

Granville Support Centre (Pupil Referral Unit)

Inspection report

Unique Reference Number	131633
Local Authority	Derbyshire
Inspection number	341180
Inspection dates	12–13 January 2010
Reporting inspector	Trevor Watts

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 of pupils on the school roll	7
Appropriate authority	The local authority
Headteacher	Mrs Isobel Malloy
Date of previous school inspection	8 May 2007
School address	c/o Granville Community School Burton Road Swadlincote
Telephone number	01283522889
Fax number	01283226428
Email address	suzanne.meikle-janney@derbyshire.gov.uk

Age group	7–11
Inspection dates	12–13 January 2010
Inspection number	341180

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons, spending about half of the school day observing learning. He also held discussions with staff, parents, pupils, members of the management committee and the local authority access and inclusion service. The inspector observed the school's work, and looked at many documents, including the school's tracking of progress, pupils' work, lesson and curriculum plans and six questionnaires returned by parents.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- how successful the school is in its central aim of developing pupils' social, emotional and behavioural skills
- whether or not the curriculum is as structured, relevant, individualised, enriched and successful as school documents maintain
- how successfully leadership and management are operating now that there is a management committee in place, especially considering the month-long closure of the centre when the headteacher was ill.

Information about the school

This centre is located within a secondary school in the suburbs of south Derbyshire. There is one teacher and there are two classroom support staff. (At times, an extra teaching assistant supports the work of the centre when the needs of the pupils are extreme). There are places for ten pupils. All are severely delayed in their behavioural, emotional and social development and were at risk of being permanently excluded from their local primary school. Three have a statement of special educational needs. All are White British and almost all are boys. They attend during the afternoons on a fixed placement of two terms. The centre has the express aim of re-integrating them on a permanent full-time basis through its focus on developing their personal and social skills sufficiently to be able to deal with life in mainstream education. It approaches this through a specific 'nurture' programme. No academic subjects are taught. In the mornings, pupils attend their local school, often with support by the centre's staff. The centre has an acting headteacher in the absence of the headteacher because of illness.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

3

Main findings

Granville's success is seen in pupils' much improved attendance, attitudes and behaviour. The success normally continues when they move back to full-time mainstream provision, often with early support from the centre. Receiving schools are enthusiastic in their praise of positive changes by the pupils. This is the result of a particularly relevant and focused curriculum that is taught in a structured and predictable way. Almost all activities are carried out within the large school room, although there are some very worthwhile additional opportunities such as an adventure pursuits module in the summer. Limited use is made of outside providers to enrich the curriculum further and this restricts pupils' awareness of the wider community.

The second major contribution to the centre's success is the quality of the staff who work seamlessly together as a team. They are experienced and sensitive to pupils' needs and skilfully create challenge without confrontation. The whole environment is one of warm, constructive support and encouragement for pupils. Pupils respond to this well as they develop a greater sense of security and well-being. They increasingly take part in activities and cooperate with staff and each other with growing willingness. They feel safe, enjoy their activities and are making good progress in gaining wider workplace skills such as politeness, following instructions and cooperating with others. The centre has the Healthy Schools Award, and this is reflected in pupils' particularly good attitude to healthy eating, drinking and drug awareness. There are too few opportunities for physical exercise within the centre, but pupils do have such opportunities at their mainstream school and the centre is actively exploring ways to increase the provision in conjunction with the secondary that it is located within.

Pupils' progress is tracked well, and targets are set with good involvement by pupils. The headteacher and acting headteacher monitor effectively and have used this information well to make clear plans for the centre's development. However, the detailed information that is gathered through the school's self-evaluation processes is not always fully used to analyse why some pupils lag behind in some areas, or improve only erratically. Thus, changes to the curriculum to give more priority to such areas are not made as readily as they could be. Despite strengths in the leadership, the school's capacity to improve is judged satisfactory. This is because a single management committee is responsible for all similar units in the local authority, reducing the effectiveness with which Granville is supported and developed.

