

Chaselea PRU

Avon Road, Cannock, Staffordshire WS11 1LH

Inspection dates

13–14 June 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is ineffective. Leaders do not ensure that appropriate checks are carried out on the safety and well-being of pupils who are placed in off-site alternative provision. Leaders do not have the appropriate level of safeguarding training.
- Leaders and governors have not ensured that the minority of pupils who are placed part-time in off-site provision are getting a good enough education. Consequently, their attainment and progress are inadequate. A few pupils are at home for several days a week.
- Part-time pupils who have challenging behaviour are not getting appropriate support to improve their behaviour. They are not integrated back into school quickly, so do not make the progress of which they are capable.
- Leaders have not ensured that there are effective plans in place to reduce the number of pupils not accessing full-time education. While attendance is improving, it is still low.
- A significant number of pupils leave school with no qualifications and, as a result, are not well enough prepared for the next steps in their learning.
- Teachers do not use assessment effectively to evaluate pupils' abilities and specific needs when they are first admitted to the school. As a result, teaching does not ensure that pupils make consistently good progress.

The school has the following strengths

- Full-time pupils receive an acceptable standard of education and make at least adequate progress, both academically and in their personal development.
- The headteacher has ensured that the school environment is a calm and purposeful place that is conducive to learning.
- In mathematics and English, pupils are well supported to become resilient learners.
- Teachers use questioning well to deepen pupils' understanding. Much of the teaching for those educated on-site is creative, imaginative and engaging, and enables pupils to make good progress over time.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Ensure that safeguarding is effective by:
 - establishing a robust system to monitor pupils' safety and well-being when they are in alternative placements
 - ensuring that the designated safeguarding leaders receive up-to-date advanced training, as required
 - making sure that leaders have robust systems to record and track the checks undertaken on the suitability of adults to work with pupils.
- Improve leadership and management by:
 - establishing and embedding effective plans to swiftly reintegrate pupils on part-time timetables into full-time learning
 - ensuring that pupils who have very challenging behaviour get the required support and guidance to improve their behaviour, including when they are educated off-site
 - reviewing current in-school provision to ensure that it better enables all pupils to improve their behaviour and engage in learning
 - improving the accuracy of assessment information to analyse pupils' attainment and progress and to inform future planning
 - ensuring that governors provide the necessary oversight of the school's work and its outcomes, and challenge the headteacher through effective questioning and probing of the assessments presented to them.
- Improve teaching, learning, assessment and outcomes for pupils by:
 - further developing the existing assessment system to provide robust, moderated assessments of pupils' attainment on entry to the school
 - effectively evaluating all pupils' attainment and progress in school and off-site
 - using assessments to set challenging targets to enable pupils to reach their potential academically and in their personal development.
- Improve attendance by:
 - working effectively with parents and carers to reduce persistent absence and ensure that more pupils attend regularly and on time.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders and governors have not ensured that the part-time education provided for those taught off-site is good enough. As a result, a significant minority of pupils do not receive their educational entitlement and do not make the progress academically and in their personal development that they should.
- Leaders do not have clear plans to steadily increase the amount of education time that part-time pupils receive so that they can be successfully reintegrated into school life. This means that some pupils have received very little education this academic year and, as a result, have become disaffected with their learning and are falling further behind.
- Leaders are placing too many pupils with very challenging behaviour in alternative provision and not checking how well they are doing. A few pupils are getting less than one day's education per week. As a result, they become disengaged with learning and do not gain the necessary qualifications for the next steps in their educational journey. In effect, those continually receiving only a small amount of teaching are being excluded from school unlawfully.
- The quality of teaching and learning for pupils attending alternative provision is not monitored or evaluated effectively. As a result, leaders are not aware of pupils' progress or improvements to their behaviour, and whether they are safe and secure or being taught well enough.
- Pupils who only attend off-site part-time provision make inadequate progress, because they do not get good enough teaching, particularly in English and mathematics, to ensure that their basic skills and their personal, social and emotional skills are developed effectively.
- Part-time pupils cannot communicate, read, write or apply their mathematical skills as well as they should. This is primarily because some of them do not have literacy and numeracy lessons. As a result, they do not make sufficient progress in the courses that they study because they are unable to access all aspects of their limited curriculum.
- Leaders have developed a comprehensive system to track progress, but there are some inconsistencies in the way that this is used. In addition, leaders do not currently have in place robust moderation systems that would enable them to be secure that all groups of pupils are making progress during their time in school. As a result, pupils are not set challenging enough targets that reflect their potential, given their prior attainment plus the additional support that the school offers.
- Assessment, progress and attendance data used by leaders is not always accurate. For example, during the inspection, leaders provided inconsistent and conflicting information about the number of pupils leaving Year 11 last year. This means that leaders do not always have a clear view of the progress and attendance of all groups of learners to inform their actions and interventions.
- The support and guidance provided by the local authority has been inadequate. Officers have not provided the necessary support and challenge to improve the quality of education provided, particularly for those taught in alternative provision.

