

# Young People's Centre

## Inspection report

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<b>Unique Reference Number</b>	131582
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	381369
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Alan Lemon

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil Referral Unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Alan Nicholson
<b>Headteacher</b>	Jean Barney
<b>Date of previous school inspection</b>	23 February 2009
<b>School address</b>	Western School Cambridge Road Grimsby DN34 5TD
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## Introduction

This inspection was carried out by an additional inspector. Eight lessons were observed involving seven teachers. Meetings were held with groups of pupils, a representative of the management committee and staff. The inspector observed the school's work, and looked at a wide range of documentation including data on students' outcomes, the school's self-evaluation and external evaluation of the school's work. Twenty-four questionnaires returned by parents and carers were scrutinised.

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

- Whether leaders have a clear and convincing explanation for the contrast in attainment between the Young People's Centre and the Western Study Plus.
- Whether initiatives to further improve teaching and in monitoring students' progress have had a positive impact.

## Information about the school

The school has three facilities for students not attending a mainstream school either because they have been excluded, are at risk of exclusion or other reasons related to health and well-being. The Young People's Centre itself provides for pregnant schoolgirls, schoolgirl mothers and students who have behavioural, emotional and social difficulties. A few have medical conditions preventing them attending a mainstream school. There are 12 students on roll aged 14 to 16 years old. Five students have a statement of special educational needs which, for most, identify behavioural, emotional and social difficulties and, for some, an autism spectrum disorder. A substantial number is known to be eligible for free school meals. The Young People's Centre also provides a facility for five hours per week home tuition to four students.

Western Study Plus is a separate facility on the same site as the Young People's Centre. It provides for students in Years 10 and 11 who study for GCSE and similar examinations. Currently, there are 18 students on roll, who have been excluded or who are at risk of being excluded from mainstream schools.

In 2011, the school was awarded the North East Lincolnshire Gold Standard for Information, Advice and Guidance. Healthy School status was awarded in 2009.

**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

This is a good school. Its leaders' clear aims and high expectations are embedded in all of the school's work. They have sustained a good pace of improvement since the last inspection. Key aspects of its work are now outstanding. Effective leadership and management across the school ensure it has a good capacity to sustain improvement. This is because rigorous self-evaluation is at the heart of the school's drive for increased effectiveness. The monitoring of students' outcomes and teaching are systematic. Leaders' accurate assessment of strength and weaknesses sets a clear direction to meeting students' needs and defining improvement plans. Across all parts of the school, staff share a common sense of purpose and are a good team of professionals.

Attainment on entry is low often reflecting disaffection with mainstream school, poor attendance, reluctance to learn and challenging behaviour. Moreover, there is the impact from learning difficulties and other needs associated with some students' special educational needs. However, in the relatively short time of attending the Young People's Centre or Western Study Plus, learning and progress are outstanding. Good teaching strengthened by strong subject knowledge ensures many students, and those higher-attaining in particular, rapidly gain in knowledge, skills and understanding and achieve good grades in GCSE and equivalent examinations. Staff inspire confidence and students adopt a positive attitude to learning. Their behaviour is outstanding and attendance improves considerably. The outstanding quality of the school's care, guidance and support for students largely accounts for this transformation. A very positive relationship with students develops which reassures them, builds their self-confidence, makes learning enjoyable and rewarding and ensures that they feel safe to an outstanding extent. Students' special educational needs are well understood and they are supported very effectively in school and where they are taught at home. As a result, they learn very well and make outstanding progress. Students' views and those of their parents and carers are exceedingly positive.

The curriculum is well-matched to students' academic needs and special educational needs, providing all with the opportunity to learn key skills and to gain qualifications. They have good advice on future options and are equipped well for parenthood, further education and employment. As most students indicated, and as did some of their parents and carers, there are few opportunities for physical education and

sports, which limits the extent to which students adopt a healthy lifestyle. Similarly, there are few opportunities to study art and music.

