

Behaviour Support

Millway Centre, Sheriff Hill, Gateshead, Tyne and Wear, NE9 5PQ

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement overall requires improvement. This is because there is a lack of consistency in students' progress across the school.
- The more-able students do not make sufficient progress because their needs are not yet sufficiently well recognised and met in some classrooms.
- Some teachers in the Millway Centre do not yet have high enough expectations of what students can achieve in the time allocated in lessons and do not use data on students' previous performance to plan new learning. As a result students make less progress than they should.
- In some lessons work set does not meet the needs of individual students sufficiently accurately.
- While marking is undertaken regularly across all parts of the school, too often staff only give positive feedback to students and do not give them sufficient guidance and direction on how to improve their work.
- Students' behaviour requires improvement overall because staff do not always apply behaviour-management strategies consistently. As a result lower standards of behaviour are accepted in some lessons.

The school has the following strengths

- The newly appointed headteacher and leadership team are bringing about rapid and effective change, which is improving teaching and outcomes for students across the school.
- Achievement is good, and sometimes better, for students who receive support from the home and hospital teaching service. This is because the quality of teaching is consistently good.
- Standards in English are improving steadily.
- Students' behaviour is improving in the Millway Centre as students settle into the new building and start to re-engage with learning.
- The school leadership team, with support from the management committee, have been highly effective in improving economic outcomes for the school by eliminating a deficit budget.

Information about this inspection

- The inspection team observed 16 lessons and parts of lessons taught by nine teachers and teaching assistants. Joint lesson observations were undertaken with the headteacher and deputy headteacher. The inspection team observed reading sessions in the Millway Centre and examined the quality of work in the books of students from across the school.
- The inspection team studied health and safety documentation, teachers’ curriculum planning, documents relating to the procedures to check the performance of staff and the quality of teaching as well as the school’s system for checking students’ progress.
- Meetings were held with students, senior leaders, members of the school staff, two members of the management committee, a family support worker, a school counsellor and a representative from the local authority.
- The inspection team took into account the views shared by 15 parents with school in a recent questionnaire. No parents made their views known on the online questionnaire (Parents’ View).

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Michele Crichton

Additional Inspector

Full report

Information about this school

- Behaviour Support Pupil Referral Unit is a school which is based on two sites and caters for the needs of students from across Gateshead. Students attend for a variety of reasons. The main groups on roll include those in Key Stage 3 and 4 who have been permanently excluded from mainstream schools and those who, because of health issues or pregnancy, are unable to attend school.
- The school has very recently undergone a radical restructure with the closure of the Key Stage 4 provision at the Shipcote centre and a major refurbishment of the provision at the Millway Centre in order to accommodate both Key Stage 3 and 4 students. At the time of the inspection, because of a delay in the completion of the building work, Key Stage 3 and 4 students had only been attending the new provision for six days.
- Students receiving home tuition attend the school's Heworth Hall site, sometimes as a transitional phase as part of their return to their mainstream school. All students who attend remain dual registered with their mainstream school. A small number of pregnant students and young mums also attend, often on a part-time basis.
- Currently, the school has 66 students on roll, all of whom, due to their health or behavioural difficulties, have been recognised as disabled or having special educational needs, which are supported through school action plus. A smaller number of students are supported with a statement of special educational needs.
- The vast majority of students are of White British heritage with a very small number from other ethnic backgrounds.
- Last year the school did not receive pupil premium funding (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families) despite the eligibility of approximately one third of students. This has now been rectified and the school has this year received appropriate funding for this group.
- Within the last year the school has been subject to major changes, including the appointment of a new headteacher and two new assistant headteachers. Middle leadership within the school has also been restructured with the appointment of four team leaders. Since the previous inspection there have also been major changes within the teaching team and 10 staff have now left.

What does the school need to do to improve further?

- Improve the quality of teaching across the school to consistently good or better by:
 - increasing the expectations of a small number of teachers in the Millway Centre of how much work students can produce and the speed at which they can learn
 - ensuring that data on students' previous performance is used more effectively to plan learning for individual students
 - improving the quality of marking across the school so that it not only praises students' efforts but gives them guidance on how to improve both the content and presentation of their work.
- Increase the achievement of the more-able students by increasing the challenge of work set for them across the school.
- Improve behaviour in a small number of lessons by ensuring all staff have the same high expectations and adhere more closely to the school's behaviour policy.

