

Young People's Education Centre

Inspection report

Unique Reference Number	117706
Local Authority	North Lincolnshire
Inspection number	358179
Inspection dates	13–14 January 2011
Reporting inspector	Alan Lemon

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	11–19
Gender of pupils	Mixed
Number of pupils on the school roll	18
Appropriate authority	The governing body
Chair	Mr Tony Ratcliffe
Headteacher	Mrs Coleen Langton
Date of previous school inspection	29 April 2008
School address	Henderson Avenue Scunthorpe Lincolnshire DN15 7RW
Telephone number	01724 278668
Fax number	0
Email address	youngparent@btconnect.com

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Introduction

This inspection was carried out by one additional inspector. Six lessons were observed taught by two teachers; meetings were held with various staff, a group of students and the Chair of the Management Committee. The inspector observed the school's work, and looked at school policies and records including data on examination results and attendance. Ten questionnaires from parents and carers were scrutinised.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How effectively the school evaluates the impact of provision on students' progress.
- How well the school succeeds in preparing students for parenthood.
- The strengths in the school's partnership and engagement with parents and carers and how well this contributes to students' outcomes.

Information about the school

The Young People's Education Centre admits students from any of the local authority's secondary schools. The centre provides primarily for pre- and post-natal girls and also for boys and girls who for a variety of reasons are vulnerable. Most teachers are subject specialists and employed part-time. The Chairperson of the Management Committee was recently elected and there are several new members of the committee.

Students remain on their mainstream school's roll and attend the centre full-time or part-time depending on their circumstances. Currently, there are 13 girls and four boys on roll, the large majority of whom are in Years 10 and 11. All are of White British heritage. Although the centre caters for students beyond statutory leaving age this is to allow students who have missed out on Key Stage 4 programmes to repeat them in order to gain qualifications or to continue support for students who have moved on to college. Five students have a statement of special educational needs, variously identifying behavioural, emotional and social difficulties, moderate learning difficulties and autism spectrum disorders.

The local authority provides a crèche at the centre for young mothers attending the centre. The crèche was not part of this inspection.

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?**1****The school's capacity for sustained improvement****2**

Main findings

The centre's overall effectiveness is outstanding. It is long-established as highly effective provision for vulnerable students and has an excellent reputation in the local authority and amongst parents and carers for the success of its work. Outstanding leaders and managers sustain a clear vision of the centre's mission, setting high expectations for staff and students and driving improvement very strongly. The centre evaluates its performance effectively in relation to its aims and the outcomes it achieves. Leaders have an excellent understanding of its strengths and weaknesses. However, the management committee is at an early stage in its monitoring of the centre and in supporting its improvement plans. As a result, it does not yet systematically monitor all its areas of responsibility or play a sufficiently leading role in improvement planning. The centre demonstrates good capacity for improvement.

Outstanding care, support and guidance for students underpin much of the centre's success and ensure that students feel exceptionally safe. Arrangements for safeguarding students are outstanding. Staff have substantial expertise in developing students' confidence, self-esteem and trust, paving the way for them to settle, enjoy learning and achieve impressive results. All staff are sharply focused on every student succeeding, demonstrating very effectively the centre's outstanding commitment to promoting equality of opportunity and tackling discrimination.

The centre's high academic expectations, supported by an outstanding curriculum, ensure the outcomes for students are outstanding overall. All students make good academic progress in their time at the centre. This good achievement reflects the good quality of teaching, assessment and support for learning in lessons. Equally, it reflects students' commitment to learning and the enthusiasm with which they engage with work and their determination to make progress. On the rare occasion when teaching assistants have sole charge of lesson activities, some students' concentration waivers and this results in them making slower progress. Students' behaviour is outstanding as relationships between all students are extremely considerate and supportive. Students' attitudes to school and their behaviour count significantly to their outstanding spiritual, moral, social and cultural development. Their contributions to the centre and its development are good, although opportunities to contribute in the wider community are limited. Attendance is high and for many improves significantly over their previous attendance history. This contributes strongly to students' outstanding development of skills that will contribute to their future well-being.

What does the school need to do to improve further?

- Strengthen the contribution of the management committee by:

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- ensuring it systematically monitors in all of its areas of responsibility
- playing a leading role alongside senior leaders in pursuing current improvement plans with schools and the local authority.
- Improve students' progress by ensuring teaching assistants provide lesson activities that engage all students in learning.

Outcomes for individuals and groups of pupils

1

Students arrive on time for lessons and settle to work quickly. They stay sharply focused on their tasks, work conscientiously on their targets and the lesson objectives and achieve well. They enjoy lessons and engage enthusiastically in discussions and answering questions. When help is needed students waste no time in seeking it. Those with learning difficulties willingly accept the close support on hand for them in lessons. As a result, all students, including those with a statement of special educational needs, learn effectively and make good progress. Attainment is usually low when students enter the centre, most students having missed school or not having made sufficient progress for a variety of reasons. While attainment remains significantly below that expected for their age, students rapidly and significantly close gaps in their knowledge, understanding and skills and most gain a good range of qualifications, including GCSE, before they leave.

Students feel very safe in the centre. Safety is strongly promoted and students learn a great deal about potential risks and how to avoid them. In particular, young mothers learn at first-hand all of the essentials of keeping their babies safe. Students are aware of what constitutes a healthy diet and develop important skills, such as making healthy meals for themselves and their babies.

Students contribute their views through meetings of their forum; they have contributed to the compilation of a safety passport, giving guidance on all aspects of staying safe, including anti-bullying and e-safety. Students have good insights into a wide range of cultures: most recently, in English, students have learnt from stories and poems from Pakistan and China. They enjoy and benefit from many visits to theatres and places of worship.