## What does the school need to do to improve further?

- Broaden the curriculum by offering more opportunities for physical education, sports and other physical activities, to further promote a healthy lifestyle and, in addition, provide more opportunities for art and music.

## Outcomes for individuals and groups of pupils

2
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Students achieve good outcomes and enjoy learning in Western Study Plus and the Young People's Centre as they respect the staff and have a good rapport with them. Students' own opinion confirms they value the small groups, the close attention and their teachers' support. This encourages punctuality, attendance, self-confidence and gives students the scope to learn, which they say is in sharp contrast to their previous educational experiences. Students, including those with special educational needs, are generally business-like in their approach to work. They settle quickly in lessons, pay close attention, sustain their effort and take care in completing tasks.

Students contribute to lively discussions and are willing to ask questions if they are struggling to understand a point. They are all keen to pass their examinations and do well in English, mathematics and science. In liaison with teachers, students monitor closely the standard of their work and pursue their individual academic targets resolutely to ensure standards rise and they achieve as good a grade as possible. As a result, in Western Study Plus attainment is above average by the end of Year 11 and, over three years, there has been an upward trend in English, mathematics and science. Attainment is below average in the Young People's Centre where attendance is adversely affected by students' medical appointments, periods of illness and maternity leave. Overall, attendance at the three facilities is broadly average and improves significantly on previous levels for many students. However, the attitude to learning and effort of students in the Young People's Centre matches that of others and they also make outstanding progress. Many, including some students receiving home tuition, pass GCSE examinations and some Young People's Centre students and those receiving home tuition achieve higher grades. Overall, attainment at the end of Year 11 is broadly average.

The staff's support and attention greatly reassures students. This and the strong relationship between staff and students contribute significantly to the school's relaxed and safe atmosphere. Students are free of harassment and bullying and this gives impetus to learning and behaving appropriately. Spiritual, moral, social and cultural development is good. Students' moral and social qualities assert themselves leading to good friendships and respect for others. In this atmosphere, the most vulnerable and those with an autism spectrum disorder in particular, feel very safe. Incidents of poor behaviour are few and students manage the restorative justice approach to any misdemeanours, contributing considerably to underpinning students' outstanding behaviour. They all adhere to the no-smoking rule although many are smokers outside of school. Students know from their lessons what contributes to a

healthy lifestyle but the absence of physical education, sports and other active pursuits from the curriculum detracts from students' good adoption of a healthy lifestyle.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching, which is consistently good, gains its strength from teachers' subject knowledge and the engaging ways lessons are taught. Topics for lessons are clearly explained and well-illustrated, often by skilled use of interactive whiteboards. Teachers and their assistants are effective in helping students negotiate examination coursework and complete assignments. Teachers are applying effectively recent initiatives to improve learning with the result that students are confidently joining discussions and evaluating their learning at the end of lessons. Assessment is conspicuous in guiding students as teachers maintain an on-going spoken and written dialogue, supported with targets, on the standard of work and what students can do to improve their grades.

The curriculum offers students good opportunities which help them prepare well for the future, especially their access to a range of GCSE and BTEC courses including English, mathematics and science. The school lacks its own resources for physical education and sports with the result there are few opportunities for physical development. The students have identified this as a key aspect of the curriculum the school should improve. Some would like to see more provision for art and music for which there are also few opportunities.

Staff are skilled and sharply focused on welcoming students, reassuring them, building confidence and setting high expectations. The impact is outstanding on improving students' attitudes to school, their attendance and behaviour. A wide range of guidance and support co-ordinated by the school strongly assists students with personal matters, careers and transition to college. Guidance and support extends to families and home tuition provides a valuable bridge to various social

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

agencies offering help and advice, particularly around support for students with physical disabilities.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders embed ambition and drive improvement effectively. They are clear on their mission of supporting students and, along with their good team of staff, achieve this aim, preparing students for a better future than otherwise might not have been the case. As a result, staff are effective in promoting equal opportunity and, in their manifest concern for every student, resolutely tackle any form of discrimination. High expectations permeate the work of the school and are firmly based on good analysis of what each student can realistically achieve. Assessment and tracking are well-established at all levels guiding effectively the setting of challenging targets.

