



The Loxley Centre

Inspection Report

Unique Reference Number 102957
LEA Sutton LEA
Inspection number 276797
Inspection dates 28 February 2006 to 28 February 2006
Reporting inspector Greg Sorrell AI

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

Type of school	Pupil referral unit	School address	Sutton West Centre
School category	Community		Robin Hood Lane
Age range of pupils	11 to 16		Sutton, Surrey SM1 2SD
Gender of pupils	Mixed	Telephone number	020 8770 6955
Number on roll	32	Fax number	020 8770 6235
Appropriate authority	The governing body	Chair of governors	Councillor Lesley Coman
Date of previous inspection	13 October 2003	Headteacher	Mrs Renee Bull

Age group 11 to 16	Inspection dates 28 February 2006 - 28 February 2006	Inspection number 276797
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The Loxley Centre, a pupil-referral unit, is part of the local education authority's (LEA) Behaviour Support Service. It admits pupils from the London Borough of Sutton who have been excluded or who are at risk of exclusion. Boys outnumber girls by almost 2:1. Pupils aged 11- 14 also attend mainstream school part-time. All the pupils have social, emotional and behavioural difficulties and some have additional special educational needs including dyslexia. Nearly all pupils have White British heritage. As part of the LEA's strategy, the centre is working closely with mainstream secondary schools with a view to reducing exclusions.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The Loxley Centre provides well for its pupils. The headteacher, supported by her leadership group provide good leadership and management to a dedicated staff team. The centre has an accurate view of its effectiveness in addressing the academic and behavioural needs of its pupils who all have significant difficulties in accessing mainstream education. The ethos of the centre is extremely positive and enables the pupils who do attend to achieve well. Some pupils with previously poor patterns of attendance at other schools start to attend more often. Their personal development and well-being are good. Despite the good provision and outcomes for most pupils, the overall attendance is unsatisfactory and as a result the centre only provides satisfactory value for money. Teaching is good overall and support staff also make a significant contribution to ensuring that learners' needs are met and their well-being is assured. The curriculum is good and highly relevant to the needs of the pupils. It enables them to re-integrate back into mainstream school or gain nationally accredited awards at the centre. The length of the taught week is too short for pupils in Key Stage 4, and there are too few opportunities for them to study science. Significant progress has been made in addressing the weakness identified in the previous inspection, apart from the issue of attendance. The centre has good capacity to improve further.

What the school should do to improve further

* Raise the attendance level for all pupils;* Increase the taught time available for Key Stage 4 pupils and provide opportunities for pupils to learn science.

Achievement and standards

Grade: 2

The pupils achieve well in relation to their capabilities and prior attainment. The centre's own testing and the results obtained in national examinations support the centre's view that achievement is good. In Key Stage 4, nearly a quarter of all pupils were awarded at least one GCSE grade A-C and all pupils received at least one GCSE grade A-G. If appropriate, pupils are entered for GCSE in Year 10. Pupils also achieve a wide range of Unit Awards in English, mathematics, information and communication technology (ICT), art, design technology, food technology and citizenship. In Key Stage 3, the pupils achieve well in English and mathematics because they develop positive approaches to learning that have previously eluded them. All pupils are set individual targets that are reviewed on a termly basis. There is a clear link between these targets and the programmes pupils follow in class, although occasionally a few of these targets are imprecise and not known by all pupils which affects their ability to meet them. Inevitably, erratic attendance and external factors beyond the influence of the centre have an adverse effect upon pupils' achievement. Nevertheless, many pupils who have previously refused to engage in learning develop more positive attitudes towards learning which represents a significant achievement for them.

Personal development and well-being

Grade: 2

The pupils who attend on a regular basis benefit immensely from the centre's highly appropriate and balanced attention to addressing academic and personal needs. Despite extensive efforts to improve attendance it remains poor for a significant minority of pupils and this hampers their progress. In discussions with pupils who do attend it is clear that they enjoy being there and feel safe at the centre. They show a good understanding of what is required to live a healthy lifestyle and produce informative displays that show how much they have learned about relationships and harmful substances in PSHEC (Personal, Social and Health Education and Citizenship). Most pupils have responded well to the recently introduced ban on smoking. All pupils have experienced failure prior to attending the centre. The significant number that resume their education in mainstream schools or stay on at the centre indicates a positive change in attitudes and impacts well on learning. By the time they leave the centre, they are well prepared for their next destination. Behaviour is generally good in lessons and during lunch-time where the pupils relate very well to each other and staff. The pupils are aware of the centre's rules and most do their best to follow them. Some pupils show considerable maturity on work experience and achieve well but there are few opportunities within the centre for pupils to take responsibility. The pupils' spiritual, moral, social and cultural development is good. The pupils express their views in the daily assemblies where they discuss topical issues and reflect upon their achievements and prepare for the day ahead. They develop a good awareness of other cultures in art and French. In an English lesson, pupils thoughtfully discussed the moral issues raised by waging wars in foreign lands against the wish of native peoples.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well planned and make good use of national guidance as to their structure. Learning objectives are made explicit and all lessons end with a review of what has been learned and the extent to which pupils have met the centre's rules in relation to their work and behaviour. Pupils also negotiate targets with staff in relation to their learning and behaviour, although they cannot always recall what has been agreed. High expectations are held for the pupils' work and behaviour to which the pupils respond well. Teachers and teaching assistants have good subject knowledge as well as a very good knowledge of the pupils' needs. Occasionally, where pupils present challenging behaviour, staff remain calm, yet firm and this ensures that learning takes place with minimum disruption. In most cases, the reward system is used effectively and consistently to encourage positive attitudes to learning. All staff provide good role models and the pupils acknowledge the support they provide. The staff make effective use of ICT to encourage literacy and attractive displays of written work enhance the pupils' self-esteem. Teachers and support staff have appropriate subject knowledge and many have additional expertise in other

relevant areas such as counselling and dyslexia. The close working relationship between teachers and other staff is a key feature of successful learning. Teaching assistants are briefed well and have developed appropriate support skills to ensure that opportunities to learn are maximised.

