



# Kingston Centre Pupil Referral Unit

## Inspection Report

**Unique Reference Number** 104286  
**LEA** Wolverhampton  
**Inspection number** 277123  
**Inspection dates** 28 November 2005 to 28 November 2005  
**Reporting inspector** Steven Parker RISP

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

<b>Type of school</b>	Pupil referral unit	<b>School address</b>	Valley Park
<b>School category</b>	Community		Cromer Gardens
<b>Age range of pupils</b>	4 to 11		Whitmore Reans
			Wolverhampton, West
			Midlands WV6 0UA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558 149
<b>Number on roll</b>	33	<b>Fax number</b>	01902 558 150
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	2 May 2000	<b>Headteacher</b>	Mrs Gillian Phillips

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 November 2005 - 28 November 2005	<b>Inspection number</b> 277123
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The Kingston Centre is a pupil referral unit (PRU) serving the Wolverhampton area. The centre provides support for primary-aged pupils who have experienced a range of difficulties in their mainstream schools and exhibit patterns of challenging behaviour. There are currently no reception-aged children. Nearly all pupils are boys, many come from deprived families and nearly a quarter come from minority ethnic backgrounds. Up until the recent opening of a special school on the same campus for the sort of pupils currently educated at the Kingston Centre, the local education authority (LEA) has placed many pupils in the centre for long-term, full-time schooling. It is not yet fully clear how this will change the role of the centre. A small number of the pupils have a statement of special educational need, but many are currently undergoing assessment, with the expectation that they will transfer at some point to the new special school. A few return to their mainstream schools and others go on to more appropriate specialist provision.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The centre provides a satisfactory education overall and some aspects of its work are good. The inspection confirms the centre's overall assessment of its own performance. Pupils' progress and achievements are satisfactory and sometimes good as the result of effective teaching and learning. Pupils are happy to attend the centre and engage successfully in the opportunities offered to them. They behave well and develop the ability to function independently. Their personal development and well-being are good. The centre has a good curriculum that is thoughtfully adapted to meet the needs of its pupils. Care and guidance are good and pupils and their families receive very well focused support from the centre's staff and other professionals. The centre's approach to assessing pupils' performance is satisfactory, but it does not check and record how well pupils perform in the longer term.

The centre is effectively led and managed and benefits from a supportive management group. Whilst the centre has continued to improve since its last inspection, its approach to monitoring and evaluating the outcomes of its work are not sufficiently rigorous or effective. Although there is, at the moment, no clear strategic plan for the centre's future role, it does have the capacity to adapt and make further improvements. It provides satisfactory value for money.

### **What the school should do to improve further**

- Develop more consistent and effective practice in assessing, recording and analysing pupils' achievements, to find out how well they are getting on in the long term, and so that staff can plan pupils' work better.
- Carry out more formal checks, fully involving the management group, on how well the centre is performing.
- Working in collaboration with the local authority, construct a comprehensive plan to develop the centre for its future role.

