



Kingsfield Centre

Inspection Report

Unique Reference Number 133356
LEA SUFFOLK LEA
Inspection number 282303
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mr. Mike Kell LI

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

Type of school	Pupil referral unit	School address	Chilton Way
School category	Pupil referral unit		IP14 1SZ
Age range of pupils	7 to 14		
Gender of pupils	Mixed	Telephone number	01449 613931
Number on roll	14	Fax number	01449 775421
Appropriate authority	The governing body	Chair of governors	Mr.Duncan Macpherson
Date of previous inspection	Not applicable	Headteacher	Mrs. Marion Aust

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The unit opened in September 2001 and has not been inspected previously. It admits pupils from a wide area of the county and is funded for 24 places. Most pupils have been permanently excluded from mainstream schools, while others are in danger of being excluded. Pupils in this latter group are dual registered, being on the roll of both their mainstream school and the Kingsfield Centre. Most pupils are enrolled full-time, while others may attend for up to three days a week, depending on need. There are two core teaching groups; one for pupils in Key Stage 2 (Years 3 to 6) and the other for Key Stage 3 pupils (Years 7 to 9). There are approximately equal numbers of pupils in each key stage. The vast majority of pupils are from a White background and all of them speak English as their first language. There are very few girls on roll. The large majority of pupils have a background of social and economic deprivation, and all have a history of disrupted schooling. A small number of pupils are looked after children. A minority of pupils have a statement of special educational need for social, emotional and behavioural difficulties, or are undergoing statutory assessment to determine if such a statement is appropriate. Overall, pupils enter the unit with levels of attainment that are below national expectations, although for a few older pupils' attainment is in line with the average for their age. Pupils' attainment levels remain depressed throughout the relatively short time that they spend in the unit. The Kingsfield Centre is also the base for one of the western area teams of the county behaviour support service. These teachers and behaviour support assistants work with non-centre pupils with social, emotional and behavioural difficulties in the full range of mainstream schools. They are managed by the headteacher of the centre, but this service was not inspected at this time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The local authority, the management committee and the headteacher are right in thinking that the Kingsfield Centre is a good pupil referral unit. It is fulfilling an important role and provides good value for money. The unit is successful in achieving what it sets out to do. That is, to maintain some pupils in their local schools when they are in danger of being excluded and to return permanently excluded pupils to mainstream schools. A striking feature of the centre is the emphasis given to removing pupils from its register as quickly as possible. At a very early stage, consideration is given to pupils' possible destinations as staff draw up draft exit plans. Consequently, staff, pupils and their families have a clear understanding of the type of next school that is being considered and some indication of the targeted time scale. The local authority, in its role as the responsible authority, uses the centre appropriately for those relatively few pupils who are placed there with a statement of special educational need or for their needs to be assessed formally. The centre's effectiveness lies in its success in giving pupils a sense of achievement and a more positive attitude towards school. The centre is able to do this because the headteacher, the members of the senior leadership team, the management committee and the local authority have liaised very well together to develop and implement a clear strategic plan. This has been particularly evident in the last two and a half years. During that time, the centre had to expand from admitting only Key Stage 2 dual registered pupils, to also having on roll permanently excluded Key Stage 2 and 3 pupils. High quality leadership has established provision that enables the unit to meet its aims through developing two critical areas of its work: - focusing on developing pupils' personal development - teaching pupils effectively so that they achieve well and make good progress. The centre's priority is to encourage pupils' personal development. It succeeds in doing this well. Staff seize many opportunities to promote pupils' social understanding and moral awareness. The curriculum provides good opportunities for pupils' cultural development. There are no planned occasions to develop pupils' spiritual awareness in a religious way, but the centre does provide a richness of experiences that are not a usual part of pupils' everyday lives. The ethos of the unit, and the formal systems that have been established focus particularly well on improving pupils' attitudes and behaviour. Two key indicators show the successful impact of this emphasis. Pupils' attendance is generally good because overall they enjoy their learning and want to be in school. The number of fixed term exclusions is relatively low. This is because pupils generally comply with the centre's behavioural guidelines and respond positively to staff's high expectations. For instance, prior to Key Stage 3 pupils being admitted it was decided that they would wear a uniform, would remove headwear in the building and would not bring in mobile telephones. The staff's determination to make these issues 'non-negotiable' has paid dividends and pupils do not now challenge these rules. The centre uses a points system to measure features of pupils' personal development, such as following instructions and staying in lessons, but staff do not monitor and formally record this data to track progress. Staff's consistent application of high expectations, even with an ever changing pupil roll, means that pupils generally behave well in lessons and around the centre. Consequently, relatively little time is

lost in lessons refocusing pupils and managing their behaviour. This is a major factor that contributes to the good learning that takes place. Lessons are well taught. Teachers generally have a good knowledge of the subjects they teach. They have good relationships with their pupils, and when pupils' behaviour does become particularly difficult and challenging they generally manage these situations efficiently. On occasions, teaching is less effective. This is especially the case when the activities provided are too difficult, or when teachers are unable to prevent low-key behavioural issues escalating to the extent that confrontation follows. However, these situations are rare. The quality of lesson planning is variable. Often, it is insufficiently detailed and does not indicate what teachers anticipate their pupils will learn. Therefore, teachers are not in position to assess in sufficient detail the extent of learning that has taken place and to use this information in planning the next lesson. Assessment generally, and the use of this information, is no better than satisfactory. This is because not all staff are sufficiently experienced or confident in assessing work in terms of National Curriculum levels and explaining to pupils exactly what they need to do to move from one level to the next. Therefore, pupils' progress is not being tracked as effectively as it might be. Senior staff have been planning to address this, but now is the time for them to do so.

