

Redbridge Tuition Service

Inspection report

Unique Reference Number	134366
Local Authority	Redbridge
Inspection number	316258
Inspection date	12 November 2008
Reporting inspector	Bill Stoneham

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 on roll	
School (total)	46
Appropriate authority	The local authority
Headteacher	Mrs Cherie d'Abbro
Date of previous school inspection	25 April 2005
School address	Starch House Lane Full Well Cross Barkingside Essex IG6 1PU
Telephone number	020 8501 6080
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Age group	5–16
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Redbridge Tuition Service is a mixed pupil referral unit providing education for students aged 5 to 16. Many students have been permanently excluded from their mainstream schools and most have histories of disrupted education. Some live in areas that are characterised by drugs and crime and where the socio-economic context is well below average. Almost all of the students will have experienced emotional, social and/or behavioural difficulties at some point in their lives. Most have educational difficulties and/or disabilities. There are nearly three times as many boys as girls in attendance. The service covers the whole of the London Borough of Redbridge.

The vision of the centre is to personalise the curriculum to match the needs, abilities and aspirations of each student. Each student is treated as an individual and the service works with them to achieve their potential. At Key Stage 3 the service is trying to reintegrate the students into mainstream education; at Key Stage 4 it is endeavouring to equip them with the necessary skills to progress to further education or to the world of work.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Redbridge Tuition Service provides a good level of education. There are some outstanding features of this provision, including the quality of the curriculum and partnership work. This work is outstanding because of the range of opportunities and support that is offered and the contribution this makes to the education of the students, including the development of their social skills.

Students entering the service have usually had a disrupted education and their standards of work are frequently exceptionally low. By the time they leave, their attainment levels have risen. They remain below average, but most students gain some qualifications and there has been a steady improvement in the centre's GCSE grades. Students can study GCSEs in a number of subjects and other relevant qualifications, including those offered by the Award Scheme Development and Accreditation Network (ASDAN). Year 11 students following ASDAN courses achieve especially well and make very good progress. Some students, who were predicted to gain no qualifications in their mainstream school because of their attitudes and poor attendance, leave the service with qualifications that equip them to progress successfully to the next stage in their lives. In relation to their starting points, the progress students make is good.

Much of this success stems from the good care, guidance and support offered. All staff are supportive of the students and some aspects of the care, guidance and support offered are excellent, especially in terms of helping the students to adjust to their situations and encouraging them to develop friendships. There is a very good reward system and students are encouraged to take responsibility, especially for their own actions. Supporting this is a wealth of other measures to offer support and encouragement. Good work is done in association with the provider for careers advice. This collaborative support helps the students to progress to the next stage of their education, or to enter the world of work. Levels of academic monitoring are less detailed. Staff have identified this as a key area for improvement and a recently appointed member of staff is endeavouring to introduce a coordinated and centralised system to monitor the academic progress of the students. The use of targets to raise standards and the monitoring of progress against such targets is at an early stage of development. Consequently, assessment data is not consistently used to help lesson planning.

The good progress made by the students is also due to good teaching and an outstanding curriculum. Much good teaching and learning was seen during the inspection. Teachers are confident and knowledgeable. In lessons, the set tasks challenge and extend the students. Some staff have an occasional tendency to tell the students answers too quickly and there are occasions where opportunities to develop the students' literacy skills are missed. Teaching staff have high expectations of the students and this aids their learning, but there are too few displays of students' work around the centre. Opportunities to celebrate success are not always taken. The curriculum has improved significantly since the last inspection and is outstanding because it meets the varying and complex needs of the students very well. The move to new premises two years ago offered scope for many improvements. In addition, staff have cultivated opportunities to work with many other providers to improve what is offered. This has resulted in significant improvements in vocational options at Key Stage 4 and extra-curricular provision. The curriculum now offers a good balance between academic study, vocational work and extra-curricular activity such as sport.

