

INSPECTION REPORT

CRESWELL PUPIL REFERRAL UNIT

Worksop

LEA area: Derbyshire

Unique reference number: 133947

Headteacher: Susan Dahlin

Lead inspector: Mr Tim Warin

Dates of inspection: 20 – 21 October 2003

Inspection number: 259071

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Permanently Excluded Pupils
School category:	Pupil Referral Unit
Age range of pupils:	11 – 14
Gender of pupils:	Mixed
Number on roll:	12
School address:	Markland Campus Sheffield Road Creswell Worksop
Postcode:	S80 4HW
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Appropriate authority:	Derbyshire Local Education Authority
Name of responsible officer:	Jenny Kent
Date of previous inspection:	Not previously inspected

CHARACTERISTICS OF THE SCHOOL

Creswell Pupil Referral Unit (PRU) provides for boys and girls aged 11 to 14 who have been permanently excluded from mainstream schools. The provision opened for pupils in September 2001. It is part of Derbyshire's Behaviour Support Service. Pupils are admitted throughout the school year. There were eight pupils on roll at the start of this academic year. The pattern of admissions shows a rise in numbers towards the maximum of 20 pupils by the summer term. Currently ten pupils are in Year 9, one in Year 8 and one in Year 7. The Year 7 pupil was absent during the inspection. Pupils are taught in mixed age, mixed ability classes with setting arrangements, according to ability and subject, in literacy, English, mathematics and science. There are ten boys and two girls. No pupil has a statement of special educational needs. All pupils are at school action plus for their emotional and behavioural difficulties, with two pupils in the process of further assessment to consider statementing. All are white and of British origin. Two pupils are in the public care system. Pupils' attainment on entry is often low, mainly as a result of the many interruptions to their learning caused by emotional and behavioural difficulties. Baseline tests on entry show a range of ability with the majority of pupils operating below, and sometimes well below national averages. However, a significant minority come to the PRU with ability at or above national norms. The PRU is supported by a multi-agency support team (MAST), which has very recently been established.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Creswell is a good and improving centre, which meets effectively the changing needs of its pupils. Good leadership and management by the head of centre and other key staff, and good teaching, result in good learning and achievement. However, parents, pupils and staff feel that follow-up provision at Key Stage 4, after pupils leave the centre, is unsatisfactory. The centre provides good value for money.

The centre's main strengths and weaknesses:

- The head of centre's strong leadership leads to ambitious and successful work with excluded pupils.
- A team of committed staff at the centre, including well-organised learning support assistants, work effectively together.
- Pupils achieve very well in mathematics, the strongest core subject in the school.
- Pupils, whose views are sought and valued by staff, are fully supportive of the centre's work, as are their parents.
- On leaving the centre, few pupils are successfully integrated into mainstream schools or the alternative provision currently offered by the local education authority (LEA).
- Provision and pupils' achievement in information and communication technology (ICT) are unsatisfactory.
- The centre's priorities and vision are not clear because of the way it has been directed to write and present its plans.
- The teaching of some visiting staff is not monitored closely enough.
- Assessment does not tell pupils clearly how well they are doing or what they should do to improve.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 9	Good	Good

Pupils achieve well, including the small number of girls and those in vulnerable groups such as children in public care. This year the results of National Curriculum tests in Year 9, particularly in mathematics and science, were better than would be expected of similar centres. However, the English results were significantly weaker than the mathematics and science results. Achievement in mathematics and art is very good. It is good in English and science. Achievement is unsatisfactory in ICT. The LEA has failed to ensure that the basic systems are in place to provide an appropriate range of opportunities. Because of well-structured opportunities for pupils to learn throughout the school day, including at lunchtimes, when staff sit with pupils, **pupils' personal development is good. The centre makes a considerable contribution to pupils' spiritual, moral, social and cultural development.** Pupils' attitudes are satisfactory overall as is their behaviour. There is a highly structured behaviour management programme that the majority of staff use knowledgeably and consistently and which provides good feedback to pupils and parents. However, its inconsistent use by a minority of staff devalues the programme and gives confusing messages to pupils. Attendance is satisfactory. The school works very hard to promote good attendance. A sense of community is promoted strongly within the centre, but not enough is done to prepare pupils for life in a culturally mixed society.

THE QUALITY OF EDUCATION

The centre provides good quality education for its pupils. Teaching and learning are good overall. Lessons are well planned with well thought out learning objectives that are displayed and shared with pupils. In the majority of lessons, teachers' expectations of pupils' behaviour, attitudes and achievement are suitably high. Education Care Officers (ECOs) play an important role in the good teaching. However, there are weaknesses in assessment, which does too little to tell pupils how well they are doing or what they need to do to improve. The curriculum is satisfactory overall. The centre works hard and successfully to provide stimulating and varied opportunities. However, the unsatisfactory ICT provision limits the range of opportunities provided. Internal accommodation and resources to support learning, except in ICT, are very good overall. The outside of the building is in urgent need of maintenance. The quality of care, guidance and support is good. There are very good arrangements to involve pupils in the work of the centre through seeking, valuing and acting on their views. The partnership with parents and the community is good overall. However, reports to parents do not provide enough information on pupils' progress and what they need to do to improve. Links with other schools and colleges to support pupils' transfer when they leave are unsatisfactory. As a matter of urgency, the LEA should seek to improve the opportunities for continuing education beyond the centre.

LEADERSHIP AND MANAGEMENT

Leadership and management of the centre are good. The head provides strong and determined leadership. She is fully supported by a committed centre staff team who work very effectively together, with a clear focus on pupils' achievement. Although there are very good arrangements for induction and professional development, the quality of the teaching of staff from outside who do some teaching in the centre is not monitored closely enough. Plans for improvement are not written in a way that makes the centre's priorities clear and understandable. **Overall, management by the LEA is satisfactory.** The LEA gives good support in developing the quality of education provided by the centre. However, pupils, parents and staff report that they are very concerned about the lack of suitable provision for most pupils after they have left.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express satisfaction with the centre. They feel it is helping their children and appreciate the fact that staff offer good support and are very easy to contact. Pupils have positive views of the centre. They compare the way they are treated at the centre with their experience in previous schools where they feel they did not get the help they needed to learn. Furthermore, pupils are encouraged to make constructive suggestions about how the centre could improve and these comments are valued, discussed and acted upon by the school community.