The monitoring and evaluation of the school's work carried out by leaders and the local authority is thorough. The clear view of what works well and what can be improved is effectively translated into development plans and performance targets. Progress on improvements is rigorously checked and well-evaluated. The management committee has started to organise its functions in a systematic way. Committees have been set up recently to oversee different aspects of the school's work. Some initiatives have begun such as visits to the school to monitor and evaluate provision and students' outcomes but these are at an early stage.

Parents and carers receive much good information about the school and their children's progress. Their views are sought regularly through surveys and they are kept closely involved in their children's learning, supporting regular attendance in particular. Leaders actively promote community cohesion within the school community and to a lesser extent more widely and have set out plans to develop this. Staff have gained the praise and support of parents and carers through the positive impact of the school's work. Good partnerships with schools ensure there is an orderly transition for students who are excluded or at risk of exclusion from their mainstream schools. However, the many partnerships involving a wide range of agencies helping students and their families contribute significantly to the high quality of the school's provision support and guidance.

Leaders manage all of the school's safeguarding arrangements effectively. Good policies, procedures and record-keeping are implemented. While in school, students are kept safe and their safety in the widest sense has high priority. As a result, their awareness of their own safety and that of others improves considerably. The lines of responsibility for safeguarding, health and safety are clear and all staff are trained appropriately for their roles.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The number of questionnaires parents and carers returned is above average and these convincingly convey positive views and considerable support for the school. All parents and carers responding are happy with their children's experience at the school. They are all in agreement that: their children are safe; they are well-informed about their children's progress; teaching is good; they are supported in helping their children's learning; their children are well-prepared for the future; and the school takes account of their suggestions and concerns. In each of these respects, inspection findings support parents' and carers' views. Fewer parents and carers believe their children are helped to have a healthy lifestyle and inspection findings agree with this view as provision for physical education and sports is under-represented in the curriculum.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Young People's 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	25	14	58	2	8	0	0
The school keeps my child safe	12	50	12	50	0	0	0	0
The school informs me about my child's progress	13	54	11	46	0	0	0	0
My child is making enough progress at this school	12	50	12	50	0	0	0	0
The teaching is good at this school	13	54	11	46	0	0	0	0
The school helps me to support my child's learning	10	42	14	58	0	0	0	0
The school helps my child to have a healthy lifestyle	6	25	14	58	4	17	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)	11	46	13	54	0	0	0	0
The school meets my child's particular needs	12	50	11	46	0	0	0	0
The school deals effectively with unacceptable behaviour	14	58	7	29	2	8	0	0
The school takes account of my suggestions and concerns	11	46	13	54	0	0	0	0
The school is led and managed effectively	13	54	10	42	0	0	0	0
Overall, I am happy with my child's experience at this school	15	63	9	38	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 September 2011

Dear Students

**Inspection of Young People's Centre, Grimsby DN34 5TD**

I thoroughly appreciated the warm welcome when I visited your school recently. Many thanks to the groups of students I met for sharing their thoughts about school, their progress and the future.

Your school is a good school and it has some outstanding strengths as a result of the hard work done by students and staff.

- By the time you leave school at the end of Year 11 you have achieved well because the rate at which you learn and make progress is outstanding.
- As a result of the outstanding care, guidance and support by staff, your behaviour is outstanding, as is the extent to which you feel safe.

Almost all other aspects of the school's work are judged to be good.

However, the extent to which you adopt healthy lifestyles is hindered by the few opportunities you have for physical education and sports, which was a point raised by students in our group discussions. Others also mention few opportunities for art and music. I have asked school leaders to find ways of improving the curriculum so that more physical education, sports, art and music are offered to you.

I wish you all the very best for the future.

Yours sincerely

Alan Lemon  
Lead Inspector