Personal development and well-being are good. Good provision is made for the students' spiritual, moral, social and cultural development. Good moral and social development is reflected in good behaviour and in the good relationships existing between students and between staff and students. Some good spiritual and cultural development was evident in displays about religious festivals. The assembly seen during the visit represented a sensitive use of time. The students referred to Remembrance Day and there was discussion about child cruelty, which was promoted by an item some students had seen on a television news bulletin. These topics were handled with sensitivity and the students were offered opportunities to reflect on what they had seen and heard. Improvements in personal development are further reflected in the rising attendance rates.

Other good aspects of the service's work are the way responsibility is developed and the contribution that is made to community cohesion. On the day prior to the visit, the students had organised a charitable coffee morning for local residents and a significant sum of money had been raised in favour of a local hospice. The students were justifiably proud of their efforts. The responsibility exercised by the students can be seen in the condition of the building. The two-storey block is clean, tidy and welcoming. Much praise is due to the excellent site manager, but staff have successfully encouraged the students to take a personal responsibility for their immediate environment and the students seem justifiably proud of their centre.

Leadership and management are good. The service is led by a determined headteacher who is well supported by a dedicated, committed and hard working staff. Their work is appropriately supported by the service's management committee. Senior staff have produced a good improvement plan and there is a good commitment to raising academic standards and achievement. Self-evaluation is satisfactory. Good improvement has been made since the previous inspection and the centre provides good value for money. There is a good capacity for further improvement.

Redbridge Tuition Service is successfully working to change the lives of vulnerable youngsters. Very few parents replied to the inspection questionnaire, but those who did were supportive and appreciative of the service. The students are similarly appreciative. As one youngster commented, 'I like it here because it is small and friendly. I was lost in my previous school, but here staff know you and always help you.'

What the school should do to improve further

- Ensure a more consistent approach in lessons to developing literacy skills.
- Raise standards further by ensuring all students are set challenging targets and that progress against such targets is regularly monitored and reviewed.
- Seize all opportunities available to celebrate the successes of the students.

Achievement and standards

Grade: 2

Most students have experienced considerable disruption to their education prior to entering the service and their levels of prior attainment are usually exceptionally low. Once they enter the service, every student is given significant encouragement to adopt good study practices. The students receive considerable support and they are offered appropriate opportunities to study GCSE and other qualifications. All the students who finished Year 11 in 2008 left with at least one GCSE grade and, though most gained results below a C grade, half of the cohort left with at least five GCSEs. Many Year 11 students also left with ASDAN qualifications and the

progress they made on this course was especially good. At both Key Stage 3 and Key Stage 4 the range of courses available offers the students appropriate opportunities to be reintegrated into mainstream education, or to progress to the world of work or to further education. Work seen during the inspection showed standards to be below average, but improving. In relation to their starting points, the progress students make is good.

Personal development and well-being

Grade: 2

Most students engage in a friendly manner with each other, staff and visitors. Students consulted during the visit said they enjoyed attending the service; they felt safe and valued. Attendance is average but is improving. Many students have significantly boosted their attendance since joining the service, some by at least 100 per cent. Many now have attendance records that are close to, or even exceed, the national average figure. A small minority, however, do not have such good habits and this has a detrimental effect on their learning. Students' spiritual, moral, social and cultural development is good. This aspect of personal development is promoted well through assemblies, personal, social and health education (PSHE) and the many partnerships the service has developed, including the one with an adjoining Jewish faith school. Students are constantly encouraged to take responsibility for their own actions. The strong emphasis placed on personal development and responsibility manifests itself in the good behaviour of the students.

Participation in physical activities is good and the students enjoy activities as diverse as football, country walking and yachting. They understand well the importance of physical education in keeping healthy. They know about balanced diets even if they do not always put this knowledge into practice. They have a good understanding of the ill effects of drug and alcohol abuse but do not always heed the advice they receive about the ill effects of smoking. The students are confident that their views matter and consider they have good opportunities to talk to adults when necessary. Preparation for their future economic well-being is no better than satisfactory because of the difficulties that many continue to encounter in their basic skills of literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 2

Good teaching enables the students to make good progress. Learning frequently occurs at a good pace because staff expectations are high, suitably challenging work is set, lesson planning is good and the students are keen and eager to participate. Learning is far better in those lessons where staff place considerable emphasis on literacy development by highlighting and displaying key words and concepts and ensuring understanding. However, this is not done with sufficient consistency and where words and terms are not properly explained, the pace of learning slows. The classrooms are peaceful and are well presented. All staff have worked hard to ensure that an interesting working environment has been established, but opportunities are missed to celebrate the successes of the students through regular displays of their work.

