

Chadwick Centre

Inspection report

Unique Reference Number	133398
Local authority	Lancashire
Inspection number	381503
Inspection dates	20–21 September 2011
Reporting inspector	Terry McKenzie

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	22
Appropriate authority	The management committee
Chair	John Mason (Acting Chair)
Headteacher	Bob Paprosky
Date of previous school inspection	20 March 2009
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Introduction

This inspection was carried out by one additional inspector. Five lessons and an off-site tutorial were observed altogether involving five teachers. Key documents concerning the work of the unit were scrutinised. Meetings were held with senior staff and a member of the management committee. Less-formal talks were held with students and staff during lessons, in the unit and at college. The inspector observed the work of the unit and looked at 11 inspection questionnaires returned by parents and carers.

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

- The extent to which the work of the unit improves students' attainments and enables them to progress academically and in their personal development.
- The effect of the curriculum in encouraging students to attend regularly and behave well.
- The nature and quality of care, guidance and support offered by Chadwick to the students it works with in the unit and in mainstream schools.
- The effectiveness of leaders and managers in improving the unit and maintaining standards.

Information about the school

The Chadwick Centre is a pupil referral unit that shares the campus of a high school in Lancaster. It serves the districts of Lancaster and Morecambe and provides support for students who have been excluded or are at risk of exclusion from mainstream schools. The majority are identified as having special educational needs and/or disabilities under the Code of Practice but currently very few have a statement of special educational needs. A higher proportion than average is known to be eligible for free school meals. Currently, just over half of the students are dual registered with their home schools, nine attend the unit for some part of each week and almost all of the Year 11 students are educated at a local college under the guidance of the unit. Since January 2011, the mobility of students has been very high with the large majority staying at the unit for short periods of time before returning to a school. Since the last inspection the unit has changed its role so that the very large majority are now intensively supported in their mainstream schools in order to avoid the breakdown of their education. Consequently, fewer students now attend the unit to receive education.

Since the last inspection the senior team has changed with the headteacher and others appointed from January 2011. The unit has very recently been informed that it will be relocated to larger premises in the near future. Chadwick gained the Healthy School status in 2010.

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 Chadwick Centre provides good education and outstanding care, guidance and support for students. It is appreciated by local schools. The local authority values it, as do parents and carers, one of whom wrote, 'If it wasn't for Chadwick my son would have had no chances. Now, he looks to a prosperous future. We will be forever grateful.' Almost all students arrive having experienced great disruptions to their education usually related to previous inappropriate behaviour and low attendance. For almost all, their attainment upon entry is low. Nevertheless, all groups make good progress and for some students it is outstanding, so that by the time they leave or return to high school they begin to catch up with their peers. All make gains in their literacy and numeracy and those who stay gain qualifications that improve their future life chances.

Since the last inspection Chadwick has developed outstanding partnerships with local agencies that support the well-being of students and their families. This 'team around the family' initiative has transformed the way the service operates. Most students are now supported in high schools so that only a few become permanently excluded. Consequently, the overall outcomes for students are good and improving. This close work with students' families has resulted in excellent relationships with most parents and carers. As a result, students' attendance is rapidly improving and for the vast majority is now approaching the national average for all schools. However, throughout the last three years attendance has been low for a small minority who have been persistently absent. Chadwick should ensure that recent improvements in attendance are sustained.

A great strength of Chadwick is the care, guidance and support provided by the staff. Appropriate support in lessons encourages students to work independently while remaining focused on their tasks. The coordinated efforts of the team that works with families are highly effective and their successes are demonstrated through the reduced numbers of exclusions and improvements in behaviour. Nevertheless, there is no reliable system in place yet to accurately evaluate the effect of the work undertaken by the unit in mainstream schools.

Teaching is good and improving. This is because assessments are used well to help teachers to understand how to match tasks to students' levels of ability. Nevertheless, the monitoring of teaching is developing to closer identify training and so ensure that training is provided to address any weaker aspects. Leadership and

management are effective. The feeling of shared purpose has increased staff morale following a difficult period of change. Managers are working hard to improve systems and have implemented good changes since the last inspection. For example, the Key Stage 4 curriculum is now mainly delivered at the local college. The headteacher knows the strengths and weaknesses of the unit and has undertaken good quality reviews and self-appraisals upon which improvement planning is based. Consequently, Chadwick has good capacity to improve.

What does the school need to do to improve further?

