

The Harbour School

Tipner Lane, Tipner West, Portsmouth, PO2 8RA

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

This is a good school

- The headteacher, ably supported by the senior leaders, has consolidated the previous effective practice to ensure all aspects of this school are good.
- Leaders ensure good quality training for staff and rigorous checks on teaching, which results in students making consistently good progress in English and mathematics.
- Students' achievements in reading, writing, and mathematics have all improved in the past year.
- In the most recent GCSE examinations, 83 percent of students in English and 89 percent in mathematics achieved a pass. A quarter of these students attained Grades A*- C.
- A high proportion of students quickly reintegrate back to their mainstream schools.
- The governing body has improved its range of skills in knowing how well the school performs. Governors ensure that additional government funding enables eligible students to achieve as well as their classmates and sometimes better.
- A very high proportion of local schools make use of the effective outreach support services that this school provides.
- The range of subjects and topics meet pupils' social, emotional, and medical needs and abilities well. Through the high quality support provided for them, students quickly improve their personal skills so that they begin to engage better in learning.
- Students benefit from a wide range of activities to promote their effective spiritual, moral, social, and cultural development.
- Students' behaviour is good. They are polite to staff and often help around the classrooms. Students are safe on all sites at the school.
- Teaching is good with some that is outstanding. Students benefit from a very wide range of support so that they can concentrate and achieve well. Students' work is marked well with helpful ideas of how they can improve further.
- The daily practice of reading in class, using high quality books, is having a very positive impact on students' improving reading skills.
- The schools' parent questionnaire shows that parents are very pleased with the school.
- School staff are very supportive of leaders and are proud to work at this school.

It is not yet an outstanding school because

- Not enough time is allocated to the teaching of science to ensure that students make good progress in this subject.
- A few students do not attend regularly enough to enable them to improve their skills.

Information about this inspection

- The inspectors observed students' learning in 15 lessons across the five sites, including at the hospital school and the outreach provision. Most lessons were observed jointly with senior leaders.
- Inspectors listened to some students reading their books.
- Inspectors visited all five sites and spoke to leaders, staff and students in each one.
- Students on all sites talked to inspectors about their school, their work and their aspirations for their futures.
- Inspectors held meetings with the headteacher, senior and middle leaders, the Chair of the Governing Body, the teacher at the Hospital School, a local authority representative, outreach workers, and many staff.
- The inspectors observed the work of the school and looked at a range of documents. These included the school's information about students' progress, planning and monitoring documents, safeguarding information, case studies, and students' books.
- The inspector talked to two senior leaders from local referring schools by telephone about the impact of the support that they receive from the school.
- There were too few responses to the Ofsted online survey, Parent View to provide the views of other parents. As a result, the school's own most recent parent questionnaire was taken into account. The inspector took account of 42 responses to the staff questionnaires.

Inspection team

Denise Morris, Lead inspector	Additional inspector
Annice Jo Perry	Additional inspector
Elizabeth Bull	Additional inspector
Lily Evans	Additional inspector

Full report

Information about this school

- This is a special school, which provides a range of provision across Portsmouth for students with social emotional mental health and/or medical needs. There are five school sites and a hospital school at Queen Alexandra Hospital. The school provides a Multi-Agency Behaviour Support Service, a Targeted Mentoring Support Service, and a Young Parents' Support Service.
- The Harbour School at Tipner provides special school and alternative provision for students aged nine to 13 who have been excluded or are about to be excluded from their mainstream school. Tipner is also the site for 'Harbour House', a residential provision for a small number of students on a rotation basis when needed. The residence was not part of this inspection. It was judged outstanding when it was inspected in February 2015.
- The Harbour School at Fratton provides special school and alternative provision for students in Key Stage 4. A small number of students in Year 9 also attend this site.
- The Harbour School at Cosham provides medical special school and alternative provision for students aged 11 to 16 who have high levels of anxiety and/or autism spectrum conditions, such as Asperger's Syndrome. The Hospital School is managed by leaders at Cosham and provides learning to students of all ages who are admitted to hospital for a period of time.
- The Harbour School at Milton provides individual tuition for students aged five to 16 who are too ill to attend school. There were no Key Stage 1 students at the time of the inspection. The Multi-Agency Behaviour Support Service, the Targeted Mentoring Support Service, and the Young Parents' Support Service are all based at this site.
- The Harbour School at Stamshaw provides special school provision for students aged 11 to 16 with severe and complex emotional mental health and/or medical needs as an alternative to out-of-city placement.
- Most students have dual registrations with their mainstream school. Some are single registered and those who start at the school in Years 10 and 11 almost always stay at the school until they have taken their examinations.
- Many students have been out of mainstream schools for a considerable period before attending this school.
- About 20 per cent of students have a statement of special educational needs or an education, health and care plan for their social, emotional mental health needs, their autism spectrum disorders and/or learning difficulties.
- Almost all students are of White British heritage.
- The proportion of students supported by the pupil premium is above average. This is additional funding for students known to be eligible for free school meals and those children who are looked after by the local authority.
- Vocational opportunities for students in Key Stage 4 are provided by Southdowns College. The vast majority of students go on to college or go into employment when they leave the school at the end of Year 11.

