

The Buzz Co the Peacock Centre

Inspection report

Unique Reference Number	133945
Local Authority	Manchester
Inspection number	341416
Inspection dates	9–10 December 2009
Reporting inspector	Ross Parker

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	19
Appropriate authority	The governing body
Chair	Cllr Mike Carmody
Headteacher	Ms Rosemary Harrison
Date of previous school inspection	5 July 2007
School address	Peacock Close Gorton Manchester M18 8AX
Telephone number	0161 2231216
Fax number	0161 2231216
Email address	r.harrison@thebuzz.manchester.sch.uk

Age group	7–11
Inspection dates	9–10 December 2009
Inspection number	341416

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

Introduction

This inspection was carried out by one additional inspector. The inspector visited four lessons and held meetings with management board representatives, staff, groups of pupils, parents and external partners. He observed the school's work and looked at achievement data, documents relating to safeguarding and eight parental questionnaires.

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

- the consistency of teaching and assessment and whether the unit is supporting academic progress effectively
- the quality of monitoring, evaluation and development work to bring about improvements
- the quality of links with mainstream schools.

Information about the school

The Buzz is a Key Stage 2 Pupil Referral Unit for pupils permanently excluded from schools because of their unmanageable behaviour. It can support up to 30 pupils from across Manchester. Currently, there are 19 pupils on roll all of whom have complex special educational needs, though none have statements when they are referred. Since June 2009 the unit has expanded to work on two additional sites as part of a project to reduce permanent exclusions. Here the unit offers pre exclusion support and short term placements that will enable pupils to be re-integrated quickly into mainstream school. In recent years around 40% of pupils have returned to mainstream schools and the remainder have moved on to special schools at the age of 11.

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?

3

The school's capacity for sustained improvement

2

Main findings

The Buzz provides a satisfactory standard of education which combines satisfactory academic achievement with outstanding improvements in personal development and well-being. Pupils are hugely appreciative of the outstanding care and support which adults provide. They recognise their own progress and are determined to sustain it.

The curriculum maintains a strong focus on mastering essential basic skills, whilst adding a wide variety of different opportunities for pupils to discover what they are good at and what they enjoy. This means that they are able to make outstanding progress in their spiritual, moral, social and cultural development, and their behaviour. Almost all of the pupils move from making chaotic and insensitive responses in a world that they did not understand to consciously managing their relationships. They learn to appreciate their own needs and values, and those of other people. This enables them to make outstanding contributions to the school and wider community compared to their previous insular existences.

Good teaching enables pupils to make good progress, though the standards they reach by the end of Year 6 are still well below what is expected at that age, particularly in writing. Assessment is sound, but is not yet refined enough to match the level of challenge in lessons to each individual pupil's specific needs.

The headteacher has sustained this high level of support for 10 years. She has a clear understanding of how the focus on academic achievement needs to be increased to prepare the pupils more effectively for future learning. There has been good progress since the last inspection, including in improving the quality of teaching. This illustrates a good capacity for further improvement. The headteacher is leading a drive to enable pupils to re-join mainstream schools more quickly. The team involved in this development have a clear vision of what is needed, but there are too few places available at this stage. The management board understands the difficulties the unit is overcoming, but is not consistently challenging the team or evaluating the impact of their work.

What does the school need to do to improve further?

- Raise standards, particularly in writing, by developing teaching strategies to challenge each pupil more individually.
- Refine assessment procedures to give pupils more ownership of their personal learning targets and a clearer picture of the progress they are making.
- Improve support for the unit by increasing the management board's challenge and evaluation of the impact of its work.

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

- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

When pupils join the unit they are working at standards, on average, around three years behind their peers. All have complex special educational needs. Once they settle they catch up a lot of lost ground, but very few pupils reach the nationally expected Level 4 by the end of Year 6. None of the pupils are able to write at the expected level for their age, and this will restrict their ability to communicate what they are learning as they get older.

Pupils from all different backgrounds learn well. They engage readily with activities where they understand what they are doing and feel that they can succeed. In a numeracy lesson one boy resiliently explored different approaches as he mentally subtracted hundreds from thousands. He stuck with the task until he succeeded even when he was offered an alternative activity. Pupils are still heavily reliant on adults creating secure situations and some can still be un-nerved by the threat of failure.

Pupils feel very safe because of the support, supervision and the high quality relationships with adults. They show a good understanding of healthy lifestyles, particularly in their participation in additional activities such as weekend skating or BMX biking. They are also very conscious of factors affecting their emotional health. Though basic skills are weak, other aspects of their future economic well-being are well developed. Attendance is above average and pupils pay daily attention to the wide range of everyday interpersonal skills that will be useful in future employment. Pupils are considerate and polite and they are very conscious of their own behaviour. They recognise when they might be losing control and on most occasions can take steps to avoid this. Adults who work with them on off-site visits are full of praise for their courtesy and positive relationships.