Curriculum and other activities

Grade: 1

The service has significantly improved the quality of its curriculum since it was last inspected. The issues raised at that time have been tackled well and the range of subjects significantly extended. The curriculum now successfully meets the varying and complex needs of the students. At both Key Stage 3 and Key Stage 4, the courses available offer the students appropriate opportunities to be reintegrated into mainstream education, or to progress to the world of work or to further education. The National Curriculum is followed as far as possible with the students being offered good opportunities to study the core subjects of English, mathematics and science. A good range of other subjects is also available and, where appropriate, students sit public examinations. Two areas that have been developed particularly well are the provision for vocational education and extra-curricular activities. The former involves very good work with further education providers, though the service is seeking ways of improving its 'in-house' provision. The latter involves a thoughtful sports-based programme that encourages participation and responsibility.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The quality of pastoral care offered to the students, many of whom are vulnerable, is excellent. Excellent and extensive partnerships with a range of agencies are very well organised to deal with the students' social and emotional circumstances. The centre's multi-agency approach and use of outside professional agencies successfully enhances the quality of support. High quality and effective personal and careers advice and guidance helps students back into mainstream school, or into the best options available in education, work or training at the end of Year 11. Staff act swiftly to address any anti-social behaviour such as bullying. The reintegration of students into mainstream education is very well managed. The academic support offered is satisfactory. The service recently identified this as a key area for development. A recently appointed senior member of staff has been charged with this responsibility. Though many procedures are still being developed and refined, a satisfactory tracking and monitoring system is in place and staff are now keeping accurate records of the progress students make in terms of their work, but assessment data is not yet systematically used in lessons as a tool to help planning for learning.

All current Government guidelines on child protection are met and the provision for ensuring health and safety is good.

Leadership and management

Grade: 2

The very committed headteacher, ably supported by her good staff, form a highly effective team. They are instrumental in developing the good ethos for learning and achievement in the centre. Self-evaluation is improving and is helping planning. The areas identified for development are appropriate, though there is insufficient emphasis needs placed on using assessment data to improve learning and to raise standards and achievement. All staff are highly committed to ensuring every student really matters. The sterling efforts of the staff motivate the students, improve their commitment, and enable them to move closer to achieving their full potential. Leadership has ensured the centre provides a most welcoming, high quality and well-resourced

learning environment. The centre's management committee are supportive and are developing their role as critical friends.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 November 2008

Dear Students

Inspection of Redbridge Tuition Service, Essex, IG6 1PU

Thank you for the welcome you gave me on my recent visit. I enjoyed learning about the work you are doing. Overall, I have concluded that you are offered a good standard of education and that there are some outstanding features. The centre is well led by the headteacher and her good staff are all working hard to help you. Overall, your standards of work are below average, but you are making good progress in your studies. You are offered an outstanding curriculum and the support and encouragement offered to you is good. You benefit from good teaching and the centre provides you with a safe and caring environment in which to work. Your work also benefits from some excellent partnerships that have been established. Most of you have at least satisfactory attendance records and your behaviour is good. It was pleasing to see you enjoying your work and I was impressed to hear about the success of your recent coffee morning. Congratulations on raising such a good sum of money for charity.

I have suggested some areas for improvement. These are:

- staff should adopt more consistent approaches to developing your literacy skills
- there should be more consistency in the way you are set targets and how your performance against such targets is monitored
- your successes should be celebrated more.

Thank you for your contribution to this inspection. I really enjoyed meeting you all and I would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Lead Inspector