- Further improve and sustain students' attendance by continuing to develop the rigorous strategies of the team that works with families.
- Provide better opportunities for students to make and demonstrate progress by:
 - improving the quality of teaching at the centre to outstanding overall through training of staff and closer monitoring of lessons
 - developing further ways to evaluate how the performance of those students supported in mainstream schools has improved as a direct result of the work done by Chadwick staff.

Outcomes for individuals and groups of pupils

2

The outstanding support provided by staff ensures that, despite their low starting points students make good progress in the short periods of time for which most are placed. All including those with special educational needs and/or disabilities enjoy their learning and make excellent contributions in lessons. For example, in a tutorial all participated fully and made valuable comments that helped them develop their thinking. Many experience successes in learning for the first time. As a result, despite overall attainment being low, all groups of students achieve well, make good progress and begin to gain on their mainstream peers. Most are quickly and successfully reintegrated into mainstream education.

Chadwick encourages students to concentrate on the key skills so that almost every lesson becomes an opportunity to utilise literacy and numeracy. Older students who stay at the unit for a length of time are successful with individual learning programmes that lead to qualifications in Entry Level style courses and GCSE equivalents. Some have vocational placements. Work experiences have been undertaken as a group in locations such as a local zoo. Overall, therefore, students' developments of workplace and other skills are satisfactory, despite the low attendance of a small minority of previous groups of students.

Most reported through their questionnaires that they feel safe in the unit and at college. A very few students indicated that they did not always feel safe but despite being closely investigated throughout the inspection no evidence was found to support this. For example, in conversations students were keen to say that bullying and harassment are almost unknown and any issues are dealt with by staff. The good personal, social and health education (PSHE) curriculum is influential in helping

them to understand about taking risks and keeping themselves safe. This learning is extremely well supported through the work of partners such as the school nurse who provides help and advice about issues that affect students such as drugs, alcohol and smoking. Many have previously experienced social and behavioural difficulties but at Chadwick their behaviour improves rapidly, as do their social skills. Students learn to respect others in the unit and the wider community and most have opportunities to contribute through the school council and charity events. Through the curriculum they learn about healthy eating. Healthy choices are made available at lunchtimes. Many physical and enrichment activities are provided off-site such as swimming and using the gymnasium. These encourage students to maintain their physical fitness and reduce their stress levels.

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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall. In some outstanding lessons seen teachers utilised assessment information skilfully so that students were challenged with small but well-planned steps of learning. There is close attention to the setting and meeting of individualised lesson targets so that students quickly understand the progress they are making and what should come next. In lessons students are confident and understood clearly how to improve. In all classes adults work very hard with the students to maintain high quality relationships and manage inappropriate behaviour. Classroom assistants are well directed to support students' learning. Adults are quick to notice any inaccuracies in students' learning and help them to correct their work and make necessary adjustments. However, in the less effective lessons the pace is less brisk and students' progress is slower.

In Key Stage 3 the broad range of work is linked well to the National Curriculum. Nevertheless, teachers modify and adapt schemes skilfully to meet the needs and learning difficulties of the students. Consequently, the good curriculum content is well matched to levels of ability. Lessons are interesting and resources including the use of interactive whiteboards are well utilised. The constant focus on developing

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

skills in literacy and numeracy benefits students upon returning to high school. In Key Stage 4 all have well-planned individual programmes of study that concentrate on basic skills while undertaking vocational and academic studies. Off-site placements are arranged so that students gain insight to the requirements of the workplace and be accredited for successful work-related learning.

Staff are highly effective in their cooperation with the partners who work with students’ families. Chadwick coordinates the delivery of psychological, medical and other services and makes them quickly and readily available to the families. This often helps resolve deep-seated family issues that trouble students and disturb their education. Thus, the outstanding guidance and support have the effect of helping them maintain their education in mainstream schools and overcome some severe difficulties. Furthermore, this valuable work has greatly reduced the numbers of students who would have otherwise been excluded from high schools. As a direct result of this support, behavioural difficulties are efficiently supported so that students can learn. Managers ensure that students’ absences are investigated promptly. Consequently, there has been a steady reduction in the number of unauthorised absences.

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?