What does the school need to do to improve further?

- Increase opportunities for the teaching of science for all age groups so that students' achievement in science improves to match that found in English and mathematics.
- Improve the attendance of the minority of students who do not attend often enough.

Inspection judgements

The leadership and management are good

- Since his appointment, the headteacher, along with other senior leaders and governors, has consolidated the past good outcomes for students. Together with leaders and staff, he has ensured that students' behaviour and learning flourish because of the strong focus on improving teaching and learning across the school.
- Clear implementation of well-focused improvement plans shows that leaders have a clear view of the school's performance. Personal learning programmes for all students show that expectations are high across the school. This leads to at least good progress in English and mathematics.
- Staff responses to the inspection questionnaire show that they are all proud to work at this school. Their support for leaders is high.
- Leaders manage students' behaviour well. Some new, high quality procedures have been introduced which are enabling students to improve their behaviour and personal development. Students themselves say that these procedures really work and help them to think carefully about their behaviour and attitudes.
- Prior to coming to this school, a high proportion of students have been out of school for some considerable time, due to their difficulties. Once they start at the school, most improve their achievement and attendance quickly. A small minority, however, do not attend consistently well.
- Leaders regularly check the quality of teaching and students' achievements. This ensures that they have a clear view of individual successes and can support any student falling behind. The school's assessment system provides high quality data that shows a clear and accurate view of students' good achievements in English and mathematics.
- Middle leaders are effective in their roles. They support staff well and ensure that students make good progress, particularly in literacy and numeracy, through robust monitoring and support.
- Improvements to subjects and topics have ensured that students are interested in their lessons and value the additional enrichment activities that the school provides. Leaders recognise that achievement in science is not as strong as in English and mathematics. This is because leaders allocate less time to the study of science, as a result, students' progress is slower than it is in the other two subjects. .
- Leaders regularly set targets for teachers, which are linked to students' achievements. Increases in teachers' salaries are matched to how well these targets are met.
- Activities to promote students' understanding of life in modern Britain are good. Regular fundraising for charity ensures that students' personal development is improving strongly.
- British values are promoted well. For example, in the recent general election, students took part in watching the counting of votes, improving their understanding of democracy.
- The school makes sure that there is equality of opportunity for all students through the curriculum. This helps them to develop an understanding of the different cultures and faiths that make up modern Britain. As a result, there is no discrimination at the school and students' attitudes are positive.
- Leaders use additional funding for those students entitled to it, to provide additional support and resources, sometimes funding visits. This ensures that these students make progress that is at least similar to, or better than, that of their classmates in English and mathematics.
- Leaders make effective use of additional sports funding to improve staff skills. This has enabled all students to benefit from improved teaching and a wider range of activities.
- Leaders regularly check the achievement, attendance, and behaviour of students during off-site visits, to ensure these are good.
- Sustained improvements in school provision and outreach services are a result of thorough professional development of staff on all sites.
- Outreach services are very effective and leaders from referring schools are extremely pleased with the way that this school supports their students. A very high proportion of Portsmouth schools use the 'Behaviour Support Services' that this school provides.
- Careers guidance is of a high quality, ensuring that students are well prepared for life at college. Almost all students who leave the school at the end of Year 11 find college places or employment.
- Students with additional special educational needs receive good quality additional tasks and support so that they achieve equally as well as other students in their class.
- The local authority provides effective support to leaders through regular visits and reports. These show that outcomes for students are improving. The local authority acknowledges that leadership is good.
- Safeguarding procedures fully meet requirements. Staff receive regular training to ensure they know how

to identify any student at risk of harm. High quality procedures ensure that students are safe. Risk assessments are very thorough and always completed for external activities.

