

The Braybrook Centre (Key Stage 3 PRU)

Lawnswood Avenue, Parkfields, Wolverhampton, WV4 6SR

Inspection dates

2–3 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school. Select

- The head of centre, supported by the federation's executive headteacher and management team, has continued to develop and improve the centre.
- The systems in place to monitor all aspects of the centre's work are robust. These ensure that the senior leadership team know the students are safe and their levels of achievement.
- The staff build the students' confidence and self-esteem, which in turn encourages them to engage in their learning.
- Students make good progress in mathematics, science, English and reading skills from low starting points which are often several years behind their chronological age.
- Teaching is good and teachers typically provide engaging and interesting activities which motivate students to learn.
- The opportunities provided by the centre to develop the students' spiritual, moral, social and cultural development are excellent.
- Verbal feedback to students during lessons is a strength of the centre and helps them improve their work effectively.
- Behaviour is good both in lessons and around the centre. Students feel that behaviour is good. Relationships between students and staff are very positive.
- Students feel safe and are confident that staff will keep them safe.
- The centre is very effective at returning students to mainstream schools.
- Members of the management board effectively monitor and challenge all aspects of the centre's work.
- Leadership and management are good. Leaders monitor teaching effectively and ensure this leads to positive achievement for all students.
- The management board have a good understanding of the quality of teaching and the achievement it creates. They use this to effectively reward good teaching.

It is not yet an outstanding school because

- Occasionally teachers do not provide work which is appropriate to the students' abilities and/or is sufficiently challenging.
- The quality of marking is inconsistent across the centre.
- Teachers' planning does not consistently indicate exactly what the students are going to learn, which in turn makes assessment of the effectiveness of students' progress towards the aims of the lesson more difficult.

Information about this inspection

- The inspector observed lessons across the provision, several of which were jointly observed with the head of centre and deputy head of centre.
- A range of students' books and work was scrutinised, covering a range of subjects. The inspector also observed behaviour at break and lunch times.
- The inspector spoke to the Chair of the Management Board and senior leaders and managers. A telephone conversation took place with the Deputy Director of Education. The inspector also spoke to students both informally across the provision and in an arranged meeting. A meeting also took place with the Vice Principal of one of the centre's feeder high schools.
- The inspector studied a range of documentation relating to the progress and attainment of students, the work the provision does to keep students safe and records regarding the quality of teaching. The inspector also scrutinised documentation relating to students' behaviour and attendance.
- The inspector observed students reading in a range of lessons.
- There were not enough responses to register on Parent View (the online questionnaire).

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- The provision provides short term education for Key Stage 3 students experiencing behavioural difficulties, who have been permanently excluded from mainstream schools or are at risk of exclusion.
- The centre is part of the Wolverhampton Secondary Pupil Referral Unit Federation, which has an executive headteacher. The Braybrook Centre's senior leadership team consists of a head of centre and deputy head of centre.
- The maximum time any student spends in the provision has been three terms. Most students spend only a term and a half in the provision. All the students are dual registered and so remain on their mainstream school roll.
- All students have special educational needs for emotional, social and behavioural difficulties.
- The centre does not receive any pupil premium funding for its students (additional government funding to support students who are known to be eligible for free school meals or are looked after by the local authority) as this would be paid to the mainstream school. In addition, there were no students eligible for pupil premium at the time of inspection, a much lower than average proportion of the centre's population than that found nationally.
- The vast majority of students are of White British origin. There is a much lower proportion of girls in the centre than that found nationally.

What does the school need to do to improve further?

- Improve the quality of teaching further by:
 - ensuring that the best practice in marking is shared with and consistently used by all staff, so that all students know how to improve their work further
 - ensuring that all teachers always know exactly what they want students to learn in each lesson to enable greater accuracy in their assessment of their lesson.
- Raise achievement further by making sure that all teachers consistently plan and deliver work that is challenging and appropriate to the students' abilities.

