

Kingsfield Pupil Referral Unit

Inspection report

Unique Reference Number	133356
Local Authority	Suffolk
Inspection number	328696
Inspection dates	20 November 2008
Reporting inspector	Kathryn Burdis HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Pupil referral unit
School category	Community
Age range of pupils	7–16
Gender of pupils	Mixed
Number on roll	
School (total)	20
Appropriate authority	The local authority
Chair	Mr Duncan Macpherson
Headteacher	Mrs Marion Aust
Date of previous school inspection	June 2006
School address	Chilton Way Stowmarket IP14 1SZ
Telephone number	01449 613931
Fax number	01449 775421
Email address	admin.kkw@e2bn.net

Age group	7–16
Inspection dates	20 November 2008
Inspection number	328696

© Crown copyright 2009

Website: 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

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited six lessons, and held meetings with the chair of the management committee and staff. She had discussions with pupils in lessons and at social times. She observed the school's work, and looked at pupils' work, assessment files, safeguarding policies and minutes of the management committee meetings. Staff and parental questionnaires were analysed.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- attainment and progress
- meeting individual needs
- leadership and management.

Information about the school

The Kingsfield pupil referral unit caters for pupils with social, emotional or behavioural difficulties in Key Stages 2 and 3. Most pupils arrive with gaps in their learning having had a history of disrupted educational experiences and most have been permanently excluded from mainstream schools. More than half have been at the school for less than a term. All have been identified as having learning difficulties and/or disabilities and a few have statements of special educational need. There are very few girls. The range of provision was extended in October 2008 to meet the needs of a group of Key Stage 4 learners, who are school phobic or have medical needs which prevent them attending mainstream education. The unit covers a wide area of both rural and urban areas of Suffolk and some pupils travel long distances to attend. The school site also houses the Western Area Behaviour Support Service. This service is managed by the headteacher of the unit but was not included in the inspection.

Further information about the school

	School's figures	School's figures compared with other schools
School size	20	Below average
Free school meals	30%	Above average
Proportions of pupils with learning difficulties and/or disabilities	100%	Not applicable
Proportion of pupils from minority ethnic groups	0%	Not applicable
Proportion of pupils who speak English as an additional language	0%	Not applicable
Proportion of pupils with a statement of special educational needs	20%	Not applicable

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Kingsfield pupil referral unit is highly effective in providing personalised and responsive support to pupils with a range of behavioural or medical needs. Its major strength is the strong staff team who work together effectively and respond positively to the emotional or social needs of individual pupils. The unit has a good capacity to improve further. It has continued to improve and develop since the last inspection and has responded positively to changing needs. It has introduced successfully provision for Key Stage 4 pupils and maintained good provision for the current group of pupils, although some planned developments are now behind schedule. The senior management team has a good understanding of the unit's strengths and weaknesses, is highly motivated and consistently supports staff in securing improvements. There are good systems for monitoring and evaluating individual's progress but pupils do not always know their learning targets. The quality of the provision is effectively monitored. However, the overall success of the unit is not evaluated in such a way as to demonstrate to the management committee and others its achievements.

What does the school need to do to improve further?

- Identify with pupils their learning targets and ensure lessons provide opportunities to meet these targets.
- Identify an approach for judging the overall success of the unit's work, given its particular circumstances, so that the impact can be demonstrated.

How well does the school meet the needs of individuals and different groups of pupils?

2

Achievement is adequate. The unit effectively meets the specific behavioural needs of individual pupils and those with learning difficulties. Although pupils attend for a relatively short time the majority make good progress against their previous achievements, improving their attendance and ability to manage their behaviour. Most are successfully re-integrated into mainstream schools within three terms. Attainment for those in Key Stages 2 and 3 is below average following disrupted learning experiences prior to admission to the unit. Nevertheless, almost all make good progress and achieve well in improved reading skills and attitudes to learning. Careful thought has been given to addressing the needs of the small number of girls with appropriate modifications made to both curriculum content and teaching approaches. The needs of the older, recently established Key Stage 4 group are met well with attainment at least in line with national expectations at this stage in their GCSE courses. Daily routines and consistency of approach ensure very good progress in social and moral development. Pupils say they feel safe and confidently turn to staff with any concerns. A nurturing approach and high levels of staff involvement in all aspects of the school day have a positive effect on pupils' ability to understand and manage their difficulties and engage with learning. As pupils succeed in managing their behaviour, they contribute more fully to the work of the school community and become more considerate and aware of the needs of others.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	4
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school's work

The unit provides a good balance of nurture, understanding and challenge to pupils who have experienced educational failure elsewhere. Excellent attention is given to personalising pastoral guidance, helping individual pupils to address social and emotional problems and re-engage with learning. The support staff team make a valuable contribution to this work in their role as mentors both within and beyond the classroom. There is a successful focus on providing an age appropriate, interesting curriculum and teaching is well planned to cover most National Curriculum subjects. Development in literacy, numeracy and information and communication technology is appropriately prioritised with motivating and engaging activities planned across the curriculum. Teaching is usually good with teachers demonstrating good subject knowledge. They are understanding and flexible in their response to pupils' individual behaviour needs. However, occasionally planning is insufficient to meet the needs of the different levels of ability within a group. The level of challenge for more able pupils is sometimes too low. Pupils have a good understanding of their behaviour targets but are less sure of what they have to do next to improve their learning.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	1

How effective are leadership and management?

The headteacher provides outstanding leadership in promoting the unit's core purpose of providing educational provision in a place where pupils safely manage and change their attitudes and behaviour and re-engage purposefully in learning. She leads by example and has developed a very effective staff team who support each other in meeting individual needs in a secure and supportive environment. Close monitoring of the work of the unit results in good planning and a flexible response in meeting the needs of an ever changing group of pupils. Very good relationships with parents and outside agencies extend the level of support available to improve pupils' well-being. The local authority and management committee fulfil their respective management responsibilities appropriately. Although very supportive they currently receive insufficient information about the overall success of the unit in relation to behaviour and achievement to provide sufficiently rigorous challenge. At the time of the inspection, the school met all safeguarding requirements.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
--	---

Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	1
Ensuring that the management committee provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

Views of parents and carers

Responses were received from a quarter of parents and carers. These reflect very positive views overall and appreciation of the positive impact the unit has had on supporting their children. Specific comments reflect the 'enthusiasm and energy of staff in inspiring children to succeed'. The staff's flexibility and understanding in meeting individual needs is also noted.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



21 November 2008

Dear Pupils

Inspection of Kingsfield Pupil Referral Unit, Stowmarket, IP14 1SZ

Thank you for making me feel so welcome when I visited your school yesterday. It always feels strange arriving at a new place, but you made me feel at home immediately when I joined some of you for breakfast.

I enjoyed talking to you and observing you at work. It is clear that you get involved with many interesting and enjoyable activities during the school day. I think the unit is a safe place to work and all the staff are very good at helping you to work out your problems.

I think Mrs Aust and all the staff work hard to make sure you attend a good school. I was impressed at how well you listened to instructions and completed your work in most lessons. Your behaviour was good. You clearly know what steps you have to take to improve your behaviour and usually work hard to achieve these.

I have asked Mrs Aust and your teachers to make sure you also know what you have to do next to improve your learning. You can help by talking to teachers about what you think you need to focus on and agreeing a target for yourself.

I also think that the managers at the school should find ways of letting everyone else know how well the unit does. Each success you have – whether it is improved attendance, improved behaviour or progress in reading – will help the unit reach its targets.

Thank you once again, and I wish you all the best in the future.

Yours sincerely

Kathryn Burdis
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.