IMPROVEMENTS NEEDED

The most important things the centre should do to improve are:

- Develop information and communication technology as a core area of the curriculum and as a support for pupils' learning in other subjects.
- Improve assessment so that pupils know how well they are doing and what they need to do to improve.
- Raise standards in English to match those in science and mathematics in Key Stage 3 national tests.
- Develop the planning process to ensure that the centre's priorities are clear and form the basis for improvement.
- Formally monitor the performance of all staff working in the centre.

The most important things the LEA should do to improve are:

- Establish suitable provision beyond the centre so that, on leaving, pupils can continue their education successfully.
- Fully support the development of ICT in the centre and, as far as resources allow, ensure that basic systems are in place, with specialist support to promote their use.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils throughout the centre achieve well. This applies to all pupils including the small number of girls and those in vulnerable groups such as children in public care. The majority of children arrive at the centre with attainment which is lower than average because behaviour difficulties have disrupted their previous learning. Good provision at the centre means standards for many pupils rise to be in line with national averages for mathematics and science but remain below for English and information and communication technology (ICT).

Main strengths and weaknesses

- Mathematics is the strongest core subject in the school. Pupils currently in the centre achieve very well and, in the summer, pupils achieved very well in Key Stage 3 national tests.
- The English results in Key Stage 3 were disappointing compared to those in mathematics and science with too many pupils failing to achieve either at the higher level or being awarded a grade. Standards in English are lower than in the other two subjects.
- Achievement in ICT is unsatisfactory as a result of insufficient curriculum time and the lack of basic systems to use ICT successfully across the curriculum.
- Pupils gain a range of external accreditation to recognise their achievements in practical subjects of the curriculum.
- There is very good achievement in art and good achievement in other practical subjects such as first aid, physical education and the Construction Industry Training Board course which includes design and technology.

Commentary

1. The centre is determined that the good achievements of its pupils should be fully reflected in the improved standards needed to support successful reintegration. This year as a matter of policy all pupils were entered for Key Stage 3 national tests. All pupils achieved Level 3 on teacher assessments and only four pupils sitting the tests did not achieve a Level 3. The centre therefore easily reached the Behaviour Support Service target of 50 per cent of pupils achieving a Level 3. Twenty-five per cent of pupils achieved Level 5, with one pupil achieving a Level 6 for mathematics. The mathematics results were impressive with all pupils achieving Level 4 or better, two pupils at Level 5 and one at Level 6. However, English results were disappointing by comparison with no pupils achieving above Level 4. Additionally, three pupils failed to get sufficient marks to be awarded a grade. The centre has carried out a detailed analysis of the results and has put a number of strategies in place to improve results in English. These include: regular access to formal assessments to prepare pupils for the style and language used in tests: school targets to reinforce key literacy skills in all curriculum subjects: 40 per cent of curriculum time is currently devoted to English/Literacy. The standards achieved in national tests are also reflected in pupils' work and in lessons during the inspection, with science and mathematics in line with national standards and English below.
2. Pupils achieved well in over half of the lessons observed – in the remainder achievement was satisfactory with unsatisfactory achievement in one lesson. Effective behaviour management in the centre is at the heart of good subject achievement. Achievement is not secure unless pupils are settled and ready to learn. The majority of staff use the centre's behaviour management programme consistently and effectively from the start of lessons so that pupils know what to expect and what is acceptable to ensure that everyone has the opportunity to learn and achieve. However, there are examples of lessons where the programme is not used consistently and there is too much emphasis on delivering the subject content rather than first establishing a positive learning ethos. This can then result in disruptive behaviour leading to

removal from the classroom so that the continuity of learning is broken. In the one lesson where achievement was unsatisfactory, pupils were not settled and at times during the lesson over half the class were out of the room, which meant that effective learning and achievement could not take place. Additionally, the difference between good and satisfactory achievement in lessons is often linked to the determination and consistency of the centre's teaching staff in ensuring that a positive learning ethos is established and maintained throughout the lesson.

3. Pupils throughout the centre achieve well overall. They achieve very well in mathematics. This is a result of well taught and planned lessons, which build very clearly on pupils' abilities and what they have already learned. One teacher, who is also a leading mathematics teacher in the LEA, teaches all the mathematics which is clearly an advantage in ensuring a clear understanding of what pupils are currently achieving and how they need to improve. Overall achievement in English is good. A well structured and delivered literacy programme, based on a detailed assessment of individual needs, leads to good progress and achievement in developing essential skills, knowledge and understanding. In English lessons, progress is more variable. There are examples of very good achievement as a result of very well and thoughtfully differentiated work tailored to pupils' needs. However, progress is limited in lessons where pupils aren't provided with the opportunities and structure to work independently and to put techniques into practice. Achievement in science is good. Teaching is of high quality and pupils enjoy the hands-on experiences. Lessons are well planned with clear objectives so that pupils know what they are going to learn.
4. Achievement in ICT is unsatisfactory. Achievement was unsatisfactory in one of the two ICT lessons observed and in pupils' work over time. There is insufficient time allocated to ICT as a core subject in the curriculum. Currently ICT is not being used to enhance and support learning in lessons across the curriculum. Unsatisfactory ICT provision lies behind this underachievement. Despite the very best and well-documented efforts of the centre, basic systems have not been in place to allow ICT to develop and become an integral part of the curriculum. Computers are not networked, and access to the Internet is not securely in place. ICT is being taught by an external science specialist without specific ICT expertise. Without systems in place, centre staff have not developed the expertise, confidence and knowledge of software or the Internet to be able to use ICT effectively in lessons. Individual pupils expressed a dislike of ICT during the inspection.
5. The centre has worked hard to develop the range of practical subjects in which pupils can demonstrate a wider range of achievements and also receive accreditation. First aid could not be observed but is clearly a successful course as demonstrated by previous work and pupils' pride in their work and achievements. Design and technology taught through the Construction Industry Training Board courses allows pupils to undertake a variety of practical tasks, for example, testing which shapes make the strongest bridges. Pupils achieve well not just in construction but also in applying the principles of fair testing and in teamwork to carry out the tests. There is very good achievement in art where pupils learn about artists and their work as well as making and creating. Pupils' application and concentration in practical subjects is also used constructively to develop other learning, for example, conversation skills and a range of carefully led discussions about local, personal and national issues.
6. Overall, pupils make good progress in personal and social development because of well structured opportunities, throughout the school day. Lunchtimes in particular are well managed so that pupils learn to develop social skills and also take responsibility, for example, setting out tables and clearing away. In personal, social, health and citizenship education (PSHCE) lessons pupils make satisfactory progress. Topics are well chosen and relevant to pupils' needs, however some pupils are unwilling to participate and be involved throughout the lessons.
7. The progress and achievement of all pupils is similar. There are only two girls in the centre, one, very recently arrived. There is no difference in their achievements and the girl already established in the centre is clear that she is not disadvantaged compared with her previous

experiences in mainstream. The centre has good arrangements for children in public care with a specialist teacher who oversees progress and achievement. There are no significant differences in achievement and one pupil, in response to a questionnaire, highlighted the positive way he is supported in the centre. Pupils with additional special educational needs are well supported, for example, one pupil with specific learning difficulties receives one-to-one support from a learning support assistant (ECO) who has undergone specialist training and makes good progress as a result.