The centre has strong links with several outside agencies, especially those which are part of the health service or local authority, for staff training, pupils' welfare, improved attendance or therapy needs, for instance. Communication with pupils' mainstream primary schools and with pupils' families is exceptionally effective.

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

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve pupils' rate of learning in the areas in which they make erratic or slower progress, especially by making more use of the data already gained from the tracking profile to fine-tune activities.
- Use outside providers more, including the adjacent secondary school, to expand opportunities for physical education and raise pupils' awareness of the wider world.
- The management committee should develop closer contact with the school to ensure a good understanding of its situation and needs, and how it may best be supported.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with personal skills that are very significantly below those of their peers, although their educational attainment is broadly average. They may typically be aggressive verbally and physically, withdrawn, lacking in confidence and/or friendless. Gradually the school begins to counteract these negatives and to re-shape pupils' attitudes. Their learning in lessons is good, regardless of their special educational needs and/or disabilities. They develop more positive feelings towards themselves and to other people; they begin to listen to adults and to follow instructions. They begin to use their time in more constructive ways, often cooperating with their classmates. Their improvement is not a smooth progression: there may be periods when they 'slip back' and their attitudes and behaviour become poor again. However, the majority of pupils make good progress, especially in their relationships with others, their self-esteem and following instructions. These skills are valuable for their future in possible work situations. They tend to do less well in developing their wider thinking, linking their experiences and learning from them. Pupils' attendance has often been poor prior to admission, but it improves dramatically as pupils find that they enjoy their new school. Although not without difficulties, pupils maintain their improvements in the long term: all pupils who attended the centre during the year prior to the inspection are still attending mainstream schools, with much improved attendance, behaviour and attitudes.

Pupils' behaviour improves greatly and they feel safe and secure. There are occasions when one may 'blow up', but others ignore it, or offer their understanding. Consequently, the incident is not allowed to cloud the rest of the lesson. Pupils have a good awareness of what healthy eating, drinking and exercise mean. Within their own community pupils carry out a range of tasks, such as laying the table for the afternoon meal. They develop an increasing sense of the centre as 'their' community.

They develop a greatly improved sense of what is right or wrong, and the implications of making the wrong choices. Many come to understand that there is more to their lives than the everyday things around them - the beauty of nature, birds and rainbows, for instance. They become much better at exploring their own feelings and thinking about how they affect other people.

These are the grades for pupils' outcomes

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

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teaching demonstrates a high level of resilience and patience. Staff have a very good understanding of pupils' needs and moods. They can often predict when matters might get out of hand, or when pupils can be encouraged more. They are flexible in planning challenging activities according to changing circumstances. Pupils are well aware of their own learning targets, and staff reinforce them at the start and end of every day. A points system that pupils value is used to emphasise the importance of the targets. The 'Good News Book' that goes between the centre, home and base school each day is a valuable part of building up pupils' confidence and feelings of self-worth. Pupils' progress is tracked well, particularly through the nationally recognised 'Boxall Profile' which is aimed at their social and emotional progress. Staff do not make full use of the information that this provides, by, for instance, deciding which activities to emphasise more if the profile indicates that pupils are lagging behind in a particular area.

The curriculum is designed to encourage good personal development for this type of needs. Each afternoon has the same structure of group discussions, individual tasks, and paired tasks. Activities encourage different skills such as independence, choice-making or sharing in a 'family' atmosphere of security and warmth that continues during a meal together to end the day. The routine is punctuated by occasional very worthwhile visits out of school, or by visitors coming into school. These include a blind person with his

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

Please turn to the glossary for a description of the grades and inspection terms

dog, African drummers, and people with animals such as snakes and giant snails. The few opportunities to engage in the wider community include ten-pin bowling locally and visits to a nearby castle.

