

# 14-19 King Street Alternative Provision

Inspection report

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<b>Unique Reference Number</b>	135950
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	381975
<b>Inspection dates</b>	6–7 December 2011
<b>Reporting inspector</b>	Martyn Groucutt

**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>	14-16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	David Downey
<b>Headteacher</b>	Betty Ellis-Martin
<b>Date of previous school inspection</b>	22 November 2010
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## Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed, taught by seven teachers. Meetings were held with senior and middle leaders, a representative of the management committee, students, staff and representatives of the local authority. Inspectors observed the unit's work, and looked at students' work; teachers' planning and marking; information on student progress; and policies and procedures, including those for safeguarding. The effectiveness of local authority support since the notice to improve was issued was reviewed. Although they had been circulated, no questionnaires were returned by parents and carers, but the inspectors took into account the views expressed in those returned by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at the extent to which attendance and behaviour impacted on student outcomes.
- They considered the impact of the move to a single site in terms of student attitudes and outcomes.
- Inspectors looked into the extent to which teaching was re-engaging students in learning.
- They investigated the extent to which the curriculum, both on and off site, matched students' needs.

## Information about the school

King Street pupil referral unit is the only such provision for Key Stage 4 students within the Borough of Telford and Wrekin. Since September 2011 it has a single base provided in rooms within a sixth form college. All students have special educational needs and/or disabilities that are reflected in behavioural, emotional and social difficulties which are compounded by associated communications difficulties for some students. Virtually all are of White British heritage and none are learning English as an additional language. The proportion known to be eligible for free school meals is well above the average found nationally. When the unit was last inspected it was given a Notice to Improve because it was performing significantly less well than it could reasonably be expected to perform.

**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

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the pupil referral unit no longer requires significant improvement. It is now providing a satisfactory and improving quality of education.

This is largely because of the focus on improvement in all areas by the headteacher, with strong support from the deputy headteacher. It is being supported effectively by committed staff and sustained by timely support from the local authority and the well-qualified management committee. Systems and structures have been developed that allow the unit to track individual progress from an initial baseline. This shows that, while attainment is low, it is rising and achievement and progress are now good. This is because the quality of teaching and the engagement of pupils are good. Learning is being positively promoted, with an expectation that the core subjects of English, mathematics and science will be followed to GCSE, together with appropriate accreditation in those curriculum areas where students make option choices that provide wider access to academic and vocational courses. Opportunities to expand provision for work-based learning are being sought. The better use of data is enabling the curriculum to be more effectively individualised to meet needs and match provision with potential and personal interests. It also provides clear evidence that no individuals or groups of students are discriminated against, with outcomes improving for all. The link between underachievement and the quality of teaching is emerging and being addressed where it is identified.

Academic subjects are now led by specialist teachers and specialist rooms have been developed alongside an investment in information and communication technology (ICT) that is effective in enhancing the quality of teaching and learning. Subject leaders are taking the lead in developing and monitoring the provision in their areas. This more devolved style of leadership is seeing increasing effectiveness in the delivery of schemes of work, effective use of assessment to support teaching and learning, and better focused professional development. Systems for the effective performance management of all staff are developing and starting to bear fruit. The core curriculum is enhanced through opportunities to study a range of courses provided in-house or through a range of good quality accredited providers, who also broaden the scope for accreditation. The unit knows its students well and works hard to ensure that they have positive outcomes that enable them to sustain their educational and social progress once they have left the unit. Care, guidance and support are good and supported through a range of effective links with other agencies, such as the Connexions service.

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Challenging behaviour is dealt with through effective and consistently applied strategies. Students respond positively and treat staff, each other and the facilities of the unit with respect. This means that the environment is safe, behaviour is good and a learning environment is in place. Staff work hard at helping students develop an understanding of right and wrong and to promote positive social skills. Systems to promote attendance are applied rigorously and consistently, and the headline rate of improvement is satisfactory. However, the attendance of a few remains a cause for concern, as is the punctuality of a number of students. This impacts adversely on the unit's overall capacity to promote future economic well-being. In all cases, the unit works hard to promote positive relationships with parents and carers. Even though none returned their inspection questionnaires, they do show positive support in attending termly review meetings with their children and a range of other ways that helps maximise the benefits of their young people attending the unit. Wider social and emotional issues are sometimes addressed through effective links with external agencies, as is the support for ensuring that students are safe.

Rising standards, the ways in which issues that led to the Notice to Improve have been systematically addressed and rectified, the commitment of current staff to secure improvement, and the good quality of self-assessment means that the unit has a good capacity to sustain the impressive improvements evident.

About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit before their next section 5 inspection.

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

- Seek to promote greater student achievement and progress by:
  - continuing to improve the quality of teaching through effective performance management and staff training
  - maximising the benefits of using student data to further refine individualised programmes of learning.
- Promote the future economic well-being of all students by:
  - continuing to work with the small number of persistent absentees and their families to improve their attendance
  - emphasising the importance of punctuality as well as attendance
  - increasing the range of, and access to, practical-based, work-related learning.

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

As a result of their previously fragmented patterns of schooling students enter the pupil referral unit with low attainment. Evidence from previous schools shows some have regressed in their learning during Key Stage 3. However, the unit's tracking of achievement demonstrates that it is succeeding in engaging with its students so that

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they make good, and in some cases outstanding, progress from their very low starting points. Positive outcomes in lessons are supporting rising standards and growing student confidence. This was reflected in the performance of Year 11 students in their English GCSE speaking and listening tests, and in the quality of work from students in art whose work is displayed throughout the unit. The extremely positive engagement of students engaged in off-site vocational learning was seen in visits to providers, where high quality workshops and tuition result in the positive learning of a range of practical skills. While re-integration into mainstream is not ignored, in reality it is not a priority because of the limited time left in full-time education when students join the unit.