Consequently, they have not identified that individuals are being excluded unlawfully.

- The headteacher has a passion for improving the provision for full-time and dual-registered pupils taught in school. This is evident in the positive changes that he has made to the on-site provision and the successful impact that initiatives have made. This includes reviewing the curriculum and supporting staff to be imaginative and creative with subject content to engage learners and to ensure that they make at least adequate progress in the subjects taught. An example of this is how he has encouraged the development of building-block robotics in information and communication technology (ICT) lessons to successfully improve pupils' technological skills.
- The headteacher, together with other leaders, has created a calm and purposeful learning environment for pupils who are in taught in school. As a result, these pupils make at least adequate progress both academically and in their personal development. The headteacher, senior leaders and governors have ensured that those educated in school receive an acceptable standard of education. Through this positive work over several years, leaders have demonstrated the capacity to bring about further improvements in the quality of education provided.
- The curriculum for pupils on site has been suitably adapted to better meet pupils' specific needs and aspirations. In particular, there is a focus on cooking as a life skill, and this is enriched with educational visits. For example, last year pupils applied their food technology to preparing and cooking the Christmas dinner. In physical education, leaders have introduced a wide variety of activities, including using mountain bikes to access the local area to go geocaching – an electronic, interactive treasure hunt. This demonstrates the innovative and effective practice that has made a real difference to some pupils' attitudes to learning.
- Careful use of additional funding ensures that disadvantaged full-time pupils make similar levels of progress to other pupils in the school.
- Leaders have recently introduced a new assessment policy that, when followed, supports full-time and dual-registered pupils taught in school to understand how to improve their work. However, at present this system is not used consistently within and across all subjects.
- Provision in school suitably prepares pupils for life in modern Britain. Pupils' spiritual, moral, social and cultural development is adequately provided. For example, pupils have learned about the dangers of alcohol abuse from workshops run by former addicts.
- The school has the dyslexia-friendly award, and pupils take part in community sports events which help them to develop social and communication skills.

Governance of the school

- Governors know that there are a few pupils who are on part-time timetables and that this arrangement has been in place for a considerable length of time. However, governors have not properly established the number attending part time or the duration of part-time education and its impact. Too many pupils remain at home for too long without any indication of when they will return to continue their studies. Such practice means that, in reality, pupils are being unlawfully excluded and are not

receiving their educational entitlement.

- While the chair of governors articulated that all governors have received appropriate and up-to-date safeguarding training and say that they have discharged their duties appropriately, this could not be substantiated as records on these aspects were not available for scrutiny during the inspection.
- Governors do not provide the necessary level of challenge to leaders or properly evaluate the information provided by the headteacher in order to hold the headteacher and other leaders to proper account for pupils' outcomes.

Safeguarding

- Safeguarding arrangements are inadequate. The checking of the safety and well-being of those pupils educated off-site is not good enough. In some cases, there were gaps of over a month before school staff checked that part-time pupils were safe from harm and were doing as well as they should.
- Not all leaders with responsibility for safeguarding have received the appropriate level of training or kept their training up to date, as required. Designated safeguarding leaders have not kept up to date with current issues. This has resulted in the school's safeguarding policy not meeting government requirements.
- All of the required recruitment and staff vetting checks have been carried out to confirm adults' suitability to work unsupervised with children. Teachers receive appropriate safeguarding training. However, records do not always specify clearly that this is the case. This makes it difficult for leaders to quickly identify any training gaps.
- Pupils who attend the school full time or who are dual registered are kept safe, as teachers and adults are clear about what to do if they have safeguarding concerns and the procedures to be adopted if a referral is to be made to external agencies. Good procedures are in place to improve the attendance of full-time pupils.

Quality of teaching, learning and assessment

Inadequate

- Part-time pupils taught in off-site alternative provision do not have access to English and mathematics teaching, therefore do not make sufficient progress in literacy and numeracy. Consequently, their progress in all subject areas is inhibited because they do not have the basic skills required to access the curriculum in order to fulfil their potential.
- A minority of pupils are placed in part-time off-site alternative provision due to their challenging behaviour. There is no evidence to show what interventions staff undertake to support these pupils to engage in the curriculum to enable them to make the progress of which they are capable.
- Prior assessment information from previous schools is not routinely made available to teachers when pupils arrive at the school. While pupils are assessed on entry, there is no internal or external moderation of the standards achieved to ensure that judgements made about their attainment and progress are fair and accurate. This makes it difficult for teachers to accurately evaluate pupils' capabilities and set challenging targets for pupils to aim for. As a result, progress measures are unreliable and it is difficult to judge accurately pupils' academic and personal development over

time.

