

Granville Pupil Referral Unit Nurture Support Centre

Inspection report

Unique Reference Number	131633
Local Authority	DERBYSHIRE
Inspection number	293799
Inspection dates	8–9 May 2007
Reporting inspector	George Derby

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	9
Appropriate authority	The local authority
Headteacher	Mrs Isobel Malloy
Date of previous school inspection	11 March 2002
School address	c/o Granville Community School Burton Road Woodville Swadlincote Derbyshire DE11 7JR
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Age group	7–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The centre, located in Granville Community Secondary School, opened in 2004. It supports up to 10 pupils aged 7 to 11 who are experiencing severe behavioural, emotional and social difficulties (BESD) at their mainstream schools. They are at risk of being permanently excluded. Two pupils currently have a statement of special educational needs. All pupils are of White British origin. The pupils attend the centre in the afternoons for about 24 weeks (two terms) and are registered at both the centre and their mainstream school. There is just one teacher at the centre and two teaching assistants.

A nurture programme is followed, designed to address pupils' emotional and developmental needs. No subjects are taught and the focus is not on academic achievement. Topics are chosen to support personal development. They are designed to help pupils live and be educated in their local community and to equip them to be motivated and enjoy learning. Assessments made on entry to the centre show that pupils are severely delayed in their emotional and social development, although their academic attainment is often broadly typical for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Granville achieves well what it sets out to do and provides good value for money. The centre provides effective nurture for pupils who find it difficult to cope with the demands of mainstream school. As a result, over their time in the centre they learn to manage their own behaviour better, respect adults and each other more and improve their self-knowledge and self-esteem. Although academic standards remain average during their short stay, pupils achieve well in relation to the key objectives of the placement. This puts them in a good position to return to a mainstream school and to contribute to community life.

Over the three years it has been open, the centre has developed well. This is because the head of centre has created a positive ethos in which pupils flourish. It has also had good support from the local authority (LA) behaviour support service. Thorough LA quality assurance processes have helped to guide the next steps of its development. Leadership and management are satisfactory. The way the centre checks on how well it is doing and measures this is satisfactory and it is adequately placed to improve further. The centre's view of itself is mostly accurate, although there are a few areas where it is too generous. The centre has not had the benefit of a management committee since it opened, which is unsatisfactory.

Pupils' personal development is good. At the centre, their attitudes are positive and behaviour is good. This is because they are supported well, teaching is effective and the programme they follow is good and based closely on their needs. Activities are planned weekly, often chosen on the success of previous planning. However, these are not yet planned on a longer-term basis, especially to show how topics and targets link. The accommodation is well organised but extremely cramped and lacks important facilities, such as a place to meet parents and space for pupils who need to reflect quietly.

Relationships between staff and pupils are outstanding and pupils quickly form friendships with each other. Trust and respect develop very quickly. There is a good focus on pupils taking responsibility for their learning and behaviour. However, there are some missed opportunities to help them keep track of how they are doing in relation to targets and to review fully their performance at the end of the day. In addition, detailed analysis to identify trends and patterns in pupils' progress is not always rigorous enough. Pupils thoroughly enjoy coming to the centre and particularly the play activities. All feel that the centre staff give them time and will listen. They say this is the main reason why they do well. Pupils also have a satisfactory knowledge of how to stay healthy and safe and make a good contribution to the life of the centre.

Communication with schools and parents is good, and they are positive about the work of the centre. Headteachers report that while their pupils attend, there is a similar improvement in behaviour and attitudes at school but that for some, sustaining this afterwards can be difficult. A few feel that transitions back to school for some can prove difficult and improvements do not always successfully transfer. Re-integration is generally supported well, although the centre's clear and detailed final evaluations of progress often miss the opportunity to identify what pupils need to do next and how strategies employed can be transferred to larger classes where there is subject teaching.

There are good links with partners and external support is sourced through review and planning meetings. Formal feedback, in the form of questionnaires from partners, is mostly positive, although the centre's questions are not always probing enough to secure a good range of information needed to plan for improvement.

What the school should do to improve further

- Provide more regular feedback to pupils on how they are improving in relation to their targets and provide greater advice to mainstream schools on how pupils' needs can be met during and after transition to these schools.
- Extend planning by providing long and medium term planning of activities.
- Improve self evaluation by thoroughly analysing data on pupils' progress and ensuring that questionnaires to stakeholders are probing and support improvement.
- Ensure, through the LA, that the centre is supported by a management committee which monitors and evaluates its work and acts as a critical friend.

Achievement and standards

Grade: 2

Pupils make good progress in their social and emotional development and in their readiness to learn while at the centre. They achieve well in relation to their challenging targets, which aid personal development. Most pupils return to mainstream schools; few transfer to other pupil referral units. They have positive attitudes, are cooperative and are better at dealing with situations, especially where they are challenged or confronted by others. Mainstream schools and parents talk positively about the way in which pupils change their attitudes when at the centre and that during the mornings, they are calmer and much more responsive in lessons. However, a few have concerns over longer-term improvement and about how their learning at the centre can be sustained in an academic environment.

