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22 June 2018

Mrs Kath Formby
Headteacher
Maple Medical PRU
Cedar Road
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Dear Mrs Formby

Short inspection of Maple Medical PRU

Following my visit to the school on 12 June 2018 with Ofsted Inspector Tudor Griffiths, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You are a dedicated and committed headteacher who keeps the needs of the pupils at the centre of everything you do. You have established a clear vision for the school. Staff respect and admire your leadership and support you well.

You and your staff provide education for different groups, such as pupils who have severe anxiety, and in different settings, such as the hospital, pupils' homes and the Mulberry unit for pupils who have autism spectrum disorder.

You have supported staff well to address the areas identified for improvement at the last inspection. You now use staff appraisal well to link staff targets to areas of the school development plan. Staff enjoy the process and are proud to support you in school improvement. Staff feel it is a very open process. They enjoy the opportunities for reflection on their work that it allows.

Staff share your vision and work hard to make sure that it is reflected in all that they do. As a result, pupils enjoy coming to school. They appreciate the help and support that are on offer from you and your staff. Pupils report that they feel valued at school and that they receive a positive learning experience. Pupils know they have someone to talk to relating to their medical or mental health needs. Parents and carers are positive about the impact the school has on their

children, with one saying, 'They teach my son, not just academically, but how to make the right choices in life.' Parents report positive life-changing experiences for their child at your school.

You have developed a curriculum that meets the needs of pupils in each different area that you offer. You have achieved this by using the skills of staff well in a small setting. You and your staff rightly plan changes to the curriculum to meet the changing needs of each cohort of pupils. School leaders consider pupils' opinions when developing new subject offers.

Provision is good in Mulberry, the area of the school that supports pupils who have autism spectrum disorder. A high level of skill and understanding of pupils' needs is clear. The teacher in charge uses her expertise to plan and prepare for her pupils. This ensures strong and sustained teaching and learning over time. Practical activities to motivate and stimulate learning are frequent. Pupils engage and focus during lessons. Their considerable number of high-quality workbooks reflect a consistent approach.

You and your leadership team have focused well on improving teaching and this has ensured that pupils' progress is good. However, there are still aspects of teaching that need addressing to ensure that outcomes for pupils continue to improve. You and your leadership team miss opportunities to improve provision because long-term planning is not developed as well as it could be.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. A strong culture of safeguarding and care permeates the school. Pupils know how to keep themselves safe. They learn about life skills through debate and presentation in their personal, social and health education meetings. Pupils note that they have not seen any incidents of bullying. They understand that sometimes pupils can fall out with each other. Pupils know how to keep themselves safe online. They can talk knowledgeably about child exploitation and the online protection command on computers.

You make sure that staff are well trained. They know how to spot signs of abuse, including neglect. Staff know what they must do if they have concerns about a pupil. Careful and precise recording enables you to identify and support pupils and their families at an early stage, should the need arise.

Staff have high expectations of behaviour and respond consistently. As a result, pupils' behaviour is good.

Inspection findings

- The introduction by you and senior leaders of coaching partners has had a positive impact on the staff. They appreciate the chance to share experiences. This has promoted a greater understanding of each other and has led to a

strengthening of the team.

- You encourage staff to use their skills to enhance the work of the school, for example the introduction of gardening sessions by a member of staff who has an interest in this area.
- You provide a high level of nurture and pastoral care relevant to the significant needs of your pupils. Skilled staff display empathy and understanding, encouraging pupils to re-engage with learning. Pupils know they have adults they can trust. They understand that they receive strategies to cope where necessary. There is a strong culture of mutual respect.
- Pupils engage well and with enthusiasm when lessons are interesting, interactive and motivational. They make large gains in sustaining their concentration and motivation in those lessons where teachers plan practical tasks. This does not happen enough throughout the school. In some lessons, pupils do not make as strong progress as in others due to a lack of engagement or enthusiasm.
- Although teaching and learning are generally good, teachers do not always have high expectations for pupils in their learning. This means that pupils are not always challenged in their lessons. Some teachers do not use assessment information accurately and therefore are not consistent in planning accurately pitched lessons for each pupil.
- You use additional funding for disadvantaged pupils effectively. All pupils achieve well from their starting points. Pupils receive valuable enrichment opportunities where they can challenge themselves in unfamiliar situations.
- Attendance at school is positive. Pupils who had very low attendance in their previous schools now attend regularly. This is due to the diligence your staff show in encouraging pupils to attend.
- You are well supported by your management committee. Dedicated and experienced committee members understand the additional needs of your pupils. You work closely together to ensure that you meet the needs of each pupil. Management committee members take an active part in the school. They hold leaders to account for identified areas of improvement.
- Your planning for improvement is generally effective but you have not given enough time to school planning for the long term.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they concentrate their attention more on long-term planning to ensure that outcomes for pupils continue to improve
- they provide support and training so that teaching is generally well matched to pupils' needs with accurate assessments, expectations are high and work provided generates interest and enthusiasm.

I am copying this letter to the chair of the management committee, the regional

schools commissioner and the director of children's services for Doncaster. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe
Ofsted Inspector

Information about the inspection

During the inspection, the inspectors discussed the work of the school with you, the deputy headteacher and the assistant headteacher. Inspectors also talked to two members of the management committee, including the chair. We examined information about pupils' progress and looked at pupils' workbooks. The inspection team checked a range of documentation, including leaders' evaluation of the school's effectiveness, external evaluations of aspects of the school's work and minutes of meetings of the management committee. We considered 12 written responses to Ofsted's online questionnaire for parents. The team visited classes to observe teaching, learning and assessment. They were accompanied by your deputy headteacher or assistant headteacher. We held a formal discussion with pupils. Both inspectors talked to pupils in lessons and around school.