■ The governance of the school:

- Governance is effective. Members have received training to ensure that they have the skills to hold leaders to account for students' achievements. As a result, governance is good. Governors regularly check the quality of teaching and behaviour so that they fully understand it. They know how well the school is doing because they check performance information regularly with other schools to ensure it is accurate. Members regularly check the performance of staff and know how teaching and achievement are progressing. For example, governors are aware that progress in science is not as good as it is in English and mathematics, and they know why. Financial management is effective. Governors make good use of additional funding which ensures that eligible students benefit from it. This helps these students achieve as well as their classmates. Sports funding is checked regularly to ensure students benefit from the additional expertise that it provides. Governors understand the procedures for setting targets for teachers and they use these to make sure the best teachers are rewarded.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. The vast majority develop positive attitudes. Behaviour improves rapidly once students start at the school because of the very effective support and system of rewards that students really value. They regularly talk about what they will buy with their own rewards.
- The outreach support service contributes extremely well to reducing fixed term exclusions from schools across Portsmouth.
- As a result of their good behaviour and progress, a high proportion of students reintegrate successfully back into mainstream schools each year. For example, approximately 200 students have rejoined their original school or transferred to a new mainstream school in the past three years.
- Incidences of bullying are rare and are dealt with effectively. There are very few incidences of repeated bullying. Students at Tipner told the inspectors that 'there is no real bullying here because we all know each other well'.
- High quality provision for improving students' social and emotional learning has resulted in a nurturing approach. This enables students to understand and manage their own feelings so that they can succeed at school. A student at the Milton site told inspectors that 'this school has helped to reduce my anxieties'.
- There have been no permanent exclusions in the past few years, and short-term exclusions, though still high, are beginning to decrease. Support is having a positive impact on improving behaviour. Exclusions are mainly early in students' careers at Harbour School. These reduce as the length of students' stay increases because they learn to solve problems for themselves and meet the school's expectations.
- School staff showed in their questionnaires that they feel positive about the behaviour and safety of students at the school.
- Students' spiritual, moral, social, and cultural awareness is good because of the exciting use of the wide range of visits. Outdoor space is used well and engages and excites most students. Those in Years 7 to 9 enjoyed learning about the basic requirements for lighting fires to cook their food.
- Students say that the school helps them to improve their personal skills, particularly their self-esteem and confidence. They like the challenges that staff provide for them.
- Students are aware of the school's approach to the Christian religion, which is balanced with the study of other world faiths.
- Most students show that they enjoy school because their attendance rises once they start. However, a small minority still do not attend often enough and this reduces the amount of progress that these students make.
- The school prepares pupils well for their futures through their good quality achievements and their good behaviour.
- The behaviour of students on trips and visits and at their alternative provision is good.

Safety

- The school's work to keep students safe and secure is good. Students on all sites reported that they feel safe at the school. Relationships with staff are positive.
- Students know that staff will keep them safe. Policies to ensure safety for all students are securely in place. Leaders work closely across all sites to ensure policies provide overall cover.
- Students know about different forms of bullying. Students say that bullying is very rare and that staff

always deal with it well.

- Students learn about e-safety and know how to stay safe on the internet.
- Good risk assessments are in place for any trip or visit and this helps students to feel safe. Almost all students understand risks. Just occasionally, students leave the school sites without permission, not realising how this could affect their own safety. This is why safety is not yet outstanding.
- The safety of students at their alternative provision, on trips and visits is good.

The quality of teaching is good

- Students achieve well in English and mathematics because the impact of teaching over time is good.
- In the vast majority of lessons, students' behaviour is positive and they quickly settle to their tasks. Any disruptions are managed well.
- Teachers ensure that tasks always match students' individual abilities so that they are able to complete the work set for them. Support and training for staff, along with regular checking by leaders, ensure that teaching is effective and that students achieve their targets.
- Students are expected to do well because staff provide them with high levels of support and clear explanations. A wide range of approaches and interventions ensure that most students make at least good progress in literacy and numeracy.
- Teaching students about how to deal with their feelings enables students, especially young people who are at risk of offending, to gain greater understanding of themselves and awareness of risk. This is having an exceptionally positive impact on students' personal development and in particular their resilience.
- The teaching of reading has improved across the school because of a key focus on reading in class every day. Pupils in Year 6, for example, showed good reading skills, despite having few skills when they joined. Reading records are detailed and staff use different and effective ways to ensure that students can scan their books quickly to find answers.
- The teaching of writing is of a high quality and helps students to improve their work. Tasks for students in Years 9 and 10 ensured that they learned how to use persuasive speech effectively to improve their writing. The students' books show good improvement over time due to effective marking and supportive comments.
- In mathematics lessons, learning is effective because tasks are very often practical, enabling students to work things out for themselves. In Year 10, students achieved well as they learned how to interpret graphs showing time and distance. Because of very effective support and different activities for different ability groups, all students succeeded in achieving the task and developing their understanding.
- Not enough time is allocated to the teaching of science, which is why students do not achieve quite as well in this subject.
- Students' work is checked regularly to see how well they are doing. The marking policy is very effective, ensuring that pupils know how to get to their next steps and how to do better. This is particularly evident in writing. Feedback is helpful, ensuring that students can improve their work further.
- The most able students are effectively challenged by the range of tasks that teachers set for them.
- Teaching for students with learning difficulties and/or autism spectrum conditions is effective, ensuring that they too make good progress.
- Although teaching is consistently good across the school, not enough students make outstanding gains in their learning.