What the school should do to improve further

- Develop the quality of lesson plans and marking procedures. - Analyse and use the information it gathers about pupils' academic achievements and personal development.

Achievement and standards

Grade: 2

Pupils' positive attitudes and the good quality of teaching are significant factors in ensuring that pupils achieve well. However, the good academic progress that pupils make is also influenced directly by other features of the centre's provision, especially the; 1. quality of the curriculum; 2. support work with families; 3. care and guidance that pupils receive; 4. links with partner schools. 1. Pupils are provided with an exceptionally good curriculum. It has much more variety than that normally found in a pupil referral unit. Senior managers deploy staff in ways that provide pupils with learning opportunities that broadly match those found in mainstream schools. The maintenance of such a parallel curriculum means that pupils are best placed to re-integrate smoothly at the appropriate time. 2. Centre staff work hard to encourage pupils' parents to re-engage with the education system. The few parents' questionnaires that were returned show that the centre is very successful in this respect. This, in turn, prompts parents to be increasingly supportive of their children. They were unanimous in their support of the centre, with additional comments being added, such as 'the school has exceeded my expectations'. 3. Many pupils have lifestyles that make them vulnerable, and most are very fragile emotionally, with very low self-esteem, little understanding of the feelings of others and find it very difficult to conform. While staff are sensitive to these characteristics, they do not allow pupils to use them as excuses for unacceptable behaviour. On the contrary, each pupil's behaviour is

evaluated and scored at the end of each session. Some pupils receive good support from the input of in-house staff such as the art therapist. Most pupils also receive good levels of support and guidance through the centre's links and collaborative work with other agencies such as social services departments, the youth offending team and child and adolescent mental health services (CAMHS). 4. The centre has established outstanding links with mainstream schools across a wide area of the county. The headteacher's management responsibility for both centre and behaviour support service staff is influential in this respect. It means that there is a close working partnership between these colleagues and those teachers in schools in which pupils are dual registered or into which they are re-integrated.

Personal development and well-being

Grade: 2

The centre does effective work in teaching pupils about being safe and remaining healthy. Key Stage 3 pupils are prepared satisfactorily for leaving school and living in the community. For instance, staff engineer opportunities for them to work together in teams, ranging from small groups taking part in a 'dictionary challenge' to a larger group working on a community project.

Quality of provision

Teaching and learning

Grade: 2

Much of the senior staff's good knowledge of the centre's strengths and weaknesses stems from their effective monitoring of lessons. This has contributed greatly to the centre's overall high standard of teaching and learning, and lesson observations have also identified potential situations where additional support has had to be provided.

Curriculum and other activities

Grade: 1

Very good accommodation and high quality resources are managed in ways that encourage pupils to achieve well, as is the planned use of community facilities through visits to such places as the USAF base at Mildenhall, Norwich Castle and Baylham House Rare Breeds Farm.

Care, guidance and support

Grade: 2

The centre has good systems and procedures for protecting pupils' health, safety, care and welfare. Child protection procedures are in place and all staff are vetted appropriately before being allowed to work alone with pupils.

Leadership and management

Grade: 2

The good leadership and management provided by the local authority, the management committee and the senior leadership team mean that the centre is well placed to develop further.

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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	NA	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	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	1	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	1	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	2	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	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome when I visited the centre. I saw nearly all of you in class and I was also able to have lunch with everyone over the two days. Mrs Aust and other senior staff manage the Kingsfield Centre well. It is a good school. It is exceptionally good at working with other schools so that you are able to return there when you are ready to do so. I know that all of you had very many difficulties in your last schools, and that in many instances your attendance and behaviour were poor. The staff understand the difficulties you have had and they are trying very hard to help you to manage your own behaviour. You seem to be responding very well to this. I was impressed with the attendance, behaviour and attitudes of the vast majority of you, although one or two of you could try to avoid making unnecessary and inappropriate remarks that occasionally disrupt lessons. I liked the way in which the staff try to help you live a safe and healthy lifestyle. Also, I was very impressed with the way in which the staff have made their expectations very clear. It was very noticeable that almost all of you wore a uniform and there were no baseball caps, hoods or outdoor coats in the building, none of you were using mobile telephones and nor did any of you attempt to break the no smoking rule. I liked many features of the centre. There is a very good range of subjects that you can study and the building and resources are also very good. I think that lessons are good. Your teachers give you an interesting variety of activities and provide a great deal of encouragement and support. You are taught well and make good progress, but I think that your achievements might be even better if all teachers planned lessons in a way that allowed them to check what you have learned at the end of each session. It would also help if teachers assessed more of your work by referring to what you need to do to move from one National Curriculum level to the next. The centre is a safe place in which to work and staff provide you with good support and guidance. Thank you once again, and I wish you well in the future.