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is lively, engaging and strengthened by good subject knowledge; it sets high expectations and a brisk pace for lessons. A high level of independence is demanded of more-able students in particular, in the management and completion of their coursework. The less able students are helped by teaching assistants who are often effective in supporting learning and are usually well-briefed on students' needs and targets.

Good use is made of information and communication technology (ICT), for instance, by using the internet to aid research. The assessment criteria for the examination and award courses provided are well understood and used effectively to guide students on their progress and improving their work. Marking, particularly in English, is thorough and detailed. A good improvement in assessment on entry procedures means students' progress can be more accurately tracked and information used to set challenging targets.

The curriculum is highly relevant to the needs of students, offering a very good choice of accredited courses and a wide range of other activities which help them prepare exceptionally well for the future. Examination courses and awards offer a range of challenges to suit students of all abilities. All students are able to improve their literacy, numeracy and ICT skills according to their capabilities. Work and activities build very effectively on each student's prior attainments, ensuring they achieve a smooth transition to their choice of college courses. The strong link with the child-care staff in the crèche

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leads to a good award course in child development, emphasising children's developmental milestones and keeping babies safe and healthy.

The centre achieves a very caring ethos and atmosphere which students find reassuring and encouraging. Staff encourage very positive relationships which help students to settle, behave exceptionally well and attend regularly. This relationship with staff also encourages students to engage constructively with the several agencies offering further help and support. A comprehensive programme of support is offered by the centre and through good partnerships with health services, social services and schools. Students' admission into the centre, their return to mainstream school and move to college are all planned exceptionally well, counting significantly towards students' success in preparing for the future.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers, the headteacher in particular, have embedded a clear vision which is highly effective in engaging students and meeting their needs comprehensively. The centre gives high regard to ensuring students' equality of opportunity and it tackles discrimination very robustly. The equality policy is comprehensive and implemented rigorously. Leaders engage well with parents and carers keeping them informed of the centre's work, their children's progress and by seeking their views in meetings and surveys. Parents and carers are confident that the centre's work is effective for their children and praise the success it achieves. One important way the centre has maintained its high expectation has been its great success in recruiting part-time highly qualified and experienced teachers, who strongly support the broad GCSE and award programme offered. This has strengthened the quality of teaching, students' achievement and significantly improved the curriculum. The staff team work cohesively and new members are inducted into the team very effectively. Policies and procedures are rigorous. Key priorities, such as safeguarding, are managed extremely well and regularly reviewed. The centre's premises are kept very secure. All staff are appropriately trained and up-to-date on child protection procedures. As a result, they robustly implement the requirements for keeping students safe. There are strong links with agencies in support of safeguarding.

The management committee has strong leaders with good expertise who contribute much to the centre's work. With a new chairperson and several new members it is beginning to contribute more to identifying improvement priorities and monitoring the centre's work. The promotion of community cohesion within school is strong. This has had a very positive impact on students' spiritual, moral, social and cultural development. Leaders have

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developed a good understanding of the community it serves leading to effective work with community groups, the police, fire service, and voluntary groups in particular.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The response to the parent and carer questionnaire was high. Nearly all of the parents and carers responding agreed or strongly agreed with all of the statements about the centre and of their children's experiences. Very minor differences were expressed in relation to some of the questions. The very positive views expressed by the very large majority of parents and carers are supported by the evidence of inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Young People's Education Centre 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 10 completed questionnaires by the end of the on-site inspection. In total, there are 18 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	50	4	40	1	10	0	0
The school keeps my child safe	8	80	2	20	0	0	0	0
My school informs me about my child's progress	6	60	2	20	1	10	0	0
My child is making enough progress at this school	5	50	5	50	0	0	0	0
The teaching is good at this school	9	90	1	10	0	0	0	0
The school helps me to support my child's learning	6	60	3	30	0	0	0	0
The school helps my child to have a healthy lifestyle	6	60	3	30	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)	7	70	1	10	1	10	0	0
The school meets my child's particular needs	7	70	2	20	0	0	1	10
The school deals effectively with unacceptable behaviour	8	80	2	20	0	0	0	0
The school takes account of my suggestions and concerns	9	90	1	10	0	0	0	0
The school is led and managed effectively	9	90	1	10	0	0	0	0
Overall, I am happy with my child's experience at this school	9	90	1	10	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	<p>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.</p> <ul style="list-style-type: none"> ■ 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 pupils' 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.



17 January 2011

Dear Students

Inspection of Young People's Education Centre, Scunthorpe, DN15 7RW

Thank you for your warm welcome when I visited your centre recently. I left at the end of my inspection greatly impressed by the work of your centre and what you all achieve as a result.

These are the main strengths of the centre:

- it is an outstanding centre because it is led and managed extremely effectively
- students are safeguarded exceptionally well
- the care, guidance and support for students is outstanding
- the outcomes for all students are outstanding because learning and progress are good and behaviour is outstanding, as is the extent to which you feel safe and are prepared for future economic well-being
- attendance is high
- students' spiritual, moral, social and cultural development is outstanding
- teaching is good; it is lively and enjoyable, leading to students making good progress and achieving well in lessons and in examinations.

Areas for further improvement are:

- strengthening the active role of the management committee in the work and improvement of the centre
- ensuring that teaching assistants provide lesson activities that engage all students in learning.

You can help by keeping up your excellent work.

Yours sincerely

Alan Lemon

Lead inspector

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