Pupils' attitudes, values and other personal qualities

Pupils show pride in the centre. They like and trust its staff who set clear boundaries and expectations. Response to behaviour management strategies is positive, although they are not consistently implemented by all of the visiting specialist teachers. Positive attitudes and raised self-esteem develop increasingly over time. Most show pleasing improvements in their personal development, but there is little planned preparation for living in a culturally diverse society. Standards of attendance and punctuality have a positive impact on learning.

Main strengths and weaknesses

- Attendance improves following admission and pupils are punctual.
- Strategies to manage behaviour are effective but not all the visiting specialist teachers apply them consistently.
- Positive relationships with staff and raised self-esteem lead to progressively positive attitudes.
- Provision for personal development is generally good, although raising awareness about the cultural diversity of society is less well planned.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	17%

Unauthorised absence	
School data	2%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
22*	58	4

The table gives the number of exclusions, which may be different from the number of pupils excluded.

* This represents the number of pupils who attended the centre in the last school year not the number on roll at any one time.

- Pupils generally like the centre and, for most, attendance levels show improvement after admission. This, together with very good punctuality, both at the beginning of the day and between lessons, ensures that time available for learning is used to best advantage. Where there is unexplained absence this is followed up on the first day. There are very thorough monitoring arrangements that identify attendance problems and staff work well with the education welfare officer to resolve these at an early stage. Individual levels of attendance are linked to an awards system that motivates well.
- The large majority of pupils are proud of the centre and develop progressively positive attitudes to learning. They usually get on well with staff who set clear boundaries and expectations. As a result of suitable training, centre staff apply classroom management strategies consistently

and fairly. Pupils respond well to this. The same consistency is not always evident with all the visiting specialist teachers and this leads to behaviour that occasionally slows learning. Pupils usually start at the centre with a poorly developed ability for independent learning. Motivation to work independently develops slowly with pupils showing an over-reliance on their teachers for information. In practical activities, there are short bursts of effective teamwork and collaboration, but this is not usually sustained until the end of the activity. Pupils willingly help their teachers to clear up at the end of lessons, and responsibly carry out a range of tasks out of the classroom, for example washing up cutlery and crockery after morning break. Relationships between pupils are usually sound.

10. Pupils respond positively to an ethos that encourages them to take pride in their surroundings and achievements. Opportunities, for example of gaining certificates for swimming, life saving and first aid, improve feelings of self worth. Regular weekly 'community' meetings ensure pupils have a very good understanding of issues affecting the centre. They develop a responsibility towards the whole group in contributing to decisions that are made. They have a clear understanding of centre rules, expectations for their behaviour and their responsibility towards others. In discussion, they show good knowledge of the difference between right and wrong. The ability to listen to others and share views is developing, for example during the inspection Year 9 pupils shared views and opinions about parents hitting children. They were able to do this effectively even when not always agreeing with what others had to say. In religious education, pupils are taught about the feelings and beliefs of others, but this does not extend fully into an appreciation of living and working in a culturally diverse society. There are few planned opportunities for developing self-knowledge and spiritual awareness, although pupils respond well when such opportunities present themselves.

QUALITY OF EDUCATION PROVIDED BY THE UNIT

The overall quality of education provided by the centre is good and is successfully ensuring that pupils previously excluded from their mainstream schools are now making good progress and achieving well. High quality teaching and the care and commitment shown by all centre staff throughout a well-structured day are key factors in this judgement.

Teaching and learning

The overall quality of teaching and learning is good.

Main strengths and weaknesses

- The large majority of teachers working in the centre are consistent and determined to achieve a positive learning ethos by managing behaviour effectively.
- Learning support assistants (ECOs) provide very high quality support and, through thorough joint planning, are deployed well to develop pupils' learning.
- There is a good structure to lessons. Objectives are well displayed and shared with pupils.
- In the majority of lessons, time is used well at the end to provide helpful feedback to pupils on their learning and effort.
- In a small number of lessons, the centre's behaviour management programme is not used consistently with the result that there is too much disruption to learning.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	9	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

11. Overall the calm, sensible and determined approach to behaviour management combined with a clear lesson structure and differentiated activities based on previous learning ensured that in over 70 per cent of lessons observed teaching was good; in over 60 per cent learning also was good.
12. The school has clearly developed a mainstream approach to the structure of lessons in line with its purpose of preparing pupils for reintegration. It has adopted the Key Stage 3 strategy and made good use of advice and support from LEA consultants. Lessons are well planned and link well with work pupils have undertaken previously. Most lessons have three parts: pupils engage in warm up activities before moving on to longer sustained periods of individual or group work with a final evaluation at the end of the lesson to see what they have learnt and how well they have done. For example, in a very good English lesson there was a brief focused starter using oral work and whiteboards on the spelling and use of similar sounding words. This was followed by the main part of the lesson which was writing a poem about the impact of war. Well-planned and carefully differentiated materials ensured pupils can make progress and worked independently. At the end of the lesson, work was shared, valued and evaluated against the key objectives for the lesson. Pupils received accurate feedback on the effort they had shown in the lesson. This balance between teacher-led, whole class and independent activities is a feature of other successful lessons. Effective teachers are fully aware of where pupils need to improve, with an appropriate focus on listening skills and the need to promote independent work. 'Have a go' and 'Don't mind if you get it wrong' are both heard in different lessons to encourage pupils and give them the confidence to try things out without worrying about making a mistake.
13. Centre staff are determined and consistent in using the behaviour management programme to ensure a positive learning ethos in classrooms. Established, experienced successful staff have been involved in 'coaching' staff with less expertise in techniques of assertive, non-confrontational behaviour management. A member of staff identified as needing support on previous LEA monitoring visits has clearly benefited from this approach in achieving satisfactory and good lessons during the inspection. The centre makes good use of teacher pairings and team teaching to develop both subject expertise and expertise in behaviour management. The head of centre is clear that effective behaviour management is the essential condition for learning and achievement. Inconsistencies mainly arise from some visiting specialist staff not under the direct management of the head of centre. Over-emphasis on subject delivery in spite of difficult behaviour combined with erratic use of the behaviour management programme can result in a turbulent and disrupted classroom with little effective learning. There were significant contrasts between the positive and ordered classroom ethos (often created with a lot of very determined effort at the start of lessons) in the most successful lessons and the difficult and unco-operative behaviour shown by some pupils throughout lessons where teaching was less successful. However, in the latter, Education Care Officers (ECOs) played a key role in working very effectively, calmly and productively with the most disruptive pupils ensuring that in some lessons overall learning was satisfactory.
14. Staff in the centre work hard to develop subject expertise and this is a good example of their commitment to providing a broad and balanced education. An ECO is attending art evening classes to develop expertise in art. Another ECO has attended courses on specific learning

