven. Achievement and attainment in reading, writing and mathematics are not rising fast enough, including for those pupils following GCSE courses in the Redhill and Aspire provision. Gaps in the attainment of disadvantaged pupils are not closing quickly or consistently enough.
- In almost all classrooms there is a positive ethos in which pupils can learn and make good progress. There is a firm emphasis on good planning incorporating the use of the good quality pupils' progress information that is available. Staff work hard to engage pupils, some of whom arrive at the centre lacking enthusiasm and a willingness to learn. They quickly become more committed to learning.
- Nevertheless, not all opportunities are taken to assemble detailed individual programmes of intervention and support that have a sharp focus upon improving skills, such as improving the fluency and accuracy of younger pupils' reading and spelling.

- When pupils' rate of progress is variable and requires improvement:
  - expectations of what each pupil can achieve, regardless of the barriers to their learning, are not consistently high enough
  - activities do not always present the correct level of challenge and demand or enable pupils to move on quickly
  - questioning does not constantly check and test pupils' knowledge and understanding
  - opportunities are overlooked to enable pupils to show resilience in working things out and completing tasks for themselves.
- When progress is accelerating at a quick rate and achievement is rising:
  - more inspiring approaches are adopted to provide that essential trigger to capture and hold pupils' interest
  - staff follow pupils' thinking closely and use questions to test for misunderstandings and misconceptions
  - pupils are constantly challenged to ensure that corrections are completed and the layout of work in their books is accurate and presentation is refined
  - regardless of subject, pupils are constantly encouraged to improve and extend their reading, writing and mathematical skills.
- Although much work has been completed with good effect by senior leaders to establish good marking practice across all teaching and learning, its quality remains variable. In Key Stages 2 and 3, there is a more consistent pattern emerging of helpful marking which is adding to the drive to quicken progress and raise achievement. In Key Stage 4, marking is occasionally infrequent, does not demand corrections or ordered layout of work, and does not provide regular guidance for improvement.
- There are individual examples of high quality support for those disabled pupils, special educational and medical needs. This helps to make sure that pupils can play a full part in all activities. The recently appointed special educational needs coordinator is having an early positive impact making certain that all pupils' needs are fully and accurately assessed on arrival.

### The achievement of pupils

### requires improvement

- For a variety of reasons, pupils arrive with skills and experience below those typical for their age. Many have made significantly less progress than expected in their mainstream schools as a result of a disrupted pattern of learning. High quality support, coupled with improving teaching, is leading to measureable improvements in progress and achievement and improved success in returning pupils to their mainstream schools. This is bolstered by improved attendance, behaviour and willingness to learning.
- In 2014 GCSE examinations, not enough pupils gained five A\* to C qualifications or GCSE equivalents. No pupil gained five A\* to C grades, including both English and mathematics. At the end of Year 6, progress information points to pupils achieving broadly in line with expectations for their age in mathematics. In reading and writing, achievement is below typical for their age. This is confirmed by inspection evidence. Consequently, achievement requires improvement.
- Those pupils who experience high levels of anxiety or who are potentially vulnerable settle happily and confidently. This includes those Redhill pupils who recently relocated. Those pupils who arrive in Year 5 to Year 9, having been excluded or at high risk of exclusion, are managed skilfully and sensitively. Increasingly, pupils' commitment to working hard is improving at a good rate. This includes in their reading, writing and mathematics.
- The progress of the few most able pupils, particularly those older pupils, requires improvement. This is the result of activities which do not always present sufficient challenge or extend pupils' knowledge and understanding at a fast enough rate. Not enough opportunities are provided for the most-able pupils to think critically, reason, make judgements and explain their own solutions or decisions.
- A good range of vocational subjects arranged through alternative providers helps almost all pupils to gain essential qualifications and skills. This enables them, with appropriate careers guidance and support, to make expected progress and move on successfully to employment, training or further education. Yet at times, opportunities are missed in vocational subjects to apply and enhance their literacy and numeracy skills more effectively.
- The attainment and progress of disadvantaged pupils of all ages require improvement. The wide attainment gaps that exist on arrival in reading, writing and mathematics between the disadvantaged and non-disadvantaged pupils are being systematically tackled. For example, at the end of the current Year 6, gaps are predicted to be much reduced to less than one year when compared with others nationally in mainstream schools. Gaps in the attainment between those disadvantaged pupils and their classmates

within the centre are close to being eradicated. Despite this improvement, gaps are not being reduced quickly or consistently enough, especially those of older pupils.

- The achievement of disabled pupils and those who have special educational needs requires improvement. In a few individual cases, progress is good in developing their social and emotional skills from often low points on arrival.
- Staff are working diligently with pupils of all ages to foster an enjoyment of reading. Time is provided each morning for all pupils to read. A recent theatre visit gave younger pupils the experience of seeing at first-hand the performance of *The Boy in the Striped Pyjamas*, after having read the novel.
- Older pupils start the day reading from a broad selection of books and magazines each morning, helping them to rekindle the value of regular reading. Younger pupils display improving confidence and fluency in their reading. However, not all opportunities are taken to plan more intensive sessions to add to their skills at a faster rate, such as sounding out words accurately and adding emotion in reading aloud.

## 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>	111521
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	449465

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>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Cain
<b>Headteacher</b>	Leanne Chilton
<b>Date of previous school inspection</b>	16 January 2012
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