

# The Cusworth Centre

## Inspection report

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<b>Unique Reference Number</b>	106666
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	355996
<b>Inspection dates</b>	23–24 September 2010
<b>Reporting inspector</b>	Pauline Hilling-Smith

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Patrick Ducey
<b>Headteacher</b>	Mrs Judith King
<b>Date of previous school inspection</b>	1 October 2007
<b>School address</b>	Cusworth Lane York Road Doncaster DN5 8JL
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed and five teachers seen. Meetings were held with a group of pupils, representatives of the governing body, staff and other education professionals. Inspectors observed the school's work, looked at the school's evaluation of its performance, the current development plan, minutes of meetings of the governing body and documentation to ensure that pupils are safe. The responses to 12 questionnaires from parents and carers were analysed.

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

- The rate of progress of all groups of pupils towards their targets, especially girls and the more-able.
- How well teaching matches the learning and behavioural needs of the pupils.
- How effectively leaders are bringing about school improvement and how the school is helped by its partners.

## Information about the school

The Cusworth Centre is a smaller than average pupil referral unit which caters for permanently excluded pupils and those at risk of exclusion, on short or long term placements, due to behavioural social and emotional needs. It operates an outreach service for all the primary schools in Doncaster. The centre moved into new premises in September 2008. It is the subject of reorganisation proposals. The majority of pupils in the centre are boys and most pupils are White British. A large majority of the pupils have a statement of special educational needs or are undergoing assessment. The proportion of pupils known to be eligible for free school meals is well above average. The school has achieved Healthy School Status and holds the Basic Skills Quality Mark.

**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**

**2**

### Main findings

This is a good pupil referral unit. It is outstanding in the way it cares, guides and supports its pupils to be successful in their learning. Good progress since the last inspection is based on the effective way in which the centre responds to change and works as a team together with its partners and, parents and carers so that pupils can make the utmost of the opportunities it offers.

Leaders have a clear vision for the development of the centre and established a strong team with high morale who share these ambitions. For example, plans made by the leaders and carried out by the full team, capitalised on the move to the new school building two years ago. Accurate self-evaluation gives school leaders a clear view of strengths and areas for improvement. This process takes good account of the views of pupils, staff, parents and carers, governors and partners. Good leadership has led to improvements in teaching and learning since the last inspection. All this demonstrates the school's good capacity to sustain improvement.

The quality of education is good for all pupils. It is underpinned by everyone involved in the school enjoying working together, whilst at the same time showing a deep understanding and respect for individual differences. Meeting individual needs and equality of opportunity for all is at the heart of everything that the school does. Its entire ethos is underpinned by the belief that any obstacles to progress can be removed. Excellent partnership with parents and carers includes a member of staff visiting pupils at home so that their parents and carers can see clearly how well their son or daughter can achieve. These principles inform the excellent care, guidance and support pupils receive. Pupils in the school make good or better progress in their personal development, as a result of a creative curriculum, extended by high quality partnerships. The vast majority of pupils make good progress in their academic development with a few making outstanding progress. However, occasionally staff do not check frequently enough that all pupils are being challenged throughout a lesson. When this happens, pupils' progress slows. Pupils' behaviour is good. This is because all staff set consistent expectations and pupils try hard to meet them.

Pupils say they feel safe in school and are confident in the staff to deal with any issues they may have. This is based on excellent safeguarding procedures particularly record keeping which use new technology well. Pupils display a well-developed awareness of and respect for cultural diversity, as a result of the emphasis given to this in the school's good curriculum. They take very seriously the information they are given about how to lead a healthy lifestyle. Their spiritual, moral, social and cultural development is good.

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## What does the school need to do to improve further?

- Ensure that all pupils make as much progress as possible in all lessons, by:
  - making sure that teachers check on pupils' level of understanding during the lesson more often
  - adjusting questioning and tasks to match pupils' understanding as the lesson proceeds
  - planning activities to allow individual pupils to take more responsibility for their own learning as often as possible.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well. They make good progress in lessons because they enjoy their learning and take part in activities with enthusiasm. They listen and follow the teachers' directions as closely as they can. For example, in a numeracy lesson observed, pupils understood that a fraction meant less than one whole and that the value of the 'bottom number' was related to the number of equal size pieces a shape was divided into. In another lesson, staff and pupils very much enjoyed participating together in activities designed to test which factors would affect the rate at which a parachute would fall to the ground. The centre's tailor-made tracking system shows that most pupils arrive with standards of attainment well below average. This is because their behavioural difficulties have not allowed them to learn as effectively as other pupils. During their time at the centre, the majority of pupils make rapid progress, with over a third making double the expected progress. Pupils' targets are reviewed and adjusted frequently. This means that some pupils reach nationally expected levels before they leave. Pupils with other special educational needs and/or disabilities also make good progress towards the targets set for them. This is because behaviour in lessons is managed consistently and pupils are clear about how to behave which means that good learning takes place for all groups of pupils.

When pupils consider moral and social issues, both in classrooms and around school, they think carefully about their own and others' experiences and how this affects what they do. Pupils make a very strong contribution to the school community. They willingly choose to take on roles of responsibility, especially being a member of the school parliament, because they know that their views are listened to. They can, for example, see how their ideas have been incorporated into what happens in school when ideas are discussed during assembly.