- When teachers followed the school's assessment policy, it is evident from work in pupils' books that pupils made progress. However, both within a class group and between subjects, the application of the policy is not always consistent. As a result, some pupils do not always know clearly how to improve their work, and this results in them making less progress.
- Work in pupils' books and folders shows that, in the majority of lessons, on-site pupils are set work that suitably challenges them and enables them to make at least adequate progress. In a few instances, the same task is given to all pupils, which does not build on what they have learned before. This means that occasionally some pupils do not make the gains in learning that they should.
- Teachers have high expectations for those taught in school. This is evident in the pride that pupils show in how they present their work and how they respond positively to questions and to their learning.
- Teachers who teach pupils directly within the school plan effectively to enable pupils to learn. This is particularly evident in English, ICT and cookery, where pupils are engaged in learning that challenges them.
- Inspection evidence shows that teachers in English, mathematics and cookery have very strong subject knowledge and are able, through effective questioning, to develop pupils' understanding and promote their resilience in learning.
- In English, a wide variety of teaching approaches, including discussion, self-assessment, peer assessment and video clips, are used to appropriately involve pupils in their learning. As a result, pupils' engagement is maintained, and pupils enjoy their learning and achieve the objectives set for them.
- Pupils make good progress in ICT, because teaching is based on good subject knowledge, careful preparation and resources that are well matched to pupils' needs. Tasks are continually adapted to engage the pupils.
- Pupils in cookery are proud of their work and are motivated to do well because the teacher plans and delivers creative menu outcomes with them, which inspires them to work hard and try new foods. Some pupils spoke of their excitement as they planned a whole-school trip to the local food show. All pupils in key stage 4 are making good progress in cookery and on track to gain a qualification.
- Pupils' resilience in learning is actively encouraged by some skilful teaching. An example of this was observed in a mathematics lesson, where a few pupils were finding the challenge of creating a target using a compass daunting. Through a combination of demonstration, positive coaching and encouragement, the pupils did not give up, and they successfully completed the task and achieved the lesson objectives.
- Staff on site use strong questioning to effectively deepen pupils' learning. This was particularly noted in English and in cooking lessons, as the teachers sought to test out and strengthen the knowledge that pupils had gained during activities.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Part-time pupils in off-site alternative provision do not have access to the pastoral support that pupils at the school have. As a result, they do not experience the daily support from school staff to improve their personal and social development. The help that these pupils require to improve their very challenging behaviour is not provided.
- Part-time pupils are not taught sex and relationships education, therefore are unaware of how to stay physically and mentally healthy. Part-time pupils in off-site alternative provision are also not provided with adequate information about how to stay safe online.
- Those in alternative provision are not taught about how to protect themselves from abuse and exploitation. This means that they are vulnerable to exploitation.
- Destination data supplied by the school was inconsistent with regard to the number of leavers last academic year and their destinations. Current advice and guidance for leavers are not effective.
- Pupils in school are polite, welcoming and positive about school life compared to the schools that they had previously attended. In addition, pupils were complimentary about the support that staff gave them and how they were listened to and treated with respect. These views were reiterated in the pupil survey conducted by the school.
- Skilled staff facilitate good social learning at break and lunchtimes. As a result, pupils improve their ability to socially interact with others through teamwork and to take turns.
- Pupils in school trust staff to support them, and they respond positively to staff requests for help and guidance. A positive, calm and orderly learning environment has been created where pupils feel safe from harm.
- Pupils in school consistently showed that they were proud of their work through the good presentation of work in their books. The majority of pupils were happy to share their work, and this was evident in peer-review tasks that inspectors observed.
- The curriculum provides full-time pupils with appropriate sex and relationships education and information on how to stay safe online, as well as providing opportunities to learn at first hand about the dangers of drugs and alcohol abuse from guest speakers.

Behaviour

- The behaviour of pupils is inadequate.
- Part-time pupils' behaviour is not being managed effectively. These pupils are placed in alternative provision that does not properly meet their needs.
- Pupils in alternative provision are not supported appropriately to improve their behaviour to enable them to access the pupil referral unit with other pupils.