difficulties. The head of centre has trained to receive a diploma in careers, education and guidance. The leading mathematics teacher is originally an English specialist as are most teachers in the centre. Importantly the shared characteristic of these staff is their commitment to successfully teaching pupils with difficult and disturbed behaviour. However, expertise is now lacking in ICT and specialist input is required to develop in teachers the skills, confidence and knowledge in using ICT to enhance and support learning in lessons.

15. The very effective use of ECOs was typified by two English lessons. In the first, the ECO supported in class. She showed very good knowledge of pupils and the lesson being taught. She quickly picked up difficulties at a very early stage and intervened quickly, calmly and effectively without disturbing others. Her knowledge of what pupils should be achieving meant that she was able to provide the appropriate support to get them back on track. During part of the lesson to support a role-play the teacher and ECO worked very effectively together as a result of careful planning prior to the lesson. In the second, the ECO supported a pupil with specific learning difficulties during the literacy lesson. She showed very good knowledge of both the pupils' behaviour and literacy needs. She showed calm, unflustered listening skills and gave accurate, helpful, non-judgemental praise. As a result the pupil made good progress. Both ECOs add an extra dimension to the high quality of teaching in the centre.
16. Resources are used well to support teaching and learning. There is a range of very good resources in the centre and during the inspection this was supplemented by a wide range of staff-made resources. Classrooms are well-organised uncluttered learning environments with pupils' work well displayed on the walls. In addition to the lack of ICT in lessons to support independent learning, there is also no evidence of ICT being used to support class teaching, for example through the use of interactive whiteboards which are often a feature of mainstream practice.
17. Pupils are encouraged by effective planning and questioning in lessons to be involved in their learning. This was the case in an art lesson when pupils were considering the bombing of a small town in Spain as a prelude to the Spanish Civil War. They asked challenging questions and were able to engage in discussion about what had happened. There are good examples of collaborative work, for example, in the testing of model bridges in a technology lesson. The centre has to work hard with some pupils to create active, involved learners. Many pupils arrive at the centre with very negative experiences of education and require very clear boundaries combined with good support and opportunities for success to be able to make a positive change. In a small number of lessons, despite good focused teaching and support, pupils' unwillingness to co-operate, participate and, particularly listen to instructions meant that learning was satisfactory overall but lacking the consistent application needed to make it better. In the one lesson where learning was unsatisfactory there was too much disruption for pupils to be able to settle and work productively.

The quality of assessment of pupils' work

18. Assessment is unsatisfactory overall because it is insufficiently focused on helping pupils understand how well they are doing or what they need to do to improve.
19. The school has recently introduced a number of assessment systems including short-term assessment sheets used at the end of each lesson from which information is then transferred to curriculum grids for core subjects. This is in response to the centre identifying the need to provide more detailed reporting of academic progress and achievement in subjects for parents and to support reintegration. Additionally in lessons there are records of sanctions used as well as merit marks, which are compiled to produce the weekly update on progress which is sent to parents. Detailed baseline assessments on entry are used to inform the grouping of pupils for the literary programme and to determine progress. However, these assessments are not sufficiently focused on individual needs to record progress accurately or what pupils need to do to improve. Feedback on behaviour in lessons is based around the three centre rules rather than specific individual targets for behaviour and personal development. Individual education plan

reviews tend to be an overall review of attitudes to learning and lack specificity. Pupils are not provided with individual targets and, in discussion, are unclear about the areas they need to do better in and what they need to do to improve. While the good information on pupils provided during the inspection outlines specific strategies there is no formal process for recording this or what the outcomes should be. Equally, pupils are not currently involved in the individual education plan process or in a formal review of their work to understand how well they are doing and what they should do next. The centre has made use of the national behaviour scales but currently does not have systems in place to measure or record progress in behaviour management and personal development. Demonstration of progress in this area is an important aspect of the reintegration process and the readiness of pupils to transfer to mainstream or further education. The school has suitable plans to review the individual education plan process with the involvement of both pupils and parents in determining targets for improvement.

The curriculum

How well does the curriculum meet pupils' needs?

The curriculum is satisfactory overall. It is good in its diversity, opportunity and mainstream approach to support reintegration. The centre works continuously and effectively to improve and develop the curriculum. There is good opportunity for enrichment. However the weakness is ICT both as a core subject and to enhance and develop learning across the curriculum. This judgement will add to the frustration in the centre where the LEA has failed to ensure that the basic systems needed to either establish or develop ICT are in place.

Main strengths and weaknesses

- The centre provides good opportunities for enrichment during and after the school day.
- The curriculum has a clear focus on preparing pupils for the next stage of education.
- Good links are made with external organisations to enhance the range of activities the centre provides, for example, in physical education. However, there are insufficient links with mainstream schools or colleges in developing opportunities to support reintegration and progression.
- Information and communication technology provision is unsatisfactory.
- Accommodation is good overall. Internally it has been refurbished and is maintained to a very high standard. Resources are very good.

