

Chaselea PRU

Avon Road, Cannock, WS11 1LH

Inspection dates 8–9 April 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress in English and mathematics because these subjects are taught well.
- On joining the school, most Key Stage 3 students gain confidence rapidly and adopt a positive attitude to learning. Consequently, they return to their mainstream secondary schools quickly.
- A wide range of vocational subjects equips students with good work-related skills.
- Almost all Year 11 students gain a place at college, secure an apprenticeship scheme or get a job when they leave school.
- Teachers know the gaps that students have in their learning and plan activities to plug these speedily.
- Behaviour is good and students know how to keep themselves safe.
- All leaders, including members of the management committee, are meticulous in checking the quality of teaching and providing extensive training of teachers.
- The successful drive to equip teachers to teach a much wider range of subjects effectively since the previous inspection has significantly raised students' achievement.

It is not yet an outstanding school because

- Occasionally, teachers do not challenge students to move on to new work when they are ready.
- There is some inconsistency in following-up comments made when marking of students' work.
- Some students do not attend school as often as they ought. This slows their progress.

Information about this inspection

- The inspector observed four lessons taught by three different teachers, a lesson led by a visiting film-production crew and an off-site alternative provision vocational lesson taught by an instructor. Three of these lessons were observed jointly with a member of the senior leadership team.
- A detailed scrutiny of students' work was carried out in partnership with the senior leadership team.
- Examples of behaviour plans and a few case studies of students in vulnerable circumstances were examined.
- Meetings were held with staff, students and representatives of the management committee, including the Chair of the Management Committee. The inspector spoke by telephone with a representative from the local authority.
- The inspector examined data relating to students' progress data, attendance, re-integration (the number of students returning to mainstream schools) and restraint. He also examined teachers' planning; the school's improvement plan; monitoring of teaching and learning information; and a wide range of policies including the appraisal policy, all safeguarding policies and minutes of the management committee meetings. Recent visit notes following a visit to the school by an external consultant were examined.
- Inspectors examined 11 questionnaires completed by staff.
- There were insufficient responses to the online questionnaire Parent View for an analysis to be made. However, the inspector examined the school's analysis of the completed questionnaire returns submitted by parents in response to the school's recent parental survey.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Full report

Information about this school

- This school makes provision for students at risk from exclusion and those who are permanently excluded from mainstream schools. In addition, it provides for hard-to-place Key Stage 4 students who come to live in the area. The school also supports a few students with medical conditions who are tutored in their homes.
- Students are a mix of dual registered (meaning that they remain on the roll of the school from where they came as well as being on the roll of this school) and solely on the roll of this school.
- There are significantly more boys on roll than girls.
- Most students are in Key Stage 4. Most of the Key Stage 3 students are on short-term placements with a clear time-lined plan to return them to their mainstream secondary schools.
- All students are identified as having special educational needs at school action plus. A few students go through statutory assessment while in the school and receive a statement of special educational needs.
- All students are White British.
- The proportion of students for whom the school receives pupil premium funding is above the national average. This is additional government funding for those known to be eligible for free school meals, from service families or who are looked after by the local authority.
- The school makes use of alternative provision. Most Key Stage 4 students attend South Staffordshire College for one session a week. A few Key Stage 4 students attend off-site vocational subject provision provided by NOVA and a very few attend Walsall College.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in all subjects by ensuring that:
 - teachers always challenge students to move them on more rapidly with new learning once they have mastered a concept and are secure in their knowledge and understanding of what they have been taught
 - teachers systematically follow through the comments they make on how students can improve their work when they mark their books so as to ensure that students make those improvements speedily.
- Improve attendance by 10% by July 2015 by:
 - establishing the reasons why students do not attend regularly through one-to-one discussions with them
 - working with these students, their parents and carers, and the school's allocated education welfare officer to draw up and implement plans to help students improve their attendance.

