

# Hornsea Pupil Referral Unit

## Inspection report

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<b>Unique Reference Number</b>	133735
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	294101
<b>Inspection date</b>	11 December 2007
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	12
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Darren O'Neill (Acting Chair)
<b>Headteacher</b>	Mr John McGill
<b>Date of previous school inspection</b>	1 June 2005
<b>School address</b>	Southfield Lodge Hornsea Primary School 106 New Begin Hornsea East Riding of Yorkshire HU18 1PB
<b>Telephone number</b>	01964 537359
<b>Fax number</b>	01964 537359

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This unit is located in the centre of Hornsea. It serves the coastal area of the East Riding of Yorkshire. It has ten full time equivalent places for boys and girls aged between 11 and 14, who have been excluded, or who are at risk of exclusion from school. At the time of the inspection the unit had 12 students on roll. The majority of these attend the unit on a part time basis. All students are dual registered with their originating secondary school. They enter the unit throughout the year. Most are from a disadvantaged social and economic background. Very few students have a statement of special educational need, though all have some learning difficulty and/or disability. All students are from a White British heritage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Southfield Lodge is a good pupil referral unit. Its effectiveness is reflected in a comment by one parent, 'The school has made a vast change for the better in my son'.

Students enter the unit with academic standards which are below average. Their behaviour is often aggressive and disruptive and they have low self-esteem and self-confidence. However, because teaching in the unit is effective and the curriculum is exciting and varied, students make good progress in all subjects and achieve well.

Students' personal development is good. This is directly linked to the good provision to promote their spiritual, moral social and cultural development which underpins the work of the unit. As a result, students' attitudes to learning and behaviour improve greatly in a short time. Their concentration improves so they are able to stick at tasks for substantial periods of time. The dedication and commitment shown by all students in completing very high quality and substantial pieces of creative art work in a range of media is testament to this.

Teaching and learning are good because teachers set interesting work that is well matched to what each student needs to learn. Typically, lessons have good pace, variety and challenge as well as giving students many chances to work independently. As a result, students make good progress in most subjects across the curriculum. However, some opportunities are missed for students to undertake extended and descriptive writing, for example about the excellent creative work they undertake and complete.

The good curriculum ensures that students make progress in the key areas of learning. A significant amount of the curriculum is practically based, using real-life scenarios, which allows students to relate what they are learning to the world they see around them. Personal, social and health education has a high priority and makes a good contribution to students' understanding of how to live a safe and healthy lifestyle. A wide and varied programme of enrichment activities, including visits and visitors, sport, cultural and aesthetic activities, enhances students' experiences well.

The unit takes its responsibilities for safeguarding students seriously. It has good links with a range of professional organisations and groups. This ensures that all students, including those in the care of the local authority, are well supported. Internally, its system for tracking the progress students are making is effective and accurate. The information this provides is used well to agree, with students, challenging targets for both their behaviour and academic progress. However, the school does not give enough attention to reintegrating students quickly into other schools or educational facilities, as appropriate to their age, to help prepare them for the next phase of their lives.

Leadership and management are good. Under the calm and decisive leadership of the headteacher, the staff work closely yet flexibly to ensure that provision meets the needs of every student. The spirit of cooperation and openness demonstrated by the staff quickly imbues every student. Individual staff have specific areas of responsibility to which they pay close attention. Regular monitoring of all aspects of the unit's work ensures that any emerging issues are quickly identified and dealt with. The unit gives good value for money and has good capacity for further improvement.

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

- Make more use of the opportunities for descriptive and creative writing in order to improve students' literacy skills.
- Ensure that all students are reintegrated more quickly into education settings appropriate for their age.

## **Achievement and standards**

### **Grade: 2**

Standards vary greatly from year to year, but are below average because of the difficulties and disruptions that students have experienced in their education. The unit's accurate system for measuring and recording the progress students make shows clearly that progress is good. Most students make consistently good progress in reading, information and communication technology (ICT) and mathematics because of the persistent focus the unit has on these subjects. Progress in writing is satisfactory. There is no evidence that any group of students underachieves.