Curriculum and other activities

Grade: 2

The curriculum is highly relevant to the needs of the pupils, particularly in Key Stage 3, and has many strengths, notably the attention given to developing literacy, numeracy and the provision of opportunities to work well with others. The centre makes effective use of national strategies and provides practical experiences that maximise opportunities for learning. There is an increasingly good emphasis on vocational education and accreditation in Key Stage 4 which provides pupils with a genuine sense of achievement. The curriculum has a strong focus on literacy, numeracy and personal, social, health education and citizenship. Some elements of science are taught in PSHE, in relation to staying safe and healthy. In Key Stage 3, the curriculum for pupils who are also registered at other schools takes very good account of their part-time mainstream education. This provides continuity of learning and is one factor that promotes successful re-integration where possible. Although the curriculum for Key Stage 4 pupils has significant strengths, the weaknesses, such as the length of the taught week is too short being 20 hours, and there are too few opportunities for them to study science. Pupils' enthusiastic participation in competitive sports with other schools aids not only their health and fitness but also their social development. The accommodation has recently improved by the creation of additional space for drama and vocational education. The centre continues to make best use of its on-site facilities and the local community, despite transport difficulties, for accessing sporting activities and a local college of further education. The arrangements for educating pupils of different key stages in separate areas is proving to be effective.

Care, guidance and support

Grade: 2

The quality of care, advice and guidance to safeguard learners is good. The centre places a very high value on ensuring the pupils' welfare. Good assessments are made of the pupils' abilities in literacy and numeracy as well as their attitudes to education and ability to work with others. The pupils' short-term progress is reviewed after each lesson and they are provided with feedback as to how they have achieved in relation to work and behaviour. Additional in-depth reviews take place termly and annually. In most cases, the individual targets set for pupils are relevant and measurable, although some lack precision and several pupils were unable to recall what they were. Child protection procedures are well known by all staff who are acutely aware of their importance. Relevant training has focused upon appropriate techniques and procedures including risk assessment for ensuring pupils' safety at all times. Staff are skilled in conflict resolution and encourage pupils to avoid confrontation and settle disagreements by discussion and an appreciation of the views of others. Staff remain

vigilant at all times to ensure a safe environment and any incidents are properly recorded and followed up. The pupils and their parents agree that the centre is a safe place to be and staff are easily approached with any problems. The centre's excellent links with external agencies, such as careers guidance, behaviour support, social services, mainstream schools and other partners promote the well-being of its pupils.

Leadership and management

Grade: 2

The headteacher and leadership group give good leadership, have an accurate awareness of the centre's strengths and weaknesses and provide well-focused direction for further development. They are well supported by all other staff who have ensured good improvement since the last inspection, for example, facilities for counselling pupils and opportunities for physical education and accreditation. Performance management is well established and supplemented by regular peer observation which enables all staff to have a clear view of their effectiveness in the classroom. Recent external monitoring by the LEA has been used well to check on the quality of teaching and confirm the school's views of strengths and weaknesses. Staff are well deployed according to their strengths although there is currently no-one to teach science. All staff are committed to improving the quality of teaching and access to the curriculum for all pupils as reflected by open discussions about their lessons and uptake of continuing professional development. The centre has a good range of self-review procedures, including surveys of parents' and pupils' views that identify where improvements are needed. As a result the school's capacity for further improvement is good. Current priorities in the development plan are designed to raise the achievement and broaden the opportunities available for all pupils. Although the management committee does oversee all developments, their monitoring role is insufficiently acknowledged in the plan itself. The centre's management seeks to improve pupils' attendance and monitors patterns well and additional resources are being negotiated to engage the significant minority who fail to attend. The centre has good plans in hand to raise levels further. Whilst some improvement is evident the centre rightly identifies more needs to be done. The need to provide a longer taught week for Key Stage 4 pupils is also acknowledged yet remains unmet. Nevertheless, the management committee provides adequate support for the work of the centre and is particularly knowledgeable regarding the role of the centre within the LEA's Behaviour Support Service and in ensuring that statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for making me welcome when I came to see you and your teachers at The Loxley Centre.

I agree with the staff, your parents and you that the Loxley Centre provides you with good education. You told me that you feel safe there and the staff are there to talk to if you need to discuss any problems. I could see that you enjoyed the lessons you take and it was especially good to see how hard you tried to improve your abilities in English and mathematics which will help you get back into school or get on when you leave at the end of Year 11. I know you are proud of the awards you get while you are there and this is a real achievement. The teaching you receive is good and it is clear that most relationships between you and the staff are positive. They have a good understanding of what you need to improve, although some of you have difficulty in remembering what targets have been agreed with you. As well as improving your school work, I was also impressed by the efforts you make to improve your attitudes to learning and your behaviour while at the centre. Some of you have excellent attendance records, although too many pupils do not attend the centre enough and so miss out on the opportunity to achieve as much as they should. The lessons you receive are well matched to what you need, although for pupils in Key Stage 4, the length of time you have being taught each week needs to increase so that you can learn even more.

There are a couple of things that have asked your centre to improve. One is to encourage more pupils to attend more regularly so that they can achieve as well as the rest of you. The centre also needs to increase the amount of time on lessons and other activities for those of you in Key Stage 4, especially in science. These things will help the centre to add to all the really good things that happen already.