Inspection judgements

The achievement of pupils

requires improvement

- Most students arrive at the centre with low levels of attainment because of gaps in their education, often due to their behavioural or medical needs. School data shows that last year the majority of students who attended school at Heworth Hall made good progress and went on to gain a range of GCSE and other accreditations by the end of Year 11.
- However this success was not mirrored in other parts of the school. Key Stage 3 and 4 students who attended the Millway Centre and the now closed Shipcote centre last year only made expected progress and, as a result, too few achieved good levels of accreditation. This represents achievement that requires improvement overall.
- Attainment is now beginning to rise across the school due to the improvements that have recently been put in place by the headteacher and senior leadership team. For example, they recognised that often students arrived with low basic literacy and numeracy skills. In order to improve these skills the first session of each morning is now dedicated to either reading or numeracy activities. As a result, even at this early stage in the school year, it is evident that students are beginning to develop an enjoyment of reading and to see improvement in their mathematical skills.
- The more-able students do not yet achieve as well as they should. This is because teachers do not always provide them with sufficiently challenging activities that enable them to make as much academic progress as they could across the curriculum. Senior leaders are aware of this and have plans for a 'fast track' group of students later in the year. However, these plans have yet to be implemented.
- Despite the lack of pupil premium funding last year, pupils in this group made very similar levels of progress to their peers in both English and mathematics and their achievement also required improvement. Senior leaders plan to use extra funding received this year to support eligible students in a variety of different ways, including the provision of a fast-stream class for the more-able students and further support on a one-to-one basis in order to improve standards for this group.
- All students who attend the school have identified behavioural or medical needs. Some have additional learning needs, for example being on the autistic spectrum. These students receive extra support through individual educational plans. However, targets on the plans of some students are not sufficiently well monitored and, as a result, progress for this group also requires improvement.

The quality of teaching

requires improvement

- Teaching is improving but nevertheless still overall requires improvement. This is because it is not yet consistently good across the school, as was evidenced by the wide range in the quality of teaching observed during the inspection.
- Too frequently lessons are not as engaging and teachers do not have sufficiently high expectations of what students can achieve in lessons. As a result students make less progress than they are capable of in the time allowed.
- Many staff plan learning well and take into account data available on students' previous learning and abilities. When this happens learning is personalised and meets the needs of individual students well. However, too frequently, teachers' planning is not sufficiently individualised and tasks are too broad and progress slows.
- Teachers mark students' books regularly and students themselves are sometimes encouraged to evaluate the quality of others' work. However, teachers' written comments are inconsistent in quality. Too little marking gives clear guidance to students on how to improve their work to the next level or how to improve presentation. Similarly, examples of less-effective feedback were

seen in some lessons where comments were positive and encouraging but students received little guidance on how to make their work better. As a result learning was less effective.

- Since the appointment of team leaders with responsibility for English and mathematics, standards are beginning to improve, particularly in English. A focus on improving basic skills in reading and numeracy are contributing well to this rise across the school.
- In lessons where teaching is good or better learning is fun and exciting. Students engage well and, often for the first time, grow in confidence in their own abilities. This reduces the barriers they face and their behaviour improves. This was clearly evident in a mathematics lesson in which Year 8 students were learning to calculate the area, diameter and volume of a Second World War kitbag. Applying their mathematical skills to a practical task engaged students well and ensured all made excellent progress, despite their high levels of behavioural needs.
- The majority of teaching assistants' time is used effectively to support learning and behaviour. Despite the newness of the current system, staff teamwork observed during the inspection was a strength in both the Heworth Hall and Millway centres.

