

Warwickshire Pupil Re-Integration Unit

Inspection report

Unique Reference Number	125497
Local Authority	Warwickshire
Inspection number	340780
Inspection dates	23–24 June 2010
Reporting inspector	Sue Morris-King HMI

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	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Sue Roch (Acting Chair)
Headteacher	Ms Joan Hare
Date of previous school inspection	22 May 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 23 lessons taught by 20 teachers at the three main teaching centres, including three joint observations with centre leaders. The inspection team held meetings with the headteacher, the leaders in charge of each centre, the Chair of the Management Committee, a representative from the local authority, two primary leaders and the leader of outdoor education. The team visited pupils at a work-based learning provider, observed informal times of day and had conversations with pupils and staff. They observed the school's work, and looked at the leaders' lesson observation records; data about attendance, provision and exclusions; records of incidents; safeguarding documentation; a sample of pupils' work at the three main centres; 23 parental questionnaires; 63 staff questionnaires and 53 pupil questionnaires.

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

- what impact the unit's strategies for improving the quality of teaching are having on pupils' learning and progress
- whether the provision and outcomes for pupils have improved since September when the unit was re-organised
- how effective the care and guidance is when pupils spend a significant time being educated at college or work placements
- whether the balance of provision is appropriate for each pupil's age, stage of development and special educational need
- how well pupils' behaviour is managed, and how well pupils respond to the strategies used to modify their behaviour.

Information about the school

This is a large pupil referral unit consisting of three main teaching centres and a fourth base, which is used for occasional teaching. One hundred and sixty-seven permanently excluded pupils were on the full-time roll at the time of the inspection. The remainder attend the unit on a part-time basis, and their mainstream school or other provision for the rest of the time, to help them to improve aspects of their behaviour and their learning. The majority of the pupils are in Years 9, 10 and 11. Boys comprise three quarters of the roll. The unit consistently has a number of looked after children on roll: there were 20 at the time of the inspection. Around 15 per cent of pupils have a statement of special educational needs. The majority of pupils are White British. Depending on their individual programmes, older pupils spend up to half the week at work or in college placements.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the necessary capacity to secure the necessary improvement.

All aspects of the work of this multi-site pupil referral unit lack coherence. While some basic monitoring activities take place in the separate centres, this information is not brought together, analysed or evaluated effectively. As a result, the headteacher, management committee and local authority do not have a strategic overview of the unit's work and therefore have not tackled the widespread and significant weaknesses successfully. Self-evaluation is over-generous and does not acknowledge many of the unit's most serious problems.

The unit has severely limited strategies to support pupils to improve their behaviour and to engage them in learning. Fixed-term exclusion is used excessively, as are part-time timetables for pupils who should be attending full-time. The average attendance recorded by the unit between September 2009 and May 2010 is, at 46 per cent, exceptionally low. Overall, 49 of the 167 single-roll pupils do not receive their entitlement to full-time education. This situation is worst at the Pound Lane Centre. This constitutes a serious safeguarding issue because for part of each week, when these pupils should be educated and cared for by the unit, they are not allowed to attend. While younger pupils say they feel safe while at the unit, this view is not shared by some of the older pupils.

There are pupils who benefit from the support the unit provides and for whom the outcomes are adequate and even good, including those who attend the unit for part of the time and their mainstream school for the remainder. This view is supported by some parents and carers. However, for far too many, including pupils with statements of special educational needs and looked after children, the combination of part-time timetables, inadequate care and guidance, and unsuitable teaching leads to neither their personal nor their academic needs being met. Overall, pupils make inadequate progress and achievement is inadequate at all key stages. Of the 71 pupils currently in Year 11, at least 11 will leave the unit this summer with no qualifications, and a number of others with qualifications at only a low level.

The quality of teaching is inadequate. Recent work carried out in conjunction with the local authority to improve teaching and learning has had a suitable focus on planning and, as a result, some of the weaker teachers are beginning to gain a better

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understanding of what is required. However, planning is still unsatisfactory because it does not use assessment information effectively, plan to develop social skills or focus on pupils' main needs. The expectations staff have, both of behaviour and of learning, are too low and lessons lack challenge. Where expectations are high, pupils rise to the challenge and enjoy achieving but too many staff are unable to engage pupils in learning or to manage their behavioural difficulties. The high adult to pupil ratio is not maximised: in lessons, groups are usually too small and over-staffed which does not let pupils learn the skills they need to work independently. There is little availability of information and communication technology (ICT) to support learning.

While there is some positive care, guidance and support for a number of individual pupils, especially to help them with reintegrating into mainstream schools, overall there are many weaknesses. Outside agencies are not engaged strategically to help improve provision across the centres, for example, to support staff to recognise and plan for particular special educational needs.

