

Primary Support Service

Inspection report

Unique Reference Number	117701
Local Authority	Kingston upon Hull City of
Inspection number	339056
Inspection dates	18–19 November 2009
Reporting inspector	Marian Thomas

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The governing body
Chair	Mr Barry Dibner
Headteacher	Mrs Claire Patton
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons, and held meetings with a member of the management committee, staff, a group of pupils and a parent. They observed the pupil referral's work, and looked at pupils' work, teachers' planning, unit improvement plans as well as all safeguarding documents. Twelve Ofsted parental questionnaires were returned which were analysed. The inspector also took into account responses to questionnaires from staff and students.

- progress made by all groups of learners
- the way in which the curriculum is tailored to meet the individual needs of all learners
- the work of the management committee.

Information about the school

The White House is a primary pupil referral unit which provides education for up to 25 pupils from across Kingston upon Hull. At the time of the inspection, 15 pupils were on roll, 14 boys and one girl. In Years 1 and 2, four children attend who are also on the roll of mainstream schools. Several pupils have statements of special educational needs and all pupils are on the special needs register. All pupils are of White British origin and none speaks English as an additional language. Several pupils are in public care and a high proportion is eligible for free school meals.

The outreach service attached to the unit currently supports 64 pupils in mainstream schools who are at risk of exclusion.

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?

2

The school's capacity for sustained improvement

2

Main findings

The White House Pupil Referral unit provides a good education with outstanding care, guidance and support for all learners. Staff have a very strong commitment to improving the life chances of all pupils by ensuring their quick and successful return to mainstream education or special school provision. Leaders and managers have very high expectations and these, coupled with a robust tracking system, have been effective in ensuring that pupils make good, and in some cases, exceptional progress.

Since the last inspection many aspects of the provision have improved. This is largely attributable to more rigorous self-evaluation and the strong vision of the newly appointed headteacher. This and the effective and highly proactive management team indicate the unit has a good capacity for improvement.

Pupils enjoy their lessons because staff ensure that they are engaging and fun. For example, life-sized dolls are extra 'pupils' in every class, helping younger pupils to engage with imaginative play and allowing older pupils the opportunity to respond to their comforting and reliable presence. Pupils are left in no doubt of the high standards of behaviour expected of them and as a result, many respond well, making good learning choices. When incidents do occur, disturbance is kept to a minimum and learning never stops. Because of the consistently positive attitudes of all staff, pupils feel safe and secure attending the unit. They know that staff are there to help them and will listen to their problems. Unit staff recognise that pupils' knowledge of diverse cultures is often lacking and have been creative in finding ways of increasing pupils' understanding. This has contributed well to their good spiritual, moral, social and cultural development. Attendance is good for a primary pupil referral unit and most pupils' attendance shows marked improvement from previous settings.

Pupils who arrive at the unit often have low attainment in comparison to the national average. This is because of previous gaps in their learning. Staff very quickly ascertain pupils' current levels and set challenging targets in both learning and behaviour. Pupils' progress is then rigorously tracked, recorded and monitored by staff who take a forensic approach to discovering the cause of individuals slowing in their progress.

The quality of teaching is good overall and is outstanding in some lessons. Staff have good subject knowledge and a creative flair which enhances learning opportunities well. Information and communication technology (ICT) facilities are used well to enhance learning. For example, pupils recently enjoyed participating in a video conference session with staff at 'The Deep', a local aquarium. Individual pupils' learning is well targeted and activities are meticulously differentiated to ensure they meet the needs of all learners. Lessons are generally fast paced, learning is active and as a result, pupils

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engage well. Pupils' learning and behavioural targets are constantly reinforced. All pupils are aware of their levels and what they need to do to move on. A very effective 'traffic light system' in each classroom clearly charts current behaviour. This alerts staff, as well as acknowledging and reinforcing positive behaviour for pupils.

Evaluations of the quality of teaching made by senior leaders are accurate but they do not always address inconsistencies in planning. As a result, although most teaching is good, there is less outstanding practice, particularly in mathematics.

The curriculum is well adapted to meet individual needs and is carefully balanced to support the academic, social and emotional needs of learners. However, there are not enough opportunities for reading and writing in curriculum themes and pupils' science investigational skills are not fully developed.

Care, guidance and support are outstanding. Staff know children and their families exceptionally well. As a result, they are very sensitive to the circumstances in their lives which make them vulnerable. Staff and parent support advisors work closely with the community, engaging and supporting families.

What does the school need to do to improve further?

- Raise pupils' achievement further by:
 - - working closely with teachers to ensure planning reflects best practice
 - - using a more evaluative approach to monitoring the quality of teaching in mathematics.
- Develop the core subjects curriculum by:
 - - developing reading and writing opportunities across the themed curriculum
 - - ensuring sufficient opportunities are in place for developing science investigation skills.

Outcomes for individuals and groups of pupils**2**

Many of the pupils who attend the unit have become disengaged from learning because of past experiences and as a result, have attainment well below national expectations. Staff are particularly successful at re-engaging them and as a result, pupils make consistently good and sometimes outstanding progress in lessons. This fast rate of progress ensures that pupils keep up with mainstream peers and often make better than predicted progress. Visual timetables are referred to frequently with younger pupils, helping them to plan activities and develop independence skills. The fast pace of learning in lessons helps them to work consistently and as a result, most remain on task. Occasionally, the pace of a lesson slows and as a result, pupils can become restless. However, consistent and considered praise from all staff reinforces good behaviour and helps pupils to refocus and progress.