Inspection judgements

The achievement of pupils

is good

- Students' attainment on entry is different for each student. Typically, it is below average in English and mathematics. This is because of the gaps students have in their learning associated with their disaffection with education and often weak attendance patterns in their previous schools.
- Almost all students at Key Stage 3 make good progress in reading, writing and mathematics. Once settled, many make more than expected progress in English and mathematics while at Chaselea. As a result, from the time they enter the school until when they return to their mainstream schools, their rate of progress is faster than what is typical for students over such periods of time. Most return to their mainstream schools and continue with their education successfully.
- Key Stage 4 students make good progress in English and mathematics. By Year 11, the most-able students achieve a Level 2 GCSE equivalent in English and a GCSE pass in mathematics at grade C. Almost all students make good gains in these subjects measured against their starting points. Overall, the attainment by Year 11 remains below the national average in these subjects because the catch-up needed from the time they arrive at this school is so great.
- Students' success at GCSE has been significantly enhanced since the previous inspection because they are able to take more subjects at this level. For example, they are able to take a GCSE course in citizenship and, more recently, in physical education.
- Year 11 students achieve BTEC Level 1 and 2 qualifications in a range of vocational subjects. Almost all gain the vocational qualifications, and literacy and numeracy skills required to access college placements to develop their work-related skills further, get a job or secure an apprenticeship.
- As appropriate, a few students have very specific permanent placements on programmes provided by off-site alternative provisions such as the health and social care course at Walsall College. These students achieve well.
- There is no discernible difference in the rate of progress between boys and girls who attend regularly. However, a few students do not attend as often as they should. This slows their progress and they do not do as well as those who attend regularly.
- A few students with complex medical needs are taught in their homes. The school's progress information shows that they make good progress.
- Pupil premium funding is targeted in a range of innovative ways that benefit students. Their rate of progress is typically faster than that for the same group of students supported by this funding in mainstream schools. Their gap in English and mathematics compared with other students is closing rapidly.

The quality of teaching

is good

- The quality of teaching is typically good at both key stages, including in English and mathematics. The senior leadership team has an accurate view on the quality of teaching.

- Teachers have good relationships with their students. Because teachers and teaching assistants know individual students well, they understand and manage students' behaviour skilfully. They intervene quickly when a student shows signs of distress while working on a particular task and successfully support that student's learning.
- Classroom displays are attractive. The display of rockets made by Key Stage 3 students is stimulating. Such displays are used as a resource to provide interesting and challenging activities to develop students' literacy and numeracy skills. Teachers use questions effectively to encourage students to think critically and this deepens their learning. These factors, coupled with teachers' good subject knowledge and planning, contribute to students' good enjoyment of, and enthusiasm for, learning.
- The school assesses students carefully as soon as they are admitted to find out what they know and can do. This enables teachers to provide specific support to individual students and so successfully speed up their learning of new mathematical skills, and improve their reading and writing. They then check frequently to make sure that students are moving forward successfully with new learning.
- Students enjoy problem-solving activities when working with their hands in the motor vehicle workshop or on the simulated construction site. For example, they learn many new and relevant work-related skills when fixing a problem with a motor car or when practising how to set a corner brick.
- The teaching of reading and writing is good across all subjects. Teachers use a wide range of methods tailored to support students and move them on with their reading. They are particularly skilful at building the confidence of those who have dyslexic tendencies. Students who lag behind their classmates are given extra support and soon catch up.
- Mathematics teaching is equally good. For example, in a Key Stage 3 lesson students were challenged through effective questioning to explain a number of calculations and justify their answers when learning about the mode, median and mean. As soon as they grasped the concept, they were challenged to develop a higher-order mathematical skill.
- The marking of students' work is thorough and detailed. Students are given clear guidance on what they need to do to improve their work. Occasionally, teachers do not follow up these required improvements soon enough and this slows students' learning.
- Sometimes students spend a little too long working on a skill they have mastered and are not challenged quickly enough to move on to new learning.

The behaviour and safety of pupils are good

- The behaviour of students is good. Overall, students arrive at this school having experienced severe difficulty in managing their behaviour in their previous schools. Some have not engaged productively with learning for a long time.
- Teachers are highly effective in helping students in working through their negative feelings about school. Most students soon see a purpose in learning, become keen to succeed, and behave well.
- Students with very challenging behaviour have detailed behaviour plans and rare instances of

restraint used to keep them safe on occasions are meticulously logged. These students and their families are well supported by external agencies.