The curriculum is inadequate because it lacks a systematic focus on the essential academic, personal and social skills pupils need to help them succeed at mainstream school, college or work. In particular, the curriculum at Key Stages 1, 2 and 3 does not prepare pupils well for re-integration into mainstream schools, either in its content or delivery. The unit has started to review and revise the curriculum at Key Stage 3 but the desired outcomes are not clear. At Key Stages 1 and 2, because of the small numbers at each centre, pupils spend far too much time working and playing individually or in groups of two or three. This gives them insufficient opportunities to develop their social skills and the ability to cope in whole classes. By being closed to pupils every Wednesday afternoon for staff training, the unit further limits the teaching time and curriculum opportunities available.

What does the school need to do to improve further?

- In order to ensure that personal, social and academic outcomes for all pupils are at least satisfactory, the unit should work in partnership with the local authority to make the following improvements.
- As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.
- Improve the quality of teaching and learning by:
 - increasing teachers' confidence and competence to teach whole classes effectively
 - ensuring that lessons give pupils the opportunity to work in groups as well as independently
 - using assessment data to plan lessons at an appropriately challenging level for each learner
 - ensuring that the activities are enjoyable and engaging
 - extending the availability and maximising the use of information communication

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technology.

- Improve the curriculum at Key Stages 1, 2 and 3 so that it effectively prepares pupils academically, personally and socially for a return to mainstream school.
- Ensure that single-roll pupils receive their statutory entitlement to full-time education.
- Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness.

Outcomes for individuals and groups of pupils**4**

The achievement of all groups of pupils, including those with statements of special educational needs and those who are looked after, is inadequate. Of the lessons observed during the inspection, pupils made inadequate progress in around a third. Pupils' learning skills are poorly developed and they are often held back by their lack of confidence. The older pupils who are allowed to attend the unit full-time, generally achieve several qualifications by the end of Year 11, but a small minority leave with none. A high number of pupils leave at the end of Year 11 with no college or work placement. Some older pupils are starting to make progress through the newly introduced National Open College Network (NOCN) accreditation framework.

Pupils' behaviour is inadequate. Behaviour observed during the inspection was largely satisfactory, but the school's data show high numbers of incidents, some of which are serious. Pupils attend the unit primarily because of their behavioural difficulties. However, because they are given insufficient support and opportunities to learn to manage it better, the behaviour of the majority does not improve significantly. Some pupils, particularly the younger ones and those on dual roll placements, do make progress which allows them to successfully reintegrate into mainstream school.

The younger pupils say they feel safe at the centres, as do older pupils spoken with during the inspection. However, through the questionnaire returns, too many of the older pupils say they do not feel safe. When given the opportunity, pupils show some interest in improving their health; for example, they respond well to the positive approach taken by the food technology staff at the Keresley Centre. However, because of the limited provision they receive, a minority of pupils are insufficiently aware of important factors affecting their health, such as smoking. A few pupils take part in fund-raising activities and small community projects but they have very little influence on what happens in the units. Many pupils do not have the opportunity to attend well, because they are given only part-time provision and this severely limits the development of the skills they need for the future.

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.

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Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	4
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	4
The extent to which pupils contribute to the school and wider community	4
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	4

How effective is the provision?

Teaching is inadequate, as is the use of assessment to support learning. Too many lessons are not planned well enough to meet pupils' academic and social needs. The stronger teaching has a clear focus on the desired outcomes for the lesson. Where this is the case, staff communicate high expectations to the pupils through the interesting tasks they give them and the way in which they speak to them. As a result, pupils enjoy their learning and make progress. The support provided by teaching assistants is too variable. In one lesson, for example, a teaching assistant gave skilled and timely support to a pupil who was becoming distressed, which meant that he quickly returned to the task and achieved well. In other situations, their support is not responsive enough and has little impact.

There are serious weaknesses in the provision of care, guidance and support for pupils. The sporadic nature of provision for many pupils does not help to keep them safe. Pupils' behaviour is not managed well, there are too many serious incidents. Insufficient guidance is given to pupils about how to improve aspects of their health: for example, pupils are offered some help to stop smoking, but are also routinely excluded from the unit for smoking. Pupils are not supported effectively to improve their attendance or their behaviour.