Pupils' attendance is good overall, for many, their attendance is above average because they enjoy coming to school. Pupils try hard to learn to enjoy healthy food and choose drinks with low sugar content. Pupils show an understanding about what they should do if they begin to feel anxious. During 'reading partner' time each day, some pupils lie back on cushions and close their eyes and lose themselves in a story.

*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

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

## How effective is the provision?

Teaching is good because of the way in which staff work together in classrooms as part of a team to ensure that pupils make good progress in their learning. In good lessons, work is closely matched to pupils' needs and expectations are high. In these lessons, teachers make skilled use of questioning and provide interesting resources to maintain pupils' progress. However, sometimes pupils are engaged in a task in which they are not as independent as they could be or their understanding is not checked frequently enough. As a result, interest is lost and the pace of learning is too slow. All adults are skilled at ensuring that pupils understand how well they have done and what they need to do to improve.

A feature of the good curriculum is the carefully chosen range of enrichment activities designed to promote enjoyment. These include judo and boxing.

Educational visits provide memorable experiences for the pupils as well as many exciting opportunities in which to learn new things and to practise their social and academic skills. The recent trip to Kelham Island to experience life as it was in the second World War made a big impression on pupils, as they knew how it felt to be inside a dark tunnel. The use of information and communication technology and provision for literacy and numeracy within themes is creative. The curriculum is further extended through outstanding partnerships with schools and other providers.

The information and guidance provided for pupils and their families is exemplary. This

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

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enables them to make the very best choices about their future. The work of the learning mentors is very effective in enabling the pupils' to understand how they feel in different situations. Careful attention is given to transition arrangements at all times when a pupil returns to mainstream school. This ensures that when pupils move on to the next stage in their life they make the change successfully and with minimum stress which is reassuring to parents and carers.

All pupils, including the most vulnerable, are exceptionally well supported as a result of the high commitment of all staff to meeting the needs of all individuals. Pupils feel exceptionally secure in their learning because they know they are cared for well.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher is highly effective in building and maintaining a strong cohesive team with high morale. This is exceptional against a background of reorganisations and rapid change. She is well supported by the member of the leadership team with responsibility for teaching and learning and a good governing body which plays a strong part in the direction of the centre. The composition of the governing body reflects the needs of the centre well. Procedures for identifying what the centre does well and what it needs to do to improve are accurate and involve governors, parents, pupils and staff. This ensures that good improvement is maintained. Steps taken to improve teaching have been effective. Specialist training for all staff, which is much enjoyed, takes place on a regular basis. Improved processes for tracking pupils' progress have been put in place and pupils' targets, reviewed and adjusted frequently, are communicated to parents and carers. Partnership with parents and carers is outstanding and includes family members regularly attending lessons alongside pupils. The school is a leader in the area of safeguarding and contributes to developing local authority provision. The contribution of highly developed partnerships to improve all aspects of learning and well-being both for pupils at the centre, and for the pupils in the mainstream schools that the school supports, are very effective. This includes reflexology and animal assisted therapy which is much appreciated by the pupils. Good community cohesion is also promoted through inviting local residents into school to take part in bingo sessions. The commitment of leaders to ensure that the school is active in placing equality and diversity at the heart of its work is outstanding and seen in the highly inclusive arrangements and atmosphere felt throughout the building.

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*These are the grades for leadership and management*

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

## **Views of parents and carers**

Sixty-three per cent of parents and carers responded to the questionnaire. The overwhelming majority were positive. A very few expressed some concerns and these were followed up by inspectors. The inspectors could not find any evidence to substantiate these. Inspection evidence supports the majority of positive views expressed by the parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Cusworth 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 inspection team received 12 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	25	6	50	2	17	1	8
The school keeps my child safe	7	58	4	33	0	0	0	0
The school informs me about my child's progress	7	58	4	33	0	0	1	8
My child is making enough progress at this school	8	67	2	17	0	0	1	8
The teaching is good at this school	8	67	3	25	0	0	0	0
The school helps me to support my child's learning	7	58	3	25	0	0	2	17
The school helps my child to have a healthy lifestyle	8	67	3	25	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)	8	67	2	17	1	8	1	8
The school meets my child's particular needs	8	67	2	17	1	8	1	8
The school deals effectively with unacceptable behaviour	9	75	2	17	0	0	0	0
The school takes account of my suggestions and concerns	6	50	5	42	0	0	1	8
The school is led and managed effectively	8	67	3	25	0	0	0	0
Overall, I am happy with my child's experience at this school	6	50	4	33	1	8	1	8

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 September 2010

Dear Pupils,

Inspection of The Cusworth Centre, Doncaster, DN5 8JL

Thank you for being so welcoming when we inspected your school a little while ago. We enjoyed talking with you and visiting lessons. I was very impressed by how attractive the inside of the centre was. Thank you for taking the time to give us your views of the school. It was clear from talking together and the questionnaire replies we received from you and your parents and carers that you feel safe at school and are confident that the staff would help you if needed.

We found out that your school is a good school and it is excellent in the way it cares for you. As well as being well behaved, you work very hard. You do well and make good progress in your school work.

We have asked the teachers to do something to make the school even better. It is to:

- make sure you take as much responsibility as possible for your own learning, as well as answering questions and completing tasks in lessons which are at just the right level of difficulty to keep you interested and that teachers are checking how well you understand.

We know you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely

Mrs Pauline Hilling-Smith

Lead Inspector

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