Pupils elect peer mentors who are very proud of their positive influence. In daily meetings with the adults pupils help to decide what people need to do to help The Buzz run smoothly. They see it as their responsibility to help others, politely pointing out to the inspector, for instance, when one boy had not had enough opportunity to express his view. They also engage enthusiastically with charity activities such as the car wash for Red Nose Day. All of this reflects their huge improvement in self-awareness and sensitivity to others' needs, as well as the far greater awareness of the pleasure that comes from getting on well with people.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers plan thoroughly and create good resources to provide a variety of engaging activities. They manage behaviour very effectively and work well in partnership with the equally committed support staff. Teachers mark work carefully and find every opportunity to boost pupils' self-esteem. There is no consistent approach to identify the particular next step that each individual needs to make to progress in each strand of their learning. The curriculum includes regular access to information and communication technology, and enjoyable theme days which mirror the learning pupils will encounter in mainstream schools. The daily focus on social and emotional aspects of learning, which includes extensive discussion of moral and social issues, underpins pupils' strong progress in personal development. Music and sports help boost self-esteem and build positive relationships, though facilities and equipment for outside play are not as stimulating as pupils will encounter in mainstream schools. The extent to which adults know pupils and the support they give to pupils and their families is outstanding. Mentors meet with families twice each day as they drop off pupils at the beginning of the day and collect them at the end of the day. This is a key factor in sustaining pupils' good attendance and builds a partnership with parents which is an essential step towards modifying children's attitudes. The very close links with visiting therapists and mental health professionals ensure that the support is sustained at a consistently high level.

These are the grades for the quality of provision

<p>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</p>	
---	--

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	2
	3
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	1

How effective are leadership and management?

The unit runs very smoothly from day-to-day. The staff team share the headteacher's vision and commitment and are rigorous in ensuring equality of opportunity. All government safeguarding requirements are met and there are good links with support agencies and mainstream schools. Teaching has improved since the last inspection, with more structured lessons and clearer learning objectives. Tracking of pupils' progress is thorough, though there are plans to refine this further. Information and communication technology is used more effectively and an effective programme of monitoring and support has sharpened the focus on academic progress. The range of visitors and external visits enables pupils to take what they learn about contributing within the unit's community and apply it in a wider context. The unit makes a strong contribution to supporting families in a range of Manchester communities. The progress that pupils make during their time in the unit represents good value for money.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	3
<p>The effectiveness of the school's engagement with parents and carers</p>	1
<p>The effectiveness of partnerships in promoting learning and well-being</p>	2
<p>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</p>	2
<p>The effectiveness of safeguarding procedures</p>	2
<p>The effectiveness with which the school promotes community cohesion</p>	3
<p>The effectiveness with which the school deploys resources to achieve value for money</p>	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

Views of parents and carers

Eight parents returned questionnaires and three came in to The Buzz to speak with the inspector. Two parents commented on the way that the staff at the unit had helped to enable pupils to be more confident and aware of who they are. Others expressed their trust in the staff, including their confidence that they will discover what has undermined their children's well-being.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Buzz Co the Peacock Centre 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 eight completed questionnaires by the end of the on-site inspection. In total, there are 19 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	38	5	63	0	0	0	0
The school keeps my child safe	6	75	2	25	0	0	0	0
The school informs me about my child's progress	7	88	1	13	0	0	0	0
My child is making enough progress at this school	7	88	0	0	1	13	0	0
The teaching is good at this school	6	75	2	25	0	0	0	0
The school helps me to support my child's learning	5	63	3	38	0	0	0	0
The school helps my child to have a healthy lifestyle	5	63	3	38	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)	5	63	2	25	1	13	0	0
The school meets my child's particular needs	5	63	3	38	0	0	0	0
The school deals effectively with unacceptable behaviour	7	88	1	13	0	0	0	0
The school takes account of my suggestions and concerns	6	75	2	25	0	0	0	0
The school is led and managed effectively	5	63	3	38	0	0	0	0
Overall, I am happy with my child's experience at this school	7	88	1	13	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 pupils' 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.



11 December 2009

Dear Pupils

Inspection of The Buzz KS2 Pupil Referral Unit, Manchester M18 8AX

I enjoyed seeing you at work when I visited The Buzz this week and I really enjoyed talking to you. Your determination to do well was good to see.

The Buzz is giving you a satisfactory education and is doing a really good job helping you to improve your behaviour. You told me that the adults look after you really well, and I agree with you. They are helping you to get back into learning and to be happier. They are also making sure that you take part in some fun activities and have chances to help other people. It was nice to hear how you help each other, and the pictures of the car wash for Red Nose Day were very entertaining.

Seeing you at work and hearing people talking about the things you do it is clear that you have made enormous progress in improving your behaviour. You told me when we talked that this was the main thing that you wanted to improve. It is also clear that you gain a lot of self-confidence and learn to get on very well with a wider range of people. This means that you are now able to make a contribution to other people's welfare, including some who you think are less well off than you are.

I have asked the headteacher to do some things to make The Buzz better for you. First the teachers are going to find out exactly what each one of you needs to do to improve your English. Then they are going to make sure that you really understand what these things are. That way you will feel more in control of what you are doing in lessons and you will be able to behave at your best all of the time. I have also asked the adults who keep an eye on the unit's work to check more carefully that everything is being done properly, especially now that it is helping children on two other sites.

Yours sincerely

Mr Ross Parker

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.