Pupils' care guidance and support is a major focus for the school. The primary aim of successfully re-integrating pupils into mainstream education is uppermost in the minds of staff as they plan and conduct all activities. Pupils are supported individually with warmth and understanding. Staff have good and up-to-date training through the support service that they are part of.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The management committee ensures statutory requirements are met and holds an adequate overview of the centre's direction. Members have recently been appointed to have particular responsibility for each centre in the authority, and each centre now submits a termly report that is discussed in detail by the committee. Within the centre, however, the leadership and management are good. Staff are ambitious for pupils to do well and work together with enthusiasm. The teaching is well organised and the curriculum is flexible. The school's analysis of its strengths and planning of aspects to develop are accurate and are expressed succinctly. Staff have a good understanding of the school as a community, and successfully transmit a feeling of belonging to pupils. However, the centre has not developed ideas to take this understanding of cohesion into the wider area. Safeguarding procedures are followed well; staff have received up-to-date training and are fully aware of child protection and safety matters. The school's outstandingly good contact and cooperation with parents and carers contributes enormously to pupils' development through the daily diary, phone calls and regular visits and reports. Extremely good and mutually beneficial relations are also built up with the schools whose pupils attend the centre. The centre ensures that all pupils are treated equally and have full access to everything that the school has to offer regardless of their age, gender or if they have very different needs from their classmates.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents were represented in the return of six questionnaires (out of seven pupils). All were extremely positive about the school and its effect on their children, as were parents who spoke to the inspector. They complimented the school on its support for all individuals regardless of their difficulties, and for the particularly high level and quality of communication between the centre, parents and their own school. The 'Good News Book' that travels daily between the three places is especially singled out for praise. Several parents commented that their child was happier and progressing better here than at any previous institution: 'My son has come on in leaps and bounds,' wrote one. 'The school is brilliant,' said another. There were no negative comments in the questionnaire returns, although two parents verbally expressed concern about the closure of over four weeks when the headteacher was first absent through illness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Granville Nurture Group to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 6 completed questionnaires by the end of the on-site inspection. In total, there are 7 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	83	1	17	0	0	0	0
The school keeps my child safe	5	83	1	17	0	0	0	0
The school informs me about my child's progress	5	83	1	17	0	0	0	0
My child is making enough progress at this school	4	80	1	20	0	0	0	0
The teaching is good at this school	3	60	2	40	0	0	0	0
The school helps me to support my child's learning	4	67	2	33	0	0	0	0
The school helps my child to have a healthy lifestyle	5	83	1	17	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	50	3	50	0	0	0	0
The school meets my child's particular needs	5	83	1	17	0	0	0	0
The school deals effectively with unacceptable behaviour	5	83	1	17	0	0	0	0
The school takes account of my suggestions and concerns	3	50	3	50	0	0	0	0
The school is led and managed effectively	4	33	2	33	0	0	0	0
Overall, I am happy with my child's experience at this school	5	17	1	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 January 2010

Dear Pupils

Inspection of Granville Nurture Group Co Granville Community School, Swadlincote, DE11 7JR

I'm sure you will remember when I visited you recently to see how things were going for you all. Thank you for being so pleasant and polite with me, and for telling me about your work and how much you enjoyed your afternoons at Granville. Please thank your parents for sending me their questionnaires. They had a lot of useful things to tell me, and I agree with much of what they said.

The centre provides you with a good education that helps you to learn how to behave and learn well enough to go back to your own 'proper' school full time. The activities that you take part in are organised well and chosen carefully to help you to learn to share things, work together and do as you are asked. The staff know what they are doing and have a lot of experience. They understand the problems you have and how to encourage you to help yourselves. They are very watchful in looking after you and making sure you are safe. The headteacher organises the unit well.

I have asked school leaders to do three things to make the centre even better:

- to use the information about your progress to arrange new activities to encourage your learning more.
- to make more use of people outside the school so that you can have a bigger range of experiences and learn about the whole community at first hand.
- to encourage the responsible people outside the centre to work more closely with those in the centre.

You can help by continuing to try as hard as you can.

Yours sincerely

Trevor Watts

Lead 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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.