The achievement of pupils is good

- When students start at the school, their attainment is usually below or lower than the levels expected for their age. This is a result of past behavioural, emotional or mental health issues. However, most quickly settle and take part fully in the activities available.
- The school's focus on promoting students' achievements through social and emotional development is improving their rates of progress and having a very positive impact on their achievements. Their high quality achievements in this area resulted in an award from the 'Children and Young People's Mental Health Coalition' in March 2015. This was for their exemplary practice in promoting young people's emotional health and well-being.
- Assessment information shows that students make good progress in English and mathematics during their time at the school. Records indicate that students' achievements have improved year by year since the

previous inspection.

- Pupils in Key Stage 2 make good progress from their starting points, with some exceeding national expectations for their age in reading, writing and mathematics. There are currently no Key Stage 1 pupils at the school.
- Students on all sites and from all groups achieve well. This is a result of good support and the exciting curriculum, which interests and engages them well. For example, students achieve very well in history. This was evident as students in Year 10 responded to challenging questions about the economic impact of the First World War.
- Disadvantaged students and those with special educational needs achieve well. They attain similarly to other students in the school in English and mathematics. Although their attainment is below pupils nationally due to their social, emotional, mental health and/or medical needs, they make good progress during their time at the school.
- Students make particularly good progress in reading due to regular practice and well-kept reading records and diaries. The high focus on reading is helping to narrow differences with each year group. Students also benefit from well-chosen homework tasks.
- Students' achievement in writing is improving. This is because of the good quality of marking which provides clear examples of how students could do better.
- Students' work in books is well presented. Literacy and numeracy skills are effectively used in other subjects. The high expectations of staff result in most students working hard to please them.
- Good achievement in mathematics was evident across the schools as students benefit from a range of different activities that enable them to solve problems for themselves.
- A high proportion of students in Year 11 attain GCSE qualifications in English and mathematics as well as in several other subjects. Functional skills qualifications are also achieved by many students, preparing them well for their futures. Students at this school do not take GCSE examinations early.
- Most students make good progress because of the high quality support and help that they receive. Often, students are taught individually or in very small groups, ensuring that they all receive the best possible attention. This helps them to gain confidence and achieve well.
- Students who benefit from the Tuition Service in their own homes make accelerated progress in their attendance, social and emotional skills and in English and mathematics. This is due to the regular daily support that they receive.
- A high percentage of young parents supported by the school remain engaged in education and are enabled to achieve accredited outcomes at the end of Year 11. As a result, most continue into education, training, or employment.
- Students' achievement is not outstanding because students do not achieve as well in science as they do in English and mathematics. This is due to them receiving less allocated time for science, which limits the amount of work they complete. As a result, qualifications in science are not as strong as in the other two subjects.
- The most able students across the school make very good progress in English and mathematics, working independently and extending their skills. Almost all Year 11 students across the school leave with accredited outcomes.
- A good range of vocational opportunities is provided for students in Year 11 at the local Highbury or Southdowns Colleges. These help students to develop aspirations for their futures.
- A high proportion of the students supported by the Multi-Agency Behaviour Support Service make good and sustained progress. This helps some of the most able students to acquire Grade C in GCSE English and mathematics.
- Most students enjoy all kinds of sport and benefit from increased staff expertise linked to additional funding so that they improve their skills.

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	135308
Local authority	Portsmouth
Inspection number	448037

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

Type of school	Special
School category	Community special
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Roger Hostler
Headteacher	Krishna Purbhoo
Date of previous school inspection	7–8 March 2012
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