- While attendance is improving, it is still significantly below the national average. Unauthorised absence is too high. Inspectors judge that some absences are wrongly authorised. Leaders are not ensuring that national attendance guidance is followed. Not enough is being done to encourage pupils to attend regularly.
- The number of fixed-term exclusions decreased significantly between 2014 and 2016. The headteacher said that this was because of an improved curriculum, better facilities and a reduction in the number of alternative provision providers that the school used. Current exclusion data shows that fixed-term exclusions are continuing to fall this academic year. However, as some pupils are currently unlawfully excluded this year, this trend cannot be considered as accurate for all pupils.
- Instances of inappropriate behaviours in school are rare and are well managed by confident staff. For example, during the inspection a pupil was the first to remind their peer to follow the rules. This means that learning is rarely interrupted.
- Pupils in school are encouraged to have a positive attitude to learning, and the school has developed a tracking system to monitor pupils' positive attitudes during the school day. The system is consistently used by staff, and pupils know what they have to do to earn their rewards. This helps to motivate pupils and develop their own self-discipline.

Outcomes for pupils

Inadequate

- The outcomes for part-time pupils are inadequate, because alternative provision is not meeting their specific needs and capabilities effectively. They have a lack of educational opportunities and a limited curriculum, meaning that they have little opportunity to make the progress that they should. Those taught part time are falling further behind.
- Most of the pupils in alternative provision leave education with no qualifications, and are therefore not fully prepared for the next step in life.
- In contrast, the outcomes for those who attend full time are at least adequate, and pupils' academic and personal skills are improving. Although overall outcomes for all pupils are below the expected level at the end of key stage 4, those in full-time education are beginning to catch up, some at a rapid rate.
- Attainment is below average, because many of the pupils have had a very disrupted education, and non-attendance and exclusion problems that have hindered their progress prior to joining the school. However, in 2016 some pupils achieved GCSEs in English, mathematics, cookery and ICT. In 2017, full-time Year 11 pupils again took a range of GCSE-level qualifications. This is a significant improvement.
- Disadvantaged pupils in school are progressing at the same rate as other pupils.
- Pupils in other year groups who attend the on-site provision develop their ability to socially interact with others, improve their teamwork and turn-taking and become better citizens. These pupils make at least adequate progress in lessons and over time. Although generally below that expected for their age, their attainment is improving across the curriculum.
- Pupils on short-stay placements generally make good progress and reintegrate successfully to their school or to another school at the end of their course.

School details

Unique reference number	134351
Local authority	Staffordshire
Inspection number	10032786

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Pupil referral unit
School category	Maintained pupil referral unit
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Mrs Trudi McGuinness
Headteacher	Mr Matthew Ball
Telephone number	01543 512300
Website	http://chaseleapru.staffs.sch.uk
Email address	office@chaseleapru.staffs.sch.uk
Date of previous inspection	8–9 April 2014

Information about this school

- The school website was not live during the inspection and therefore there was no access to documents. However, there was a link on the one working page to enable visitors to request information. As a pupil referral unit, the school does not have to meet requirements on the publication of specified information on its website.
- Chaselea pupil referral unit provides short-stay support programmes for pupils at risk of exclusion from local secondary mainstream schools, sixth day provision for pupils who have fixed-term exclusions and placements for pupils who have been permanently excluded from school.
- The vast majority of pupils are White British.
- Alternative provision is provided by Nova Training and Alpha Hair.
- All pupils who attend Chaselea have social, emotional or mental health difficulties. A small number of pupils have education, health and care plans, and the school supports

pupils and local schools in assessing pupils for education, health and care plans.

- The proportion of pupils who are disadvantaged is well above the national average.

Information about this inspection

- The inspectors conducted joint learning walks and observations with senior leaders. Inspectors visited 11 lessons and observed pupils' conduct at break and lunchtimes.
- The inspectors held discussions with senior leaders and class teachers. The lead inspector spoke with the chair of governors and representatives from the local authority.
- Inspectors spoke with a large number of pupils informally.
- The inspectors looked at workbooks in their visits to classrooms, and considered a range of information about pupils' current and recent performance provided by senior leaders.
- The inspectors looked at a wide variety of documents, including development plans, evaluations of the pupils' progress, policies and the minutes of governors' meeting. Inspectors scrutinised in detail the single central record, safeguarding procedures and attendance records.
- There were insufficient responses to Parent View, Ofsted's online parental questionnaire. There were also no responses to the online pupil view or staff questionnaire. However, the inspection team took account of the 10 responses from a school pupil survey and 14 responses from a school staff survey.

Inspection team

Chris Field

Lead Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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