Commentary

20. The centre has a curriculum which meets the statutory requirement for a Pupil Referral Unit (PRU) and the requirements for full time education. It complies with the LEA's policy on the curriculum for pupils educated in PRUs. The centre operates a well structured and supervised day in which the informal parts of the day, eg breaks and lunchtimes, are carefully planned and used to promote the development of social and personal skills. The centre sets out to provide a broad and balanced curriculum with reintegration and preparation for the next phase of education as a primary focus.
21. Much thought is given to providing pupils with a suitable curriculum and the centre is continually developing the curriculum to meet the needs of all its pupils. The focus on English and the development of literacy skills (40 per cent of curriculum time) is a good example of an effective response to a clearly identified need in terms of prior attainment, progress and standards. The literacy programme involves all centre staff and pupils with provision closely matched to the needs identified through baseline assessment. There is good specific provision through this programme to meet pupils' additional special needs. Thorough knowledge of pupils' needs and highly effective ECO support ensure that all pupils can access the curriculum.

22. The centre works hard to provide a broad balanced curriculum, which prepares pupils for the next stage of education. The Behaviour Support Service provides 'specialist' teachers to bring in expertise in key areas of the curriculum. This is effective in the case of science where provision is good including good specialist accommodation and resources on site. It is less effective in the case of English where the centre already has a number of English specialists with more familiarity with, and understanding of, pupils' needs. The key area where expertise is required is ICT. Insufficient time is allocated to ICT as a separate subject on the timetable (4 per cent of curriculum time). Equally, there is insufficient use of ICT to enhance and promote learning across the curriculum. This includes availability of equipment now regularly used in mainstream schools, for example, interactive whiteboards. However, the basic systems needed to develop ICT are not in place – there is no networking, no secure access to the Internet and, until very recently, no specialist technical ICT support. Without these systems in place the centre has been unable to develop ICT or staff's confidence and familiarity with how it can be used to support learning. This also applies to pupils some of whom express an aversion to ICT and currently do not have the positive experiences to see how it can be used to support their learning. Considerable time and effort has been spent by the centre in trying to get the LEA to make sure these systems are in place. This is a key area for improvement from the inspection.
23. The centre is actively developing a range of curriculum opportunities to promote wider skills particularly in practical areas. There is an appropriate emphasis in the curriculum on preparing pupils for the next stage of education with a good range of provision including careers education and guidance as well as a specifically taught 'integration' course. The centre makes good use of external providers to increase expertise and bring in new perspectives, for example, visiting speakers on the PSHCE programme. However, links with mainstream schools and colleges to support the 'reintegration' curriculum are weak and this is the 'missing' link in making sure the right provision is in place to support progression. The LEA has a key role in fostering links and seeing how curriculum expertise could be enhanced. In the 'Centre of Excellence' model, which the centre aspires to, this would also be a two-way process, recognising the subject expertise in mainstream schools and behaviour management expertise in the centre.
24. There are good opportunities to enrich the curriculum. The centre has a popular after-school club and has arrangements with a local transport firm to accommodate this. This is unusual for a PRU and reflects the ambition and commitment of the centre. Homework is also well used at the centre. Parents/carers know when their children will get homework and this is valued by both parents and pupils. There are good links with local organisations to enrich the curriculum, for example. The Harley Gallery and Theatre in Education. There is a range of opportunities for outside visits and this year there have been two residentials (one which was funded through a local community initiative).
25. The accommodation is good. Internally it has been refurbished and is maintained to a very high standard. There is appropriate specialist accommodation, for example ICT, art, science and the library. The outside of the building is in urgent need of repair and maintenance. This is the responsibility of a local college which manages the site including all external work. There is limited outdoor space within the centre boundaries, as the numbers of pupils increases over the school year. Resources to support learning, apart from ICT, are very good.

Care, guidance and support

Very well planned arrangements for taking pupils' views into account raise self-esteem and result in pleasing co-operation in implementing strategies to support learning. Detailed individual monitoring and close liaison with support agencies ensure pupils usually receive the specialist support they need, although the lack of access to an educational psychologist continues to be of concern for some. Despite effective careers guidance and well informed support for reintegration most pupils are unable to obtain placements that meet their continued needs in Years 10 and 11.

Main strengths and weaknesses

- The value placed on pupils' views results in successful co-operation and raised self-esteem.
- Effective monitoring in liaison with support agencies ensures most specialist support is suitably in place.
- Despite effective careers guidance and support for transition there is no clear strategy to secure suitable provision beyond Year 9.
- Very effective classroom support has a positive impact on the quality of individual guidance.

Commentary

26. The school ensures suitable provision for the care, welfare, health and safety of pupils. Staff know individual pupils and their personal circumstances very well and monitor their well being very effectively. Child protection procedures are suitably in place, individual pupils are monitored well, and the school maintains close contact with support agencies. Relationships are positive enabling pupils to thrive in a secure and happy environment. Staff place a high priority on safety and no unsafe practices were observed during the inspection. The centre management is conscientious about inspecting the premises each term to identify possible hazards. However, this process is not informed by an assessment of risks as required. Because the control systems for the fire alarms are sited elsewhere, requirements for regular testing and practice fire drills are not met. There are effective arrangements to deal with first aid emergencies and the administration of prescribed medicines. Suitable procedures are in place to assess risks prior to trips and visits out of the centre.
27. Monitoring of personal development is thorough and reviewed regularly in collaboration with the multi-agency support team who work with the centre. There are very effective induction arrangements that ensure pupils settle well when they are admitted to the centre. Where specialist support is needed this is given high priority by the centre management, although the continued lack of access to an educational psychologist is of concern for some pupils. Individual support in lessons is very effective. Learning support assistants are knowledgeable and experienced. This enables them to work well with teachers in providing support for pupils needing help. Pupils' personal, health and social education are given high priority and contribute well to a growth in personal effectiveness, albeit from a low starting base. Pupils benefit from well-planned careers guidance from a specialist teacher and in liaison with Connexions. The programme to prepare pupils to return to mainstream education is well planned by the reintegration officer. Overall arrangements are not, however, effective because many pupils have long-term problems that are not resolved before the end of Year 9 after which there is clearly a lack of suitable provision. This is a cause of anxiety amongst Year 9 pupils and their parents. There is a sense of rejection when applications for their admission to local secondary schools are refused. Equally, vocational provision in local colleges from the age of 14 years is often not the preferred option of pupils or parents and does not always provide the continuing support they need.
28. Marking is usually effective and informative, although pupils do not always understand how they can move from one grade to the next. Learning intentions are made clear at the beginning of lessons. Subsequent checking to find out how well these have been met is less thorough. The

overall quality of target setting is inconsistent and not always informed by the assessment process.