All children who attend the provision are identified as having additional needs. These are well supported and as a consequence, all groups make similar progress. Pupils who attend the unit feel safe. Pupils enjoy eating together at lunchtime. Staff join them in family groups. Coupled with the very popular twice-weekly sports coaching sessions,

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pupils have a good understanding of healthy lifestyles. Pupils make a good contribution to the community both in and outside school by listening to and appreciating the needs of others. The spiritual, moral, social and cultural understanding of pupils is good overall and is seen in the way in which pupils react to each other and take care of the environment.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Information and communication technology (ICT) is used creatively in lessons to support learning and involve pupils in making choices. Teachers and teaching assistants work very closely together to ensure pupils are kept on-task. Learning and behavioural targets are displayed in every classroom, ensuring pupils are aware of what is expected of them. Learning never stops, even when pupils' behaviour lapses. When this happens, the calm approach of all staff defuses the situation, enabling pupils to return to work quickly. Teachers' planning is sometimes inconsistent. Where lessons are outstanding, so is planning. However, this is not replicated everywhere and this is sometimes reflected in the slower pace of pupils' learning. Assessment for learning is securely in

¹ 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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place and is used consistently throughout the school.

The curriculum meets the needs of all learners and contributes well to pupils' development and well-being. It is well organised and is imaginatively enhanced by many visits and activities away from the classroom. For example, learning about the Second World War was recently brought to life by staff and children getting into role at a local museum. However, opportunities for developing science investigational skills are limited, as are opportunities for reading and writing within the themed areas of the curriculum. As a result of outstanding care, guidance and support, pupils feel there is always some one who will listen and help. One young learner expressed this well when he said, 'I know even when I feel angry people will listen to me'. A careful and very thorough assessment is undertaken when pupils arrive at the unit which is then used to target support effectively. Links with outside agencies are excellent and as a result, vulnerable pupils and their families are supported very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers form a cohesive team. As a result, they are effective in communicating high expectations and in driving improvement in the unit's work. The strong leadership of the headteacher has brought about many changes in a short time. The impact of these changes is recognised by schools working in partnership with the unit commenting on the shortened referral time and the high quality of outreach work. The management committee has good procedures to ensure the health and well-being of all pupils. Members are also able to challenge senior leaders well. However, the impact of its role is sometimes reduced because of time commitments to other referral units. All government safeguarding requirements are met. Equality of opportunity and the tackling of discrimination are good. While leaders and managers have ensured that the unit is an inclusive community, they recognise that pupils' views and understanding of the wider community sometimes need challenging. This has become a priority for all staff.

The unit makes great efforts to engage parents and carers. The work of parent support advisors and senior staff ensure they are kept well informed about their child's successes. Home visits are frequently undertaken and support is offered in dealing with challenging behaviour. As a result, the unit has strong links with parents and carers, many of whom have been hard to engage in the past. Excellent partnerships with a wide

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variety of agencies contribute well to pupils' well-being and progress. Links with other schools are good. As a result, transition to and from mainstream schools is well managed. The unit ensures good outcomes for students, some of whom have extreme and significant needs. It does this on a tightly controlled budget and so provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Twelve parents or carers responded to Ofsted's parental questionnaire. This represents a very good response from the families of the 15 children who currently attend the unit and is further evidence of the strength of relationships between the unit and parents and carers. Responses indicate that most parents feel that the unit supports their children well and they are making good progress. Discussion with parents at the time of inspection confirms this, as well as supporting the view that staff work very hard to support the family as well as the child.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Primary Support Service 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 inspector received 12 completed questionnaires by the end of the on-site inspection. In total, there are 15 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	17	9	75	1	8	0	0
The school keeps my child safe	7	58	5	42	0	0	0	0
The school informs me about my child's progress	6	50	5	42	1	8	0	0
My child is making enough progress at this school	3	25	9	75	0	0	0	0
The teaching is good at this school	5	42	7	58	0	0	0	0
The school helps me to support my child's learning	7	58	4	33	1	8	0	0
The school helps my child to have a healthy lifestyle	5	42	7	58	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)	3	25	8	67	0	0	0	0
The school meets my child's particular needs	8	67	4	33	0	0	0	0
The school deals effectively with unacceptable behaviour	7	58	5	42	0	0	0	0
The school takes account of my suggestions and concerns	9	75	3	25	0	0	0	0
The school is led and managed effectively	6	50	5	42	0	0	0	0
Overall, I am happy with my child's experience at this school	7	58	5	42	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 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 November 2009

Dear Pupils

Inspection of the White House Primary Support Service, Kingston-upon-Hull HU8 9HJ

Thank you very much for making me so welcome when I visited you recently. A particular thanks to those of you who gave up part of your lunch football session to talk to me. I was very impressed with how sensibly you behaved when you returned to play. Well done! This letter tells you what I found when I visited.

Your teachers are making sure you get a good education and because of this White House is a good unit. All your teachers work very hard at making sure learning is fun and exciting. As a result of their and your hard work, most of you are making good progress. I really enjoyed watching you work in lessons. I was particularly pleased to see how many of you made the right decisions to get on with your work and not to be distracted even when disruptions happened. I was also pleased to see that even when your behaviour was not as good as it could be you quickly returned to work and into the green zone. Nearly all of you attend well and try hard to get to school on time.

In order to help you to make even more progress I have asked your teachers to give you more opportunities to read and write in different ways when you are doing theme work. I have also asked them to give you more opportunities to develop your science investigation skills.

You all know that you are only at the White House for a short time and will be moving on to new schools in the near future. I am sure you will all continue to try hard to make the right decisions and I wish you all the very best for the future.

Yours sincerely

Marian Thomas

Lead inspector

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