

**NORTH LINCOLNSHIRE COUNCIL**

**ADULT AND CHILDREN'S SERVICES  
CABINET MEMBER**

**OFSTED INSPECTIONS OF LOCAL AUTHORITY SCHOOLS**

**1 OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following school: The Darley Centre
- 1.2 The school was inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the report is available in Group offices.

**2. BACKGROUND INFORMATION**

- 2.1 There is no background information attached to this report.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **The Darley Centre** was inspected 30-31 January 2012.

This is a good school (previously good).

- This is a good pupil referral unit because the majority of pupils return successfully to mainstream provision. All other pupils secure appropriate alternative provision.
- All pupils accelerate their progress in English, mathematics and science and some pupils make remarkable progress, especially in the development of their personal and social skills. Progress in writing is slower than in reading.
- Behaviour is good because staff know pupils very well and are skilled in preventing any outbursts of unacceptable extreme behaviour.
- Partnership with parents and carers is strong, and this together with strong links with mainstream schools, enables pupils to make successful transitions back into mainstream provision.
- Leadership and management are good.
- Outreach provision is effective in preventing exclusion from mainstream schools.
- Teaching is good overall

### Key issues for improvement

Improve attainment in writing by planning more opportunities for pupils to write at length in subjects other than English.

Ensure that all teaching is good or better by:

- ensuring that pupils always know what their individual learning target is
- providing pupils with information before they begin the activity about how to successfully meet the target
- giving pupils time at the end of the lesson to review their progress, with contributions from peers and staff.

### Achievement of pupils

- Most pupils make good progress and narrow the gap between their attainment and that of their peers in mainstream schools, in English, mathematics and science.
- Progress in reading and spelling is good because planned interventions are effective. Attainment by the end of Key Stage 3 is broadly average.
- The vast majority of pupils make good progress in developing personal skills, particularly self-control, which means that they become successful learners in whichever school they attend.
- The small number of girls and those pupils with a statement of special educational needs also make good progress from their starting points.
- Achievement in information and communication technology (ICT) is good because pupils spend time completing work in the computer suite or using laptops in lessons.
- Pupils achieve well in developing a healthy lifestyle and are increasingly optimistic about their future.
- All eight parents and carers who gave their views reflected the inspector's judgement that achievement was good.

### Quality of teaching

- The impact of teaching on pupils' learning and progress over time is good.
- Teachers ensure that activities build on prior knowledge and skills and promote collaboration.
- Pupils' attitudes to race are explored well through discussion and other cultures are celebrated effectively.
- Expert teaching assistants support learning well by developing strong relationships with pupils, positively encouraging them and by providing good verbal feedback.
- Parents and carers agree with the inspection findings that teaching is good.

### Behaviour and safety of pupils

- Pupils are helped to understand that they need to improve their behaviour so that they can begin to achieve more and return to mainstream school.
- The centre is effective in giving the pupils strategies to use to enable them to improve their self-control, as well as giving them the time to come to terms with any emotional problems they may have.
- Parents and carers are encouraged to work in partnership with the centre and they do because they feel valued and trust the staff.
- Pupils say they feel safe.
- The number of exclusions is low.
- Attendance is good because there are high expectations and rigorous and swift follow up to any absences.
- Parents and carers and pupils strongly agree that the school deals with cases of bullying effectively.

### Leadership and management

- The headteacher has successfully built an effective cohesive team that shares a common vision.
- Staff model good relationships, fairness and self control and this impacts well on pupils' spiritual, moral, social and cultural development.
- Skilful support staff and strong partnerships with other professionals complement the very small team of teachers.
- The capacity to sustain improvement is good.
- Through robust incident monitoring, leaders are able to follow up and take positive action to promote equality of opportunity and to tackle discrimination.
- The design of the curriculum meets the needs of the pupils well as it prioritises the development of personal skills, and promotes their cultural and moral awareness effectively, consolidating and progressing pupils' basic skills in English, mathematics and science.
- Safeguarding policies and procedures are robust, regularly reviewed and meet statutory requirements.

### Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

#### **4. ANALYSIS OF OPTIONS**

4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

#### **5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

5.1 Financial

5.1.1 There are no financial implications.

5.2 Staffing

5.2.1 There are no staffing implications.

5.3 Statutory

5.3.1 There are no statutory implications.

5.4 IT

5.4.1 There are no statutory implications.

#### **6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)**

6.1 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

6.2 Environmental and Other

6.2.1 There are no environmental implications.

#### **7. OUTCOMES OF CONSULTATION**

7.1 Consultation has taken place with the schools concerned and School Development Plans will address the issues for action.

#### **8. RECOMMENDATIONS**

8.1 Continue to support improvements in the schools inspected above.

8.2 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S SERVICE

Civic Centre  
Ashby Road  
Scunthorpe  
North Lincolnshire  
DN16 1AB  
Author: Tracey Worboys  
Date: 13 February 2012

## **Background Papers used in the preparation of this report**

Ofsted published report

## Appendix

### 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. In 2007-8, 15% of schools were judged to be outstanding
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

### Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

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.

Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.

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 & management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.