- Students' involvement in shaping the school's behaviour policy has resulted in them signing up enthusiastically to the system of rewards and sanctions. Overwhelming, the majority of students mature rapidly and as they do so their behaviour improves significantly.
- Students greatly appreciate how the school has helped them improve their behaviour and manage their feelings of anger. As one student put it, 'I am more chilled and relaxed here than what I was at my previous school.' Another said, 'We look out for one another here and my mum says that my behaviour is so much better since I have been coming here.'
- There are no recorded instances of racism or fights. The rare instances of bullying that occur are dealt with swiftly and efficiently. There are very few fixed-term exclusions. Classrooms and the school site are calm and orderly. Students are welcoming of and polite towards visitors.
- The school's work to keep students safe and secure is good. Those students at high risk have detailed support plans and are kept in touch with external support agencies, including health professionals and the Youth Offending Team. Students feel safe and have immediate access to an adult that they trust while in school. The school ensures that the alternative providers it uses are diligent about safeguarding students.
- Students are adept at keeping themselves safe when in a work-place environment. They know about the importance of wearing steel-capped boots when they lay bricks and understand that they must wear gloves when plastering a wall. Students understand the potential harmful effects of substance misuse and the risks associated with unsafe sex.
- Students know the potential risks when using social media sites on their computers at home and have a good understanding of cyber and prejudiced types of bullying.
- Attendance is below average. It is not as good as it ought to be because of the persistent absenteeism of a few students. However, the attendance of most students improves once they are admitted to this school compared to that in their previous schools.

The leadership and management are good

- The headteacher provides good leadership for the school. She has successfully communicated her high expectations to staff and most students. A strong learning culture pervades the school. All staff have embraced the school's vision of the highest possible academic achievement and personal development for every student.
- Improvement since the last inspection has been good. All leaders have a clear understanding of how to improve the school further and a deep commitment to do so. Much has been done, and very successfully so, to increase the subjects on offer and bring about improvements in the quality of teaching, students' behaviour and achievement since the last inspection. The systems used to keep a close eye on how students' progress and promptly support any student who shows signs of falling behind are much improved.
- Frequent checks on teachers' work are followed up with training opportunities to support them in improving their teaching. Teachers are held to account for the impact their work has on students' achievement.

- Senior leaders analyse students' progress data rigorously to make sure that all students make as much progress as possible. For example, upon discovering that a few students were making slightly slower progress in mathematics compared to English, decisive action was taken to address this. As a result of the support given, the rate of progress in mathematics for these students has increased rapidly.
- Subject leaders, particularly for English and mathematics, make a good contribution to school improvement. The alternative provision is kept under careful scrutiny and decisions are made frequently to improve the impact of this on students' learning.
- The programmes of work, including the vocational subjects, meet students' academic and personal needs well. Learning is enriched by visitors such as the film crew who supported Key Stage 4 students in making a short film to help teach primary school children how to prepare a healthy meal in 'a cheap and cheerful fashion'. Visits to galleries and the citizenship programme broaden students' horizons and contribute to their good spiritual, moral, social and cultural development.
- The school makes excellent use of its sport budget to provide a wide range of activities such as climbing, fencing and basketball so as to increase students' participation in physical activities that they enjoy while encouraging them to adopt a healthy lifestyle.
- The school works in an effective partnership with parents and carers and supports them well. The local authority provides good support for the school and has an accurate evaluation of its effectiveness.
- Robust action is taken to give all students equal opportunities and to avoid any possible discrimination. Pupil premium funding is often used in creative and imaginative ways to enable this to happen. However, a few students' chance of being on an equal footing with their peers is spoilt by their poor attendance.
- The management and co-ordination of work with outside agencies to help remove emotional barriers to learning that some students have is good. However, more work is required with the education welfare service to improve attendance.

■ **The governance of the school:**

- Members of the management committee have a good set of skills, but recognise the importance of recruiting parents and increasing the representation of health professionals. The committee is ambitious about further development and is working ceaselessly to improve the size of the accommodation. The management committee is knowledgeable about the school. Members ask tough questions about students' progress. For example, they recently asked probing questions about the alternative provision programme that resulted in change that benefited students. Members know how pupil premium funding is used and check what difference it makes for students.
- The Chair of the Management Committee visits the school regularly. He has a very good knowledge about the quality of teaching in the school. Members of the committee are clear that only effective teachers can move up the pay scale. There is a robust approach to checking out how effectively the headteacher performs and to set her targets aimed at improving students' achievement. Through regular reports from the school's business manager they keep tabs on the budget. Members fulfil their statutory responsibilities effectively and ensure that the school meets all safeguarding requirements, including while students are off-site when attending alternative providers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134351
Local authority	Staffordshire
Inspection number	426912

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	41
Appropriate authority	The local authority
Chair	Barrie Scott
Headteacher	Pauline Bury
Date of previous school inspection	2 February 2012
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