The new leadership team has made a good start, boding well for the future development of the unit. The headteacher has successfully encouraged a renewed sense of purpose. There is clear vision about the importance of working with students’ families to maintain high school placements wherever possible. Since the last inspection substantial improvements in the way that the unit provides for students have occurred. For example, curriculum developments have provided valuable opportunities for older students to remain in education and gain qualifications. Older students made clear to the inspector that they greatly appreciate the opportunities now available because of Chadwick’s interventions. These very well managed partnerships contribute greatly to the outstanding degree of care, guidance and support. Managers are working successfully to improve the overall quality of teaching with the aim of making it outstanding so that students maximise their progress, and staff are enabled to confidently demonstrate high quality practice.

In the past the management committee has supported the unit well. However, recent changes have resulted in vacancies. Consequently, the committee is currently reduced in its effectiveness. Nevertheless, it has satisfactorily discharged its duties throughout the year. Remaining members of the committee are experienced and competent. They are confident that it will soon return to providing its customary higher level of service. The committee has ensured that procedures for recruitment are in order and that senior staff have high levels of experience in safeguarding

matters. Safeguarding practices and procedures are good and excellent relationships exist with safeguarding officers of the local authority.

The inclusive curriculum ensures that no student is discriminated against. Managers regularly scrutinise assessment and attendance records to ensure that none fall behind in their studies. Furthermore, staff know the students well and quickly become aware of any immediate difficulties that could impede learning. Thus, all are included and have good opportunities to achieve and meet their potential. Chadwick promotes good community cohesion through its relationships with local schools, partners and agencies. Those educated in the unit have many opportunities to visit and work with people from different backgrounds and locations. They undertake trips and welcome visitors into the unit. Through good outcomes for students and careful management of budgets Chadwick represents good value for money.

These are the grades for the 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	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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

The 11 questionnaires returned by parents and carers were of a greater number than might be expected from a provision of this size and nature. Returns were overwhelmingly positive about the unit with supportive comments that reflect the work undertaken with families such as 'I am pleased with how Chadwick has supported my son and me'.

Parents and carers confirmed that students feel safe in the care of Chadwick, that needs are being met and that unacceptable behaviour is dealt with effectively. These indications are broadly in line with the findings of the inspection. One negative written comment appeared to be concerned with another school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadwick 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 11 completed questionnaires by the end of the on-site inspection. In total, there are 22 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	6	55	0	0	4	36
The school keeps my child safe	3	27	6	55	0	0	1	9
The school informs me about my child's progress	7	64	3	27	0	0	0	0
My child is making enough progress at this school	3	27	4	36	2	18	1	9
The teaching is good at this school	5	45	2	18	1	9	1	9
The school helps me to support my child's learning	6	55	4	36	0	0	0	0
The school helps my child to have a healthy lifestyle	3	27	5	45	1	9	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)	5	45	3	27	0	0	1	9
The school meets my child's particular needs	4	36	5	45	0	0	2	18
The school deals effectively with unacceptable behaviour	5	45	4	36	1	9	1	9
The school takes account of my suggestions and concerns	6	55	3	27	2	18	0	0
The school is led and managed effectively	5	45	3	27	2	18	0	0
Overall, I am happy with my child's experience at this school	7	64	3	27	1	9	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).

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">■ 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.



22 September 2011

Dear Students

Inspection of Chadwick Centre, Lancaster, LA1 2BL

Thank you for making me so welcome when I visited the Chadwick Centre recently. I very much enjoyed meeting you. I was very impressed with your contributions in lessons, good behaviour and good relationships with staff and with each other.

Chadwick is a good unit because you demonstrate good achievements there. You were keen to tell me that you feel safe and appreciate the opportunities that Chadwick provides, for example, by working at the college. Most of you gain the skills and confidence to return to mainstream and some of you stay and gain useful qualifications. These help you to move on to the next stages of your lives. The staff provide you with good teaching and lessons are interesting. Care, guidance and support are outstanding. The good leadership team has successfully gained the cooperation of others so that outstanding partnerships exist with your parents and carers and important local agencies. This means that more of you can be very well supported in your mainstream schools and are less likely to be excluded.

Some of you still have low attendance and I have asked the headteacher to make sure that even more is done by the unit and its partners to encourage you to improve and maintain your attendance so that you can benefit from Chadwick's good service. I would also like Chadwick to provide you with greater opportunities to demonstrate your achievements by improving teaching even further, and by devising ways for measuring the progress that happens in mainstream schools as a result of the work done by the unit.

Thank you for your interest in the inspection. I wish you all the best for the future.

Yours sincerely

Terry McKenzie
Lead inspector

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