29. Arrangements to ensure that pupils take a full and meaningful part in decisions affecting the centre community are very effective. This results in them making sensible contributions to the weekly meetings of the whole community. It has a positive impact on their responses and co-operation with the implementation of mutually agreed rules and expectations for behaviour. The process raises self-esteem and contributes well to their personal development.

Partnership with parents, other units and the community

A close partnership with parents and very positive relationships ensure they are fully involved in finding ways forward when difficulties arise with attitudes or behaviour. Arrangements for homework ensure they are able to be suitably involved in their children's work at home. The centre is aware of the need to develop similarly close links to support pupils academically by providing parents with effective information about progress and what their children need to do to improve. Staff make good use of resources within the community to enhance classroom learning, develop personal effectiveness and raise self-esteem.

Main strengths and weaknesses

- Positive working relationships with parents enable a joint approach to dealing with problems.
- Well planned homework encourages parental involvement in their children's work.
- Parental support for learning is limited by access to information about progress and targets.
- Good use of community facilities promotes personal development and enhances learning.
- Links with other schools and colleges are not well developed.

Commentary

30. The centre establishes good working relationships with parents when their children are admitted. The subsequent weekly updates about their attitudes, behaviour and personal development are valued and contribute well to the learning partnership. Parents know they are welcome in the centre and that, throughout the day, there is someone available to listen to their concerns and help to resolve problems. There is also a teacher available to talk with parents at the end of each day. The centre is aware of the need for greater parental involvement in reviewing individual education plans and the targets set for their children. Parents are always invited to, and there is very good attendance at, termly review meetings. The progress reports provided each term contain very good information about attitudes to learning, personal development and behaviour. There is, however, insufficient subject specific information about what pupils know, understand and can do, or how they can improve their work. Where any aspect of pupils' lives at the centre gives cause for concern, the centre seeks to work with parents to find a way forward. The effective setting of suitable homework encourages parents to be involved in their children's learning at home.
31. The centre has developed productive links with the local community. This has enabled it to enrich the curriculum through support for the teaching of design and technology and certificated courses for swimming, life saving and first aid. The ability of pupils to gain recognition for their work through these links results in much needed gains to their self-esteem. Personal development is enhanced through opportunities to take part in local sporting competitions and support for training provided by the football in the community programme. There has also been generous support for the centre from charity. A useful range of trips and visits planned for all pupils enhances classroom learning well and develops personal effectiveness.
32. Links with other schools and colleges are confined to negotiating the transfer of pupils into mainstream education or vocational courses at college at the age of 14. There are effective systems for the transfer of information and to provide suitable support for the transfer process.

Mainstream schools are often reluctant to accept pupils from the centre and requests for admission are refused. The lack of suitable provision at the end of Year 9 means an uncertain future for many pupils when they leave the centre.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The head of centre provides strong, determined leadership and is fully supported by a committed staff team. The management of the school is good and the work of the LEA as the statutory authority is satisfactory.

Main strengths and weaknesses

- The head of centre provides good, effective leadership and a very good role model for ambitious and productive work with excluded pupils.
- There is a committed staff team who work very effectively together with a clear focus on pupils' progress and achievement.
- There are very good arrangements for the induction and the professional development of all staff.
- The teaching of all staff working in the centre is not regularly or closely monitored by the head of centre.
- Staff are deployed well, including the learning support staff.
- The centre's priorities and vision are not clear in the way plans are written and presented.
- The LEA has a good working knowledge of the centre's strengths and weaknesses and provides the challenge for improvement.
- The lack of suitable provision for pupils when they leave the centre is a weakness. It is a major concern for parents, pupils and staff.

Commentary

33. The centre is part of the LEA's behaviour support service and is line managed by the deputy head of service. She has close involvement in the centre, for example teaching the out of school club during the initial visit to the school, and she strongly shares the aims and aspirations of the centre in supporting reintegration and progression. There is good knowledge of the strengths and weaknesses of the centre. Regular monitoring by the link adviser provides the challenge for improvement as well as specific support to staff as appropriate. The focus of the monitoring is the standards and quality of education. While there is an appropriate focus on health and safety, further development is needed to make risk assessments specific to the centre. Additionally the centre should resolve current site difficulties in testing evacuation procedures in case of fire. The establishment of the multi-agency support team (MAST) in April 2003 provides a real opportunity for the centre to have the support it needs to promote reintegration and progression. While line managed elsewhere in the behaviour support service there are now close constructive links with the centre to support induction and progression. However, progression routes are uncertain and unsatisfactory and this is a huge concern to parents, pupils and staff. The school reports that of the 44 pupils who have been at the centre since it opened only four have been reintegrated into mainstream schools – two since the establishment of MAST. There are clearly major issues here for the LEA about both the willingness and formal capacity of mainstream schools to accept excluded pupils. The success and achievements of pupils while in the centre adds to the frustration and concern about what happens next. Equally, the school reports that there is little confidence in staff or parents about the Key Stage 4 provision currently offered by the LEA as an alternative to mainstream schools. The centre reports that arrangements by the LEA to secure progression routes from the centre are unsatisfactory. The LEA has recently been instrumental in establishing a management committee for the centre. This is potentially a very useful development. The chair is a senior manager in a local secondary school and the committee has representation from the local and wider community. The chair is clear that an important

role of the committee is to highlight the good work of the centre in the community to promote links and progression.

34. The head of centre has very effectively created a hardworking committed staff team. The daily debriefings at the end of the day provide the opportunity for all staff to evaluate what happened during the day and to work together on agreed strategies to manage pupils' behaviour as a result. The contributions of all staff are clearly valued at these meetings. Equally, all staff are well supported – team teaching and paired teaching have been used effectively to share and use the expertise of stronger more experienced staff. Support has been successful with a member of staff identified as having difficulties in managing pupil behaviour. Staff work hard on joint planning and this is very evident during lessons where there is a clear understanding of roles and lesson content. Staff are deployed well. The learning support assistants offer very good support in lessons. The teaching staff consists of centre staff line managed by the head of centre and 'specialist' staff managed externally by the deputy head of service. While there has been monitoring by the link adviser there has been no formal monitoring and observation of classroom practice by either manager. Inconsistencies in behaviour management with their consequent impact on pupil behaviour were a feature of some lesson observations during the inspection. Of particular concern was inconsistent application of the centre's behaviour management programme and the lesson assessment sheets to provide feedback at the end of lessons. Formal monitoring is needed to establish where improvements need to be made to achieve overall consistency.
35. The strategic planning process does not adequately represent the school's own priorities. Fitting centre priorities piecemeal into an overall LEA plan means that clarity and purpose have been lost. Equally, the centre's planning cycle is built around LEA requirements rather than its own. The planning format also does not sufficiently highlight costings, which in some cases have yet to be fully defined. As a result, financial planning is not sufficiently linked to school priorities. The centre receives a partially delegated budget and manages these finances well providing detailed accounts of the patterns of annual spend. The principles of best value are strictly adhered to and spending is closely monitored.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	176,744
Total expenditure	170,756
Expenditure per pupil	14,229*