## **Achievement and standards**

### **Grade: 3**

Most pupils have had earlier negative experience of school and consequently are performing below the standards expected for their age when they arrive. The centre's sound teaching helps pupils to make satisfactory progress, so that their achievements are at least satisfactory and sometimes good. A small number make sufficient progress to approach normal attainment levels and return successfully to a mainstream school. Most pupils make good progress in developing their social skills and an ability to benefit from the learning opportunities offered to them. As a result, they have increasing confidence in their capabilities over time and their academic performance improves. The centre makes satisfactory use of its knowledge of how pupils are doing to set realistic targets. There are no differences in the performance of pupils with additional needs or different ethnic groups.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good. They enjoy taking part in lessons and other opportunities to learn about the world around them. They clearly know what they have to do to improve and try hard to live up to the high, but realistic, expectations that staff have of them. They talk appreciatively about the positive relationships that they have with staff and the focused individual help that they receive through the impressive holistic educational therapy programme. This programme also contributes significantly to their health and emotional well-being. A thoughtfully structured rewards system, combined with consistently applied rules, motivates pupils to learn how to manage themselves and adopt safe practices. As a result, behaviour is good. The centre's policy on bullying is understood by staff and pupils alike and any incidents are dealt with quickly and effectively. Pupils say that they feel secure because of this. Their spiritual, moral, social and cultural development is good. During lessons, pupils reflect on a range of issues and learn successfully to be mutually respectful and to value others. Attendance has previously often been poor, and this improves markedly for many. Compared with similar settings, it is good. Pupils are proud of what they achieve because their work is celebrated around the school in high quality displays; and they are keen to show it to visitors. Pupils are starting to function independently and to make a positive contribution to society. They are well prepared for their future economic well-being through developing their basic skills and participating in a wide range of community activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching in the centre is satisfactory overall and sometimes good. The inspector's judgements about teaching closely match the conclusions reached by the centre's leadership team in their regular monitoring of lessons. Lessons are planned to involve all pupils at their individual level because all staff know them well. Activities are properly structured to ensure that pupils experience success in their learning. Teachers work in effective partnership with their learning support assistants, ensuring that any behavioural difficulties are dealt with quickly and effectively. As a result, the learning of groups is not unduly disturbed. There is a helpful prioritisation of literacy, numeracy and communication skills and lessons are mostly lively and engaging. The centre's assessment procedures have been improved, but information is still not always gathered and used consistently to plan for the next steps in learning, nor effectively to demonstrate pupils' progress over time.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good, as the result of the thorough development work that has been done since the last inspection. It is suitably broad and balanced, incorporating all elements of the National Curriculum to ensure that pupils can return successfully to mainstream schools if they have made sufficient progress. It is also relevant. The centre rightly prioritises developing its pupils' social skills. At the same time, it ensures that they also learn and consolidate basic skills, including the use of computer technology, across all subjects. There is a well planned personal, social, health and citizenship programme woven through the timetable. There are good opportunities for physical activities both in the centre, using the valuable resources, like the dance studio, available on the campus, and out in the community, when pupils participate in outdoor education days, which include sailing and canoeing.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. Pupils are well cared for through the individualised learning programmes planned for them, on the basis of good knowledge of their needs and difficulties. The centre provides a safe and secure setting for its learners. There are robust child protection procedures and pupils' welfare is at the core of the centre's thinking, whether in the buildings or out in the wider community. Good relationships are nurtured with other professionals and a comprehensive package of support is offered to pupils and their families. As a result of this very well focused input, pupils confidently engage in their learning, come to understand how best to manage their own behaviour and develop the social skills necessary to enable them to become more successful young people. Parents are particularly appreciative of this aspect of the centre's work. A typical comment was 'The time my son has spent at the centre has made a real difference to his life – and to ours'.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher provides a clear lead to the whole staff, working in a productive relationship with her deputy. The centre knows itself well on an informal basis and plans appropriately to improve those aspects of its activity that require attention. Since the last inspection, there have been improvements in the curriculum, resources and teaching and learning. Good performance management processes inform planning for professional development and training opportunities, which has helped in this process. The views of pupils and learners are sought frequently and these also contribute to the improvement planning process. However, the centre's approach to gathering information and analysing the results to evaluate the outcomes of its work are not as detailed or structured as they should be, neither are subject leaders fully involved in this activity yet. Consequently,

for example, it is not easy to gauge the progress that pupils make over time from their records. The management group is very supportive, and individual members visit the centre. It receives good, timely reports from the headteacher and engages in productive debate over issues. It is, however, not yet holding the centre properly to account, because it is not asking for, or being given, the sort of useful information that could help them in that approach. Examples of this are background analyses and commentary on achievement and exclusion statistics. The local authority has an overall strategic plan for the development of services for pupils with emotional, social and behavioural difficulties educated other than in mainstream. However, there is not, as yet, any clear view of how the centre itself should develop its resources, skills and activities to make the most effective contribution it could to the overall service provision.





## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

The Kingston Centre Valley Park Campus Cromer Gardens Whitmore Reans Wolverhampton  
WV6 0UA

19 December 2005

Dear Pupils

As you know, I visited your centre recently to find out how well you are doing. Thank you for making me feel so welcome, showing me your work, some of which really impressed me, and talking so confidently about how you feel. I really enjoyed being with you and finding out your views on the Kingston Centre and about the problems some of you have had in mainstream schools. I was glad to hear how much you appreciate the support you get from everyone at the centre and how this has helped you to feel more positively about your futures.

What I liked about the centre

- It is a happy place, where you enjoy learning about a range of things.
- Your teachers make sure you work hard and do the best you can.
- When I learned about some of the difficulties you have had in the past, I thought you behaved very well.
- Teachers and other staff look after you very well and help you to feel good about yourselves.
- The headteacher makes it possible for everyone in the centre to work together successfully.

What I have asked the centre to do now

- Develop better ways of finding out how well you are getting on so that they can plan your work even better.
- Find more ways of showing how well the centre is doing its work.
- Plan in more detail for the changes that they will have to make in the future.

Yours sincerely

Steven Parker Lead Inspector