Many students have experienced situations in which they may have been vulnerable and their behaviour can still be rather volatile. However, because of effective behaviour management and the positive relationships between adults and students, they are helped and supported. The unit is a place where students feel comfortable, behaviour is good and they say they feel safe. This extends to the rigour with which staff deal with any cases of potential bullying, so that it is not a major issue. Opportunities for recreation are limited but most enjoy physical activities and this, combined with a knowledge of what constitutes a healthy diet, promotes a satisfactory understanding of healthy lifestyles. The unit encourages the student voice through the close personal relationships it tries to foster and is trying to promote community links, such as the display of students’ art work in a local library. Students are encouraged to reflect on their experiences and to show consideration to the views, beliefs and values of others.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

<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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## How effective is the provision?

The quality of teaching has improved and is now good. Central to this has been the creation of the role of subject leader and this has done much to promote curriculum development. Effective subject leadership and monitoring, coupled with the increasing effectiveness of assessment, means that teachers are better supported in their classrooms. It also means that students are more effectively challenged and targets set that will help them to maximise their potential. Teachers work very effectively with teaching assistants who, now that the unit is based on a single site, are assigned to specific subject areas in which they are developing expertise. New ICT equipment, such as interactive whiteboards, adds interest and visual learning opportunities to which students respond positively. As a result, they are generally well-motivated and engaged, which in turn supports the progress that they are making.

Since the last inspection, there have been effective and well-monitored curriculum developments, together with the promotion of schemes of work that challenge and engage students effectively. Cross-curricular work is being developed and opportunities to help students to come to a greater self-awareness are promoted through personal, social and health education. Teachers show a growing confidence in helping students to realise that they do have ability and potential, which after years of failure in previous settings does not always come easily. Good partnerships also help sustain a variety and breadth of learning opportunities. For example, links with the sixth form college in which the unit is based and with the community partners who provide an increasing range of off-site provision, are both important elements in extending the curriculum.

Care, guidance and support have been enhanced by the more effective use of data on individuals. It gives the unit a detailed understanding of the achievement and continuing needs of every student and evidence that all have equality of opportunity irrespective of their background. The positive rapport between staff and students, and effective procedures to support positive behaviour, helps create a calm and purposeful environment where students can learn within an environment where they feel safe and supported. Good links with local colleges, employers and the Connexions service enables effective transition support to be provided as students move beyond Year 11.

*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>2</b>

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## How effective are leadership and management?

The headteacher and her senior colleagues have taken consistent action to improve practice in those areas identified as weak at the last inspection and to raise standards. The increasing impact of empowering heads of department to assume control for their specific areas has devolved elements of leadership and increased the effectiveness of the unit. The headteacher is a reflective strategic leader, monitoring the work of the unit and its staff, and maintaining a clear focus on ensuring that the improvements of recent years are sustained. The local authority has also given good support at a strategic level, as well as through the direct support of its link advisor and a School Improvement Partner. The management committee is well informed and made up of people who are in a good position to challenge and question.

Statutory responsibilities are met, notably safeguarding where effective links with outside child-care agencies provide excellent support for young people who might find themselves in very vulnerable positions. Positive working relationships also sustain good practice, such as those with the Youth Offending Team and the police, since a very high proportion of the students have been involved in crime or been the victim of crime. Links with parents and carers are positive and they have frequent contacts through telephone, text or newsletters, as well as personal contacts when learning plans are reviewed on a termly basis. Local community links are supported, but students currently do not have many opportunities to expand their understanding of the wider world and other communities, faiths and ethnicities.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

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There were no responses to the parents and carers questionnaire, although the pupil referral unit's own contacts show good support for the work of the unit.

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

Ofsted invited all the registered parents and carers of pupils registered at 14-19 King Street Alternative Provision 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 no completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child’s progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child’s learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child’s particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child’s experience at this school	0	0	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



8 December 2011

Dear Students

### **Inspection of 14-19 King Street Alternative Provision, Telford, TF1 1NY**

I am writing to thank you for the warm welcome you gave to me and my colleague when we came to inspect your pupil referral unit recently. We found that it provides you with a satisfactory standard of education.

You told us that you think that things have improved and we agree with you. At the last inspection, the unit was given a Notice to Improve because things such as attendance, the quality of some teaching and the inadequate accommodation were not good enough. Mrs Ellis-Martin and her staff have certainly worked hard to bring about successful improvements. You all now attend the same place, based in the college. The management of your teaching and learning has been improved because the heads of departments are now in a stronger position to take responsibility for, and be held accountable for, what goes on in their departments. They are also able to track the progress you make because they have much better data on how well you are doing. Your attendance has improved as well, although lateness and the persistent absence of a few students does remain an issue, despite the efforts being made.

Things have improved but we have asked the unit to look at continuing to improve a couple of things.

- Help you to do your very best by ensuring that teachers have the best help in developing their professional skills and knowing how to meet your own individual needs.
- Promote your future economic well-being by working hard to improve your attendance and punctuality, and finding opportunities for you to learn through more work-related opportunities.

If you always try your very best you will find that you are in a good position to make the best of the talents that you all possess. We wish you all the best of luck in that.

Yours sincerely

Martyn Groucutt  
Lead inspector

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