** Estimate based on average pupil occupancy. The centre operates on a partially delegated budget where the carry over of any balances is managed by the Behaviour Support Service rather than the centre. The centre's budget is clearly accounted for and is consists of a school's allowance, Standards Fund and Devolved Formula Capital. In the 2002-3 financial year this amounted to £46,444. In addition, the school was very successful last year in raising £7,305 from a number of successful bids to local initiatives and the national lottery.*

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGE 3

ENGLISH

Six lessons were seen in English. Inspectors looked at samples of pupils' work and teachers' planning and spoke to pupils about their work. In addition inspectors looked at records of pupils' progress.

Provision in English and literacy is **good**.

Main strengths and weaknesses

- There is a well structured and taught literacy programme based on a detailed assessment of individual needs, which ensures good progress and achievement in developing essential skills, knowledge and understanding.
- There is good use of school targets to develop literacy skills across the curriculum.
- The English results in Key Stage 3 national tests are disappointing compared to mathematics and science, with too many pupils failing to achieve either at the higher levels or even being graded.

Commentary

36. In addition to English, there is a daily literacy lesson delivered. The English programme is based on the National Literacy Strategy at Key Stage 3. Literacy is taught through a highly structured daily programme which involves all staff with pupils grouped according to ability as identified by baseline and regular on-going assessments. There are currently four ability groups.
37. Standards are below national averages. Baseline assessments show a wide range of attainment and ability on entry from pupils working well below national standards to others working at expected levels. The National Curriculum test results this year were disappointing compared to those in mathematics and science, and below teacher assessments. The centre has evaluated the results from its first year of national tests and put in place appropriate actions for improvement. These include wider use of formal written assessments so that pupils are more familiar with the language and style.
38. Achievement is good overall. There are some examples of very good achievement where pupils clearly understand what they have to do, and very well differentiated work that allows them the opportunity to express their own feelings, ideas and thoughts in words. Achievement is less secure where pupils do not fully understand what they need to do and are not provided with the opportunities and structure to work independently to put techniques into practice. Different teachers use different approaches in lessons and it is clear that pupils achieve far more when individual needs are fully understood and catered for and there are very clear expectations for behaviour from the start of lessons. The English curriculum is ambitious and there is a strong emphasis on pupil achievement in developing language and speaking and listening skills.
39. In the literacy programme, there is a clear emphasis on developing skills in response to thoroughly assessed needs. Pupils, in developing their reading skills, show good progress in using appropriate techniques to read and understand complex words. In general, pupils are not worried about getting things wrong and this gives them the confidence to enjoy reading aloud in class. Similarly, pupils are able to select books from the library and sit and read them. Even so, teachers have to work hard to overcome behavioural barriers to the enjoyment of books and reading.

40. Overall, teaching and pupils' learning are good. Learning support assistants make a very positive contribution to the teaching of both English and literacy. This includes the implementation of individual programmes in literacy, for example working with a pupil with specific learning difficulties.
41. Lesson objectives are displayed and discussed, giving a good focus to each lesson and encouraging pupils to meet the challenge presented. However, there are inconsistencies in the approaches to behaviour management of different staff, which can have a significant impact on attitudes, not only in English but in subsequent lessons. In the best examples, the school's hierarchy of sanctions is used consistently and methodically to ensure that the behaviour is right for learning to take place. However, where behaviour management is not secure there is far too much emphasis on delivering the content of lessons with too little attention on the priority of using sanctions appropriately. Overall, pupils' work is well and helpfully marked, giving clear guidance for improvement. Resources for English and literacy are very good. However, ICT is little used, and this reduces pupils' ability to express themselves in written or printed form.

Language and literacy across the curriculum

42. The use of school targets gives an appropriate focus to the promotion of literacy across the curriculum, for example in the use of full stops and capital letters. Speaking and listening have been identified as key areas for improvement and pupils are provided with opportunities in lessons to discuss and talk about their work. Pupils are encouraged to talk about issues such as discrimination. Opportunities for pupils to develop speaking and listening skills are provided during breaks and lunchtimes, and pupils show a good understanding of the rules of conversation. There is, however, less emphasis across the curriculum on getting pupils to write about what they are learning and few examples of extended writing.

MATHEMATICS

Two lessons were seen in mathematics. In addition inspectors looked at samples of pupils' work and teachers' planning and spoke to pupils about their work.

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is consistently good with one teacher delivering all the lessons.
- Teaching is focused, well planned and determined.
- There are high expectations that the pupils will achieve highly.
- Pupils achieve very well.
- There is insufficient use of ICT to promote learning.

Commentary

43. As a result of strong teaching, which is well planned, resourced and closely follows the guidelines of the National Numeracy Strategy at Key Stage 3, pupils achieve very well and reach average standards. One teacher teaches all the pupils, which ensures a good understanding of what pupils need to do to improve. Mathematics is a strength of the school.
44. There is good use of questioning to keep pupils' attention. Questions are formulated and directed at pupils to probe their understanding, reinforce previous learning and capture wandering attention. This is made possible because of the teacher's good understanding of the pupils' abilities and a strong relationship with them.

45. Plenty of praise, positive reinforcement and support by the teacher and the learning support assistant create an atmosphere in which pupils are happy to talk and explain their ideas and strategies to solve problems.
46. Pupils are interested in their work and motivated to achieve. However, occasionally their private conversations disrupt the lesson. In one such instance, the teacher brought the lesson to a halt and challenged pupils' behaviour using the centre's behaviour management programme well. The lesson was soon able to resume and a student was heard to say that they all enjoyed and liked mathematics.
47. Pupils' mathematical abilities are assessed when they start at the school. The results inform planning and enable teachers to match work well to ability. Pupils are also tested on work covered and progress towards key objectives during the term. Homework is set once a week and pupils take this very seriously and appear to enjoy it. Marking is of a good quality and helps pupils understand what they need to do to improve.
48. In a relatively short time at school, this year the pupils have covered an impressive amount of mathematics. Scrutiny of work and lesson observations demonstrated that most pupils can solve simple equations, adding and subtracting decimals, both on paper and mentally. They can work out square roots and understand prime numbers. Pupils are developing a good working understanding of angles and shapes.