The behaviour and safety of pupils

requires improvement

- Overall, behaviour requires improvement. The majority of students' behaviour outside the classroom at the Millway Centre shows a marked improvement from that at their mainstream schools. However, in some lessons behaviour requires improvement. This is often because of inconsistency in staff expectations.
- Where the well structured behaviour-management plan is adhered to, students' behaviour is well managed and many make the right choices. However, where the expectation of students' behaviour is lower and disruptive behaviour is ignored, learning is disrupted and, as a result, progress slows.
- Students who attend the Millway Centre spoken to during the inspection say they enjoy coming to school for the majority of the time and feel respected and listened to. They feel staff and particularly the headteacher are 'firm but fair'. The smaller group of students who attend Heworth Hall centre said they felt safe and generally enjoyed coming to school. The behaviour of students at Heworth Hall is good.
- The vast majority of students were well informed about the different forms bullying can take. They were also clear that although they may have been subject to incidents of bullying in the past it did not happen at this school. This was, they felt, because staff and students work closely together and 'bullying would not be tolerated by anyone'.
- Levels of attendance have increased slowly since the previous inspection. Attendance also improves for the majority of students once they join the centre compared to their time in mainstream school.
- Parents who responded to a recent survey all agreed that school kept their children safe and helped to improve their behaviour over the time they attended.

The leadership and management

are good

- Leadership and management are good. Since his appointment just over a year ago the highly effective headteacher, supported by his newly appointed assistant headteachers, has brought about a very fast rate of change within the pupil referral unit. His exceptionally clear vision that the unit is one school and his unswerving focus on raising standards and increasing the achievement of students have been key to this improvement.
- For example, senior leaders have successfully managed the amalgamation of two sites into one unit which now serves the needs of both Key Stage 3 and 4 pupils, turning a deficit budget into a healthy surplus.

- Given the improvements demonstrated in the last year and the strengthening of senior leadership and governance, the school is well placed to improve further.
- Priorities are very clearly identified in the school's development plans and acted on effectively. For example, the introduction of a new system to track students' progress is beginning to raise standards in both English and mathematics.
- Senior leaders recognise that overall teaching requires improvement and that there is still work to be done to ensure that it is consistently good across the school. This area is already a key focus in the school's development planning, and rigorous monitoring of the quality of teaching is carried out across the school. As a result effective action is being taken through the management of staff's performance to improve areas of weakness.
- The leadership team ensure staff are set performance targets that link directly to students' achievement and are identified within the school's development plan. Checks on the achievement of targets are undertaken exceptionally rigorously and the headteacher uses this information to make effective decisions on teachers' pay.
- The curriculum is good and offers students a wide range of interesting and exciting experiences away from the classroom. During the inspection a group of students from across the school were in London as part of the Koestler Project acting as curators and choosing art work for an exhibition to be held at the Baltic art gallery in Newcastle.
- This prestigious opportunity was the culmination of six months work undertaken by students from across the school and was described by one student as, 'The most amazing thing I have ever done.' These experiences increase students' spiritual, moral, social and cultural understanding well.
- While behaviour requires improvement overall senior leaders are effectively addressing current issues and have improved behaviour on the Millway site even in the short time that this has been opened. This has been through the continuous application of the behaviour-management policy and through the work of the onsite counsellor
- At the core of the school's values is the strong focus on improving outcomes for both students and their families. The work of the trained counsellor and the family support officer are pivotal in the success of this. The high levels of positive feedback from parents in a recent survey carried out by school evidences the success of these initiatives.
- The school has benefited from the good level of support offered by the local authority, which has assisted senior leaders to successfully bring about improvements.
- **The governance of the school:**
 - The management committee has, in response to recent guidance, begun to widen its membership. New members now include a headteacher from a local school. Currently, members offer a good level of support and challenge to school leaders particularly in relation to staffing and financial issues. They are beginning to develop a better understanding of data relating to students' achievement. However, some members of the committee have yet to complete sufficient training in this area and, as a result, not all members are able to offer as effective a challenge as in other areas. Working with senior leaders they have developed a well ordered system for checking the performance of staff which rewards good teaching and addresses the underperformance of staff. They have also supported the headteacher to successfully eliminate the schools deficit budget and to produce a carry forward to this year's budget of £170,000. This represents highly effective financial management. The health and safety committee ensures systems and procedures for safeguarding students meet current standards.

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	131515
Local authority	Gateshead
Inspection number	406437

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Brian Coates
Headteacher	Steve Siddell
Date of previous school inspection	10 May 2011
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