Inspection judgements

The leadership and management are good

- The senior leadership team has developed a positive learning environment where all staff have high expectations of the students. They develop excellent relationships with the students, which help to re-engage the students in their learning. Senior leaders monitor all aspects of the centre and this ensures that their self-evaluation is accurate.
- All policies and procedures are closely followed by the staff and they work well with a wide range of specialists to meet all the needs of the students. This in turn helps to ensure that all students are treated equally and that there is no discrimination. As staff carefully follow all agreed procedures, this helps ensure that the work the centre does to keep the students safe is good.
- The positive links the centre has with the local authority help provide external moderation and review of the entire centre's work. This is further supported by the moderation its feeder high schools provide as they regularly check the progress their students make in the centre. The senior leadership team also has strong links with a range of other specialist agencies, and uses these very effectively to support the students both in the centre and at home.
- The quality of teaching has continued to improve since the last inspection; it is consistently good with a higher proportion that is outstanding. The leadership and management of teaching are good and leaders and managers of all levels monitor teaching effectively.
- The centre has good communication with the parents through daily telephone calls, text messages and written communications. This enables the parents to be as fully involved as possible in their child's education. This is especially so when the centre provides home tuition on a short-term basis for students who are school phobic or find it more difficult to settle into a formal educational environment. Regular checks are carried out to ensure that work is done and students are where they are supposed to be. This is a key element in the reason why safeguarding arrangements meet current requirements.
- The senior leadership team use external agencies to provide the students with good career and future choices support and guidance. This, along with the good education the students receive, sets them up well for their future lives.
- The middle leadership team consists of all the subject leaders and they carry out their responsibilities effectively. They monitor teaching in their subjects, review students' work and analyse progress data to ensure that all students are making the progress of which they are capable.
- The subjects taught in the centre are rightly focused on mathematics, reading, writing and English, and as far as possible those other subjects' students were studying in their mainstream settings. The close ties with the federation mean that the centre can access subject specialists where needed. They also work with the high schools to use their teachers to provide further support if necessary. This provides the students with a broad range of subjects which further enhances their engagement in learning.
- The centre provides the students with a range of opportunities to improve their spiritual, moral, social and cultural development. They use visitors to the centre, take the students on visits and provide good teaching to develop their skills well. However, the greatest strength in this process is the manner in which staff integrate this development into all the lessons they teach. This results in the students having a good understanding of British values and living in a modern British society.
- **The governance of the school:**
 - The management board is well structured and, with a number of headteachers as members, provides good challenge and support to the centre. Regular monitoring of all aspects of the centre means that governors have a clear and accurate view of its work. Through their rigorous scrutiny of data on student progress, they know how the students compare with each other in the centre and against their peers nationally. Performance management systems are very effectively operated by both the senior leadership team and management board. The management board use the information they have on the

performance of teachers to reward good performance and ensure that any underachievement is quickly tackled. They also closely link this to the training needs of all staff. Safeguarding is paramount for all leaders and managers, and especially the management board who carefully check that all aspects are robust. Several members are fully trained in safeguarding and safer recruitment and this contributes to safeguarding aspects meeting current requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Although all the students arrive with a history of disrupted education and difficulties in their home lives, they quickly settle in to the centre and make good progress in changing their behaviour patterns. Some of the students are occasionally home tutored and they are quickly supported to change their behaviour and so move into the centre for their education.
- All staff spoken to were rightly positive about behaviour. They recognise that students' behaviour sometimes slips but feel that individuals improve the longer they are in the centre. As one student stated: 'Yes, behaviour is good but we have issues; sometimes things go wrong but staff help us to improve.' This was clearly seen during an incident in a corridor where students misbehaved and then became agitated. The calm and relaxed approach of the staff quickly calmed the students down and returned them to their class.
- There were several minor disruptions during the inspection, but none of these lasted long due to the excellent response of the staff. None of these incidents affected the learning of other students or those involved. However, it is these minor disruptions that prevent behaviour being outstanding.
- Students' attendance rates improve markedly during their time in the centre. This helps them settle into their learning and so increases their rates of progress. Students begin to enjoy learning more and gain a desire to do their very best. Students spoken to by the inspector stated they liked attending the centre. Student stated that they did not really want to leave as staff listened to them, helped them improve and gave them the time and support to do so.
- The school behavioural logs and physical restraint documentation all show that behavioural incidents are falling and are certainly less severe in their manner. This is due to the very positive approach of the staff who know the students very well. Behaviour observed during break and lunch times was highly positive with students playing pool and other games together very sensibly.
- The changes in the students' behaviour results in many of them returning to a mainstream school within a term or term and a half. Students very rarely remain in the centre for more than three terms. This positive view was echoed by the Vice Principal of one of the centre's high schools, who felt the centre did excellent work in returning students to mainstream education so quickly.
- Students generally have positive attitudes to learning and this is shown in their work and books. This shows that when students enter the provision there is some resistance to learning and work is not well presented. However, as they settle into the centre this improves rapidly.

Safety

- The school's work to keep students safe and secure is good. This is based on all staff being well trained and following robust policies and procedures. All students spoken to said that they felt safe in the centre due to the staff who cared about them. However, their views were excellently summed up by an ex-student who had asked to see the inspector, when they said, 'I felt safe because the centre is like a home, a very safe home which I had never had before.'
- Students stated that very occasionally some minor bullying occurred but this was not tolerated by staff, and so was quickly and effectively dealt with. Students were able to describe the various forms of bullying they might encounter and were able to say what they would do should it occur. This included a good understanding of e-safety, discriminatory and homophobic comments.

- All the centre's accident logs are well kept and the procedures to ensure that students are safe are good. This includes sending a text message to a parent or carer for information if a student is absent within five minutes of the register closing. This is followed up by a telephone call within half an hour and regular calls throughout the day until they know the student is safe.
- Students are taught how to stay safe and healthy through the very subtle work of the teachers who include this in almost all the lessons they teach. Through discussion, subtle reminders of expectations and by relating work set to the lives of the students.