Personal development and well-being

Grade: 2

Pupils are highly delighted to be at the centre. Schools and parents report that they really look forward to going there. Attendance is good and for some the improvement is remarkable. The considerable emphasis on pupils' self-knowledge, self-esteem and confidence has a positive effect. As a result, their spiritual development is particularly good. The ability of most to reflect on their behaviour is excellent. They learn to work together and form good relationships with each other. A key strength is the way they learn to take turns and negotiate. They develop a good understanding of right and wrong. Cultural and multicultural understanding is satisfactory and pupils' awareness is certainly raised. However, these aspects occur as a result of an issue, idea or a link with a topic arising, rather than through systematic planning.

Pupils gain a satisfactory knowledge of healthy lifestyles. They have ready access to water and frequently get drinks. They generally eat healthily, choosing fruit at snack time, although the sweets given after an activity sometimes cause consternation when pupils cannot have more! There is little opportunity for physical exercise because the curriculum does not include this and there are no facilities. Pupils' awareness of keeping safe is satisfactory. They learn to deal with difficult situations, how to stand back and avoid confrontation, for instance. They generally follow the safety routines of the centre. Most use equipment sensibly, although some need to be more vigilant at times. Community harmony is quickly established and pupils take their responsibilities seriously.

Quality of provision

Teaching and learning

Grade: 2

A key strength is the way staff praise and value pupils' achievements, raising their self-esteem and confidence. The pace of sessions is swift and interesting activities and good resources keep pupils engaged. Staff work well together and are clear about how to help pupils, such as guiding their play and modelling an activity. Effective, practical planning results in activities and work which are based on the good assessments of pupils' emotional needs. At times, though, all pupils do the same activity, despite a wide level of ability. For a few, therefore, the work is not always challenging enough.

Ongoing adjustments are made to pupils' targets, and staff frequently reflect on pupils' progress and responses and what the next steps should be. There is a clear focus on them knowing what they must do to improve in broad terms and pupils can recite their fortnightly targets and say what they must do to reach them. However, there are missed opportunities to share the more refined targets with pupils, such as those for each session, and for them to receive feedback on what they have achieved at the end of a session, each day or week.

Curriculum and other activities

Grade: 2

The curriculum is very well structured. It aids pupils' security and progression towards their key goals. The specific activities are well chosen to give pupils the confidence to try hard, take risks and make a positive contribution. Those, such as construction, sand, water, role and cooperative play, provide pupils with opportunities which they may not have fully benefited from in their early childhood. There is a good range of enrichment through visits and visitors. Activities are thoroughly planned on a weekly basis, although there is no long or medium term planning, especially to ensure that themes and ideas are linked to provide an even more effective sequence of learning.

Care, guidance and support

Grade: 3

Personal support and guidance for pupils are good. The building of relationships leads to great trust and willingness to respond to adults. Personal knowledge gained through effective working with school staff, professionals and parents aids the process of meeting needs well. Information gained from assessments is used effectively to plan new activities and targets, although tracking data is not always fully analysed to identify trends and patterns and there are missed opportunities to help pupils track their own progress fully through the course of an afternoon or week. Pupils' safety is adequately addressed as all members of staff have been checked for their suitability to work at the centre. The child protection officer is knowledgeable and suitably trained but some other staff have yet to attend the latest update training.

Leadership and management

Grade: 3

Leadership and management are satisfactory and the main thrust of the centre's development has been to get the approach and setting right, which the head of centre has clearly done. Reasonable progress has been made in developing the processes by which it knows how well it is doing. These are much broader now but analysis of the impact of its work over time and on pupils and their placements is more limited and just beginning. Actions arising from self-evaluation and those identified in the improvement plan are more closely aligned but these have not always been carried through swiftly enough, such as improving access and use of information and communication technology for pupils. Some also lack precision and need to be more sharply focused. The centre has not had the support of a management committee since it opened. This is unsatisfactory. The LA is in the process of rectifying this.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 May 2007

Dear Children

Inspection of Granville Pupil Referral Unit Nurture Support Centre

During my visit, I couldn't fail to be impressed with how well you behaved and how thoroughly you were enjoying your time at the centre. I know that you like the fact that there are no subjects to learn, because you told me so!

You are learning though, and doing well. This is because what Mrs Malloy provides is good and she checks on how well you are progressing. You know why you are at Granville and what you must do to improve. The activities such as cooking, playing, circle time and construction all help you concentrate, work with others, plan ideas and express yourselves in a positive way.

You know that I phoned your parents and headteachers. They, too, told me how well you were getting on and how pleased they were with what you were doing at home and school.

I have asked Mrs Malloy and some other people who help manage the centre to think about how they can improve what goes on and what you do. Here is a list.

- I think you need to know more about what you are aiming for in each session and how well you are doing, especially at the end of a session, each day and when you are starting to go back to school. Your teachers also need to know how they can help you further, once you are back at school, so you keep up the good work.
- Your work and topics followed should be planned in a way so that you know what you are doing over a number of weeks.
- The questions asked of your parents and teachers about how well you have done need to be designed to give more information about what could be improved. Staff are going to find out what helps you make the most progress and use this to improve the centre's work.
- Your centre needs 'governors', just like you have at school.

George Derby

(Lead Inspector)