



Harbour PRU

Inspection Report

Unique Reference Number 134762
LEA SUFFOLK LEA
Inspection number 282681
Inspection dates 13 July 2006 to 14 July 2006
Reporting inspector Mr. Ian Naylor AI

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

Type of school	Special	School address	School Road
School category	Pupil referral unit		NR33 9NB
Age range of pupils	7 to 12		
Gender of pupils	Mixed	Telephone number	01502 539755
Number on roll	13	Fax number	01502 539708
Appropriate authority	The governing body	Chair of governors	Mr. Roger Bellam
Date of previous inspection	Not applicable	Headteacher	Mr. Paul Baverstock

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The Harbour PRU (Pupil Referral Unit) opened in May 2004. Most pupils are in Year 8 and are from a White British heritage. The primary aim of the unit is to help pupils return successfully to mainstream schools. Thirty three pupils joined the unit during the academic year 2005 to 2006. Twenty eight have left to return to mainstream schools or other placements. Pupils' attainment on entry is below average. About half of the pupils have free school meals. All pupils in school have been excluded or are likely to be excluded from mainstream schools. Pupils have emotional and behavioural difficulties and many have other medical or learning needs related to conditions such as autism, or attention deficit hyperactivity disorder. A quarter of pupils have a Statement of Special Educational Need. Nine places in school are for pupils who have been permanently excluded and the rest are part time places. The school provides 'outreach' support for pupils in the Suffolk northern area schools. The PRU is housed in temporary accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Harbour is a good and improving pupil referral unit. It is a calm, caring and orderly place for learning in which pupils feel safe and secure. These achievements are made possible because of the excellent leadership and direction of the headteacher and deputy headteacher, supported very ably by the staff team. The school's self-evaluation is accurate and judgements closely match those of the inspection. Pupils make good progress in their basic literacy and numeracy skills and especially good progress in their personal and social development from the time they are admitted. This is due to the very good welfare support pupils receive from staff that helps to promote their self-esteem and confidence. Pupils reintegrate successfully into mainstream schools. Teaching and learning are good, but assessments of pupils' progress are not always recorded effectively to help teachers plan lessons or to demonstrate pupils' achievements clearly to receiving schools. The curriculum is good and pupils are well supported by the engaging and challenging range of practical and skill based learning activities. Pupils are closely involved in community based projects. Pupils are right in their view that school lunches are unhealthy. There are excellent partnerships and liaisons with staff in other schools which help the reintegration of pupils. The unit also provides very good support for a large number of schools through its excellent 'outreach' programme. Leadership and management are good. The management committee is supportive and has played a key part in the development of the unit. Much has been achieved in a short time to provide the necessary accommodation and resources and a strong management structure. The unit makes very good use of the support of a number of other services, agencies and professionals. It demonstrates a very good capacity for further improvement and provides good value for money.

What the school should do to improve further

- Improve the recording of pupils' attainment and progress so that it helps teacher's plan more effectively and to demonstrate pupils' achievements more clearly to receiving schools.
- Improve the quality of pupils' school lunches.

Achievement and standards

Grade: 2

Achievement is good. Good teaching and good induction procedures mean that pupils make swift progress from the time they are admitted. Pupils make good progress in their basic literacy and numeracy skills and catch up on lost ground caused by their previously poor learning experiences or non attendance at school. Pupils make good progress in the unit's own Award Scheme. This motivates pupils to learn because it provides accreditation for each element achieved successfully. Pupils also have very good success in the unit's Outdoor Leaders Award Programme which mirrors some of the elements of the Duke of Edinburgh Award Scheme. Pupils make good progress in information and communication technology (ICT) and in personal, social and health education (PSHE). Most significantly, there is a 100% success rate in pupils'

reintegration to mainstream schools. Looked after pupils and those with special educational needs make good progress. Pupils themselves rate their own progress as good and this is echoed by the views of their parents. Receiving mainstream schools confirm that pupils make good progress during and after reintegration.