The quality of teaching is good

- Most teachers typically assess the students' progress during their lessons and generally use this effectively to plan for future learning. Teachers provide the students with interesting and engaging work which helps to motivate and engage them in their learning. The teaching of mathematics, English and reading skills are good, leading to rising achievement. Most teachers usually plan well for each individual student's needs and abilities.
- Teachers ensure that as a rule students are challenged and especially those who are the most able. This means that students typically make good progress in all their subjects, which in turn results in students closing the gaps in their education.
- Teachers are good at using skilful questioning and discussion to ensure that students clearly understand their work. This was clearly shown in a textiles lesson where students were encouraged to develop their skills effectively. The students' positive discussion, arising from the questions posed by staff, encouraged them to try new skills, and to discuss their reasons for their choices of techniques and materials. Students were at ease with this approach which enabled them to explore a wide range of ideas.
- All staff build students' confidence and self-esteem, and are consistent in their approach to behaviour and attitudes to learning. They quickly build positive relationships with the students and this in turn means that students want to do well for the staff and themselves.
- The other adults who support learning are used very effectively by the teachers to support students in one-to-one situations, to support groups and to assist students who may have behavioural issues. They are well trained and are an important asset to the centre.
- Specialist teachers are often brought into the centre from the other federation units and occasionally from the centre's feeder high schools. This helps to provide that extra expertise to raise students' achievement further. The students appreciate this work by the centre, as one student commented: 'I was doing a subject the centre did not do so they asked my high school to help and so I received specialist teaching.'
- Teachers have good subject knowledge and carry out their duties effectively. All levels of leadership and management monitor teaching effectively, and this has led to improved teaching and higher achievement levels. Teachers' standards are being met. Teachers' skills are highlighted in the way they subtly develop the students' moral and social skills within each lesson. This enables the students' personal needs to be met as students feel relaxed about talking to staff at all times.
- There are examples of positive marking in the centre, which assists students to know how to improve their work. In these cases, work clearly shows that students also had the opportunity to improve their work based on the teachers' comments. However, this is inconsistent across the centre and so not all students receive this support. However, verbal feedback to students is more positive and this provides them with some information on how to improve their work during lessons.
- Although teachers usually plan effectively, occasionally teachers do not ensure they know what specific skills and knowledge they are actually teaching during their lesson. This in turn means that the evaluation of their lesson and the learning achieved by the students is not always accurate.

The achievement of pupils**is good**

- All groups of students make equally good progress in reading, writing, English and mathematics. Students typically enter the centre with skills and knowledge approximately three years behind their chronological age. All students make good progress, even those who are in the centre a short time. Those who are in the centre for a greater period of time close the gaps to within a year of their chronological age and the standards achieved by their peers in mainstream schools. This was demonstrated by the data provided for scrutiny by the school and confirmed in discussion with the Vice Principal of one of the centre's feeder high schools.
- The most able students make good progress in all subjects, and their level of achievement in mathematics, English and science is broadly in line with their peers nationally when they leave the centre. This is due to the senior leadership team ensuring that they receive good teaching and are challenged in their lessons.
- Students' achievement in reading is good, due to the way in which all staff encourage students to read widely. Students read in a wide variety of situations, ranging from simple instructions to news reports and sections of books. Students regularly read both aloud and to themselves, building up their confidence and resilience. Staff develop students' reading skills and support the use of phonics skills (the linking of letters and sounds) effectively. This has resulted in students quickly catching up on the skills they had lost due to their previously disrupted education.
- Students at Braybrook enjoy being challenged in their work and in almost all lessons this is the case. However, very occasionally, teachers do not provide this challenge and so students become distracted and progress slows. This was seen during a mathematics lesson where the teacher did not initially set work which was suitable for the students. As a result, the students were negative about their learning. When the work was changed, the students quickly settled down and started to make better progress. However, in another mathematics lesson work was very challenging and, as a result, students concentrated fully throughout. One student created their own mathematical problems for the teacher to solve and challenged the teacher to fully explain the reasons for their answers. This in turn allowed the student to more fully understand their own learning.
- Students make excellent progress in their emotional and social skills. The relationships they develop with each other and the staff are a testament to this. This results in the students building respect for each other, the staff and themselves. This was summed up by one of the students who stated, 'We may not always like each other but, if we have an issue, we try not to involve others in it. The staff help us to calm down, to relax and get back to our learning.'
- The good achievement of the students is a key factor in their quick and positive return to mainstream schools. They learn to better control their behaviour and develop social skills, and their good progress in learning means they are well placed to return to mainstream education.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134257
Local authority	Wolverhampton
Inspection number	448064

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	11–13
Gender of pupils	Mixed
Number of pupils on the school roll	23
Appropriate authority	Management Board
Chair	Tim Gallager
Headteacher	Phil Woosey (Head of Centre) Joanne Wood (Executive Headteacher)
Date of previous school inspection	21 March 2012
Telephone number	01902 558144
Fax number	01902 558144
Email address	braybrook.centre@wolverhampton.gov.uk

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