At Key Stage 4, the curriculum includes a suitable range of work placements and college courses, from which those pupils who are allowed to attend full-time benefit. A small number of older pupils have the opportunity to improve their physical and social skills through a series of outdoor activities, such as rock-climbing and hill-walking, the outcomes of which are carefully assessed. The different centres use off-site facilities

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such as local sports halls to extend the curriculum but do not always make good use of their own facilities, such as the outdoor space at the Merttens Centre to give pupils the chance to exercise, play or socialise during unstructured times. Overall, the curriculum is not good enough to promote satisfactory outcomes.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The headteacher does not have a strategic overview of the centres and their relative strengths and weaknesses or a clear understanding of what needs to be done to drive improvement. The lines of accountability for the many senior and middle leaders are not clearly defined. The leaders of the different centres take the lead in running them on a day-to-day basis but they have not been given sufficient responsibility for evaluating the impact of their centres' work. Leaders have taken a number of appropriate steps towards improvement since September 2009, such as creating a database for tracking pupils' progress, but these have not been far-reaching enough and have had too little impact. Because monitoring and evaluation are weak, senior leaders do not know enough about where inequalities in provision and outcomes lie and have therefore been ineffective in tackling them. Procedures for safeguarding pupils are inadequate. Some pupils, whose circumstances have made them vulnerable, such as those who are looked after, are not allowed to attend the unit full-time. A few basic records, such as the single central record of staff checks, and details of pupils on roll, are in a disorderly state, which contribute to the inadequacies in safeguarding.

The local authority accurately identified the weaknesses in teaching and the monitoring of teaching by senior leaders, and has taken a series of appropriate steps to begin to improve certain aspects. However, because this has not been combined with an equal focus on improving staff's strategies to manage challenging behaviour, this has not had enough impact. The local authority and the management committee have provided too little challenge to the headteacher about the very high levels of exclusions and pupils who are not being given their entitlement to a full-time education.

The unit does not have a plan for promoting community cohesion. The centres themselves are not cohesive communities because too many pupils are not able to interact positively with each other or with staff. The unit has built some productive partnerships with work placement providers, which benefit a small minority of Key Stage 4 pupils. There is a range of partnerships with outside agencies but these are not

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effective in promoting positive outcomes. Individual staff, through the tutor system, engage parents and carers satisfactorily.

The unit provides inadequate value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

The inspection team received 23 questionnaires which represents 9.5 per cent of parents. Parents' views were fairly supportive of the school. Several commented about the positive impact the unit had had on their children's behaviour and attitudes.

Inspectors found that the weaknesses in the unit's provision are having a negative effect on the personal development and achievement of the majority of pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warwickshire Pupil Re-Integration Unit 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	22	12	52	3	13	3	13
The school keeps my child safe	13	57	7	30	0	0	1	4
The school informs me about my child's progress	14	61	7	30	2	9	0	0
My child is making enough progress at this school	11	48	8	35	1	4	2	9
The teaching is good at this school	11	48	9	39	0	0	1	4
The school helps me to support my child's learning	14	61	5	22	0	0	2	9
The school helps my child to have a healthy lifestyle	8	35	9	39	2	9	2	9
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)	14	61	6	26	0	0	1	4
The school meets my child's particular needs	12	52	8	35	0	0	2	9
The school deals effectively with unacceptable behaviour	13	57	7	30	0	0	2	9
The school takes account of my suggestions and concerns	14	61	7	30	1	4	1	4
The school is led and managed effectively	13	57	8	35	0	0	2	9
Overall, I am happy with my child's experience at this school	14	61	6	26	1	4	2	9

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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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">■ 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.



25 June 2010

Dear Pupils

Inspection of Warwickshire Pupil Re-Integration Unit, Leamington Spa, CV32 7RT

Thank you for the help that you gave us when we inspected your re-integration unit this week. We found that there are many improvements that need to be made. We have therefore put the unit into 'special measures'. This means that some inspectors will visit each term to look at the progress that the unit is making.

A minority of you make progress with your behaviour and your learning once you are at the unit, and leave with qualifications. A number of the work placements and college courses at Key Stage 4 work well for you. However, too many of you are on part-time timetables when you should be at the unit or work placements full-time. As a result, you do not get enough chances to learn. Many of you need more help to improve your behaviour and we have asked the headteacher to make sure that you get this. We have also asked the headteacher and staff to:

- improve the quality of lessons by:
- getting you to work in groups and in whole classes more often
- checking exactly what you need to learn next
- making sure that lessons are not too easy for you and that they are enjoyable
- using more ICT
- make sure that what you do at the unit, particularly those of you in Key Stages 1, 2 and 3, helps you to be ready to return to mainstream school
- make sure that you attend all the hours you should
- regularly check how well everything is going at each of the centres.

You can all help by attending whenever you are meant to and co-operating with staff to improve your behaviour and learning.

Yours sincerely

Mrs S Morris-King

Her Majesty's Inspector

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