Personal development and well-being

Grade: 2

Pupils' personal development is good with some outstanding features. The excellent ethos in the unit means that pupils adjust and quickly regain a positive attitude to learning. They enjoy the variety of activities provided. They develop very good relationships with staff whom they feel listen to them and treat them with dignity and respect. They consider that they are treated 'more like adults'. Consequently attendance is good and pupils make great progress in their social skills and behave well. They grow in confidence and self esteem and learn to be more independent in their learning. Their responses are therefore more positive and they enjoy learning. Pupils' spiritual, moral, social and cultural development is good and pupils are able to express their views well. Most pupils quickly realise that they want to return to mainstream schools as soon as possible and work very hard to achieve this. They take great pride in all that they do, as is seen at the end of each week when they receive certificates for Unit Awards or success in the Outdoor Leadership Programme. Through well focussed PSHE opportunities pupils learn about healthy lifestyles and keeping themselves safe. They are able to express their views clearly about the lack of a healthy lunch menu. They take part enthusiastically in swimming and physical education and enjoy events such as sports day. Pupils make outstanding contributions to community activities, such as the garden project. Pupils appreciate the need to prepare themselves for their future education and therefore make a success of their placements at mainstream schools prior to full integration.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good. It has an outstanding aspect in the wider context of supporting pupils' successful return to mainstream schooling. Teaching is successful because from the moment pupils arrive at the unit, staff have very high expectations of them, but also establish very good relationships. They treat pupils with courtesy and consideration. Teachers use a variety of different learning styles and individual approaches to engage pupils. They provide interesting activities. For example, in an ICT lesson pupils used digital photography and music to make a media presentation of their sports day. This promoted very successful learning. Staff work together very successfully to manage behaviour using clear targets which are agreed and understood by pupils. This process is a major contributor to pupils' successful reintegration. Through careful collaborative planning teachers have a good knowledge of pupils' learning and special educational needs. However, more can be done to ensure that the recording

of pupils' achievement and progress is completed efficiently to help teachers plan pupils' next steps in learning and to provide a more informative record of work done for receiving schools.

Curriculum and other activities

Grade: 2

The curriculum is good. It focuses well on activities that engage learners in the relatively short period of time that pupils spend at the unit. A good balance is achieved between academic and practical activities for developing pupils' basic skills. There is a strong emphasis on individual learning. However, the school's facilities are restricted and this reduces opportunities for pupils in some of the more practical subjects, such as science and physical education. The programmes for PSHE and physical education are strong. Afternoon activities are aimed at supporting pupils' skills development. This programme includes activities such as the Outdoor Leaders Programme which is enjoyed by pupils and introduces them to a range of community service, team work and expedition activities. Pupils make visits out of school that enrich their curricular experiences, such as the visits to the London Imperial War Museum and Globe Theatre. The link with the local Connexions service helps pupils prepare for the world of work effectively.

Care, guidance and support

Grade: 2

Care, support and guidance are good. There is very good pastoral welfare and this is reflected in the unit's good mentoring scheme which gives each pupil an opportunity to have an adult to talk to. The arrangements for child protection and safeguarding pupils are securely in place. Very good attention is given to health and safety. Attendance is closely monitored and is good. Staff make good use of pupils' individual education plans and behaviour plans to support their progress, but there is scope for further development in the way the school records pupils' progress generally. Plans and procedures for pupil reintegration to mainstream are highly developed in conjunction with partner schools. The unit has established good liaison with a growing number of other agencies and professionals to provide additional support to pupils and their families, and has plans to extend these still further.

Leadership and management

Grade: 2

Leadership and management are good. There is outstanding leadership and direction from the headteacher, who is very well supported by the deputy headteacher. Together they have established good management systems and procedures. They have recruited an experienced and dedicated staff team who have clear roles and responsibilities. The school development plan identifies areas for further development well. Subject leaders are developing their subjects confidently and expertly and this is demonstrated in the good achievement of pupils. Staff training and professional development is well established. This has resulted in, for example, the good teaching, curriculum and

welfare support required to meet the unit's primary aim of the successful reintegration to mainstream schools for all pupils. There is very good management and deployment of staff both at the unit and for the outreach service to schools. Receiving schools are very complimentary and happy about the quality of the service provided for reintegration and for the professional advice and training provided for them by the unit's staff. The management committee provides good support to the school and has played a key part in the development of the unit since it began work. The management committee does not have close enough involvement in the evaluation of the unit's work, for example, by making enough visits to the unit's classrooms or to those where pupils are placed in mainstream schools, so that members have a clearer idea of the day to day work of the school.

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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	3	NA
The extent to which learners make a positive contribution to the community	1	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	1	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	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	No
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 the way you made me feel very welcome at the Harbour, for talking to me and showing me your work. I was very impressed with your determination to succeed and to do your best to return to mainstream schools. You work very hard to improve your work and your behaviour. I think that the teaching is always good. Staff listen to what you have to say. You are pleased with the way that they treat you as young adults, respect your views and help you to succeed in all that you do. The activities that the Harbour provides for you are good and you obviously enjoy working to gain the Unit Awards and Outdoor Leadership Awards. Well done on the success that you achieve! I think that the headteacher and the deputy headteacher are very good leaders who give you all the support that you need with your work and your re-integration into mainstream schools. I have told the school that there are two areas that could improve. Records about how well you are doing in lessons need to be more detailed, to help you to make even better progress. The school should also improve the lunches, which you say are not very good at present. With best wishes for the future.