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

### **Grade: 2**

Students' personal development and well-being are good because adults in the unit are such good role models for the students. Staff are tolerant, supportive and patient, whilst at the same time having very clear and high expectations in terms of reinforcing what is right and wrong behaviour. This begins in assemblies which set the tone for the day, exploring issues such as team-working, reliability and personal responsibility. It continues through the school day with a relentless focus on fairness, reason and cooperation. Because of this, students are polite, behave well and get on well together. A very small number of students do not attend regularly enough, but the unit has significantly improved attendance rates over the last two years and these are now broadly average. Reasons for absence are followed up quickly, and communication with parents is prompt. Students say they enjoy being in the unit, and their parents agree. As one commented, 'My son is a lot happier since he has been at this school.' Students clearly understand about keeping healthy, refusing to nibble at food they were preparing because 'it's not hygienic'. They speak enthusiastically about the sports they have been involved in, and they know the effects of exercise on the body. They are justifiably proud of the poppy motif sculpture cast in bronze which they designed and made to commemorate the sacrifice of war dead from the local area. This is now installed, after full civic recognition, in the town's war memorial. The good progress students make in their basic literacy, numeracy and ICT skills help prepares them satisfactorily for moving on to the next stage of their education. However, students are not reintegrated quickly enough into other schools or educational facilities, as appropriate to their age, to help prepare them for the next phase of their lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Students experience a wide variety of interesting activities. This motivates them and helps them to learn well. Relationships between teachers and students are good. Trust and mutual respect are quickly built and this helps students to recover lost self-confidence and self-esteem. Information on what students know and can do

is used accurately when planning learning tasks. This ensures that work set is well matched to the needs of individual students and that the most students achieve well in many areas. However, several opportunities are missed for students to write creatively and independently about the exciting work they have completed. Students are clear about the targets they are set at the start of each day and work willingly to achieve them.

## **Curriculum and other activities**

### **Grade: 2**

The unit is expanding the number of subjects it offers to help students make progress. An innovative curriculum, which bases learning on broad themes, ensures that students do not miss out on aspects of the national curriculum during their stay in the unit. For example, the preparation of a Chinese meal in a design and technology lesson involved geographical, numerical, historical, and artistic work beforehand. A great deal of this work was practical or research based. This ensures that students gain an increasingly broad view of the world in which they live. However, opportunities are frequently missed to extend students' writing skills as part of these projects. The unit also offers an extensive range of extracurricular enrichment activities. These give students many opportunities to explore their interests further and to display their skills in a variety of ways. For example, under the guidance of a professional sculptor in cardboard, all the students were involved in the design and production of a wonderfully detailed and crafted model showing their interpretation and realisation of buildings for the future.

## **Care, guidance and support**

### **Grade: 2**

The unit meets the requirements for safeguarding students. Risk assessments are detailed and consistent. The unit is able quickly to put support into just the right place for those students who need it because of its reliable and early assessment of students needs. The unit's assessment system which tracks students' progress is robust and accurate. It enables teachers to respond flexibly and quickly when planning lessons. This ensures that tasks are well matched to needs and enables students to make good progress. Links with outside agencies are good. The unit does not hesitate to seek help and assistance as required, whether from schools, the local authority, other professionals or parents.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides strong leadership and has been the driving force behind recent improvements in provision. He receives good support from all members of staff and the local authority. The management committee is committed to the unit, although it is currently being reorganised to meet new requirements which is limiting its contribution on strategic planning for the development of the unit. The monitoring of teaching and learning is carried out regularly. This ensures that the headteacher has a good understanding of the unit's strengths and what needs to be done to build on recent improvements. Development planning is good and priorities for development are correctly identified. Self-evaluation is mostly accurate, though the unit has underestimated the impact of its work on the personal development of students. The unit runs smoothly on a day to basis because staff know their roles well and carry out their responsibilities conscientiously. They

set challenging targets for students for both learning and behaviour. This ensures good consistent progress.

Improvement since the last inspection is good. Issues identified for improvement at the last inspection have been largely addressed and the unit has good capacity to make further improvements.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

### 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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

11 December 2007

Dear Students

Inspection of Hornsea Pupil Referral Unit, East Riding of Yorkshire,

HJ18 1PB

Thank you for helping me find out about the unit when I visited recently. I could see plainly that you are working well and feel secure. I was impressed with your good humour and behaviour, the way you get on together, and with the very good relationships you have with the adults who are helping you.

I found that Southfield Lodge is giving you a good education. You are taught well, and have interesting activities both in lessons and outside the classroom. As a result, you make good progress in your personal development and your learning. Under the dedicated leadership of the headteacher, all the adults take good care of you. They place a high priority in helping you to recognise, celebrate and develop those things that you do well.

To make Southfield even better, I am making two recommendations. First, I am asking the teachers to make sure you write at length more often about the experiences you have. Second, I am asking those responsible for running the unit to make sure that your stay in the unit does not go on for too long. This makes it much more difficult for you to learn many of the other skills you need to become independent adults.

I hope you remember what you have learned at Southfield Lodge, and retain the self-confidence that the unit has helped you to build. Good luck to you all.

Best wishes

Terry McDermott

Lead inspector