Numeracy across the curriculum

49. There is no planned teaching of numeracy across the curriculum. However, numeracy skills are developed in science, ICT and technology lessons. This includes a focus on recording skills and evaluating data. Numeracy is reinforced in technology lessons through the key use of mathematical terminology.

SCIENCE

Two lessons were seen in science. In addition, inspectors looked at samples of pupils' work and teachers' planning and spoke to pupils about their work.

Provision in science is **good**.

Main strengths and weaknesses

- There is an external specialist science teacher who is successful at working with pupils who display challenging behaviour.
- Expectations of pupils are appropriately high.
- Lessons are well planned, structured, and resourced.
- Assessment does not yet fully inform planning.

Commentary

50. Pupils achieve well in science. Teaching is good and pupils enjoy the practical experiences. The science laboratory, although small, is very well equipped. Lessons are well planned with clear objectives so that pupils know what they are going to learn.
51. The teaching seen was firm and unflustered, with good use of reminders about appropriate behaviour. Lesson objectives were displayed on the whiteboard and provided a good indicator of the success of the learning.
52. In one lesson observed, the focus was on testing everyday objects to determine if they were acid or alkali. The pupils' enthusiasm made them forget the class rules about shouting out

answers. They were desperate to guess whether or not everyday liquids like soft drinks, washing up liquid and milk would turn the litmus paper red, and to give the reasons for their choices. The teacher dealt with the enthusiasm in a firm but friendly manner, reminding the pupils of the rules. The pupils were involved, motivated and clearly enjoying the lesson. They sustained concentration and before starting on the practical part of the lesson were able to remember the safety rules and the reasons for them.

53. The specialist teacher provides a lead lesson with a centre teacher in support. At the beginning of a practical session the students wanted to rush in and not listen. The teachers did not make it clear enough who was in charge. This led to confusion as their teaching styles were so different. However, focus was redirected and all the students achieved success in a practical session in which they made their own acidity testing solution from boiling red cabbage.

INFORMATION AND COMMUNICATION TECHNOLOGY

Two lessons were seen in ICT. In addition inspectors looked at samples of pupils' work and teachers' planning. They also spoke to pupils about their work and experience of using ICT.

Provision for information and communication technology is **unsatisfactory** overall.

Main strengths and weaknesses

- There is good planning and record keeping.
- Information and communication technology does not sufficiently enhance teaching and learning in other subjects.
- Problems with basic systems and resources prevent the effective development of ICT.
- There is no specialist ICT teacher and very limited specialist support.

Commentary

54. The achievement of pupils is unsatisfactory. Disruptive behaviour, confrontational attitudes, and an apparent determination by some pupils to prevent learning, mean that far too little time is spent on productive work.
55. Teaching is thoroughly planned and resourced. However, the failure of some teaching to motivate pupils to participate and concentrate restricts progress. Even so, there is some good supportive teamwork, underpinned by well-prepared resources, which allows pupils to enjoy limited success.
56. The development of ICT has been hindered by problems with standardisation of platforms, the fact that there is no ICT specialist teacher and the lack of an appropriate Internet link. The school has endeavoured to overcome these problems. They are working with an ICT consultant and receive a limited amount of technical support. They are introducing a revised curriculum after Christmas.

OTHER AREAS OF THE CURRICULUM

57. Six lessons were seen covering other subjects of the curriculum. These included two art lessons, two technology lessons (The Construction Industry Training Board course) and two PHSCE lessons. In addition inspectors looked at samples of pupils' work and teachers' planning and spoke to pupils and staff about their work. This included religious education, physical education and first aid.
58. In **physical education**, the school works hard to ensure that pupils make good progress. Pupils take part in a revolving programme of activities at local sports centres. These include basketball, circuit training, badminton and football. Pupils have represented the school in five-a-side competitions in Coventry and Derby. Derby and Chesterfield football clubs have both taken training sessions for the students as part of the 'football in the community' programme. Pupils also have the opportunity to go on residential trips, which include climbing, canoeing, caving and mountain biking. The school has arranged for a mobile climbing wall to give the students extra climbing experience.
59. In **religious education**, no lessons were observed but looking at pupils' work and talking to them showed they were making good progress. Pupils receive one hour per week of taught time based on programmes of study which closely follow the Derbyshire scheme for religious education. Religious education provides students with the opportunity to acquire and develop an understanding of major religions. Marking of work allows students to understand what they have to do to improve. There are also strong links between religious education and PSHCE. In conversation with them, it was apparent that as well as comparing religions such as Christianity and Judaism pupils discuss much wider social and moral issues.
60. **First Aid** – the school runs a very successful first aid course which is managed and delivered by one of the ECOs. No lessons were observed but both staff and pupils were very keen to talk about the course. Pupils learn procedures for emergencies, such as choking and asthma, and how to put a patient into the recovery position. They are given instructions on how to identify and treat common wounds. In discussions with the pupils it was obvious that they found this a very valuable and interesting course. They also remembered what actions to take to limit infection and reduce blood flow. The mixture of theory and very realistic practical work appeals to them. The course is accredited by the St John Young Lifesaver Award scheme.
61. **Provision for personal, health, and social education and citizenship (PHSCE) is good** overall. The opportunities provided for personal and social education throughout the school day ensure that achievement is good overall. In separate PHSCE lessons pupils make satisfactory progress. The citizenship curriculum makes use of national guidance in selecting topics which are relevant, practical and encourage thinking and discussion about wider issues. The course includes good use of outside speakers to promote ideas and involvement. In a lesson on homelessness, pupils understood issues about health and using help lines. However, some pupils are unsettled and this means there is not the clear sustained focus on the listening and involvement needed to consolidate progress and achievement for all pupils. An unwillingness to learn and participate was a feature of a well prepared and thought out lesson as part of a well constructed programme to promote 'integration'. In spite of energetic and enthusiastic team-teaching, pupils are not prepared to get involved and participate fully at the end of the day. Pupils understand the lines of responsibility in a large hierarchical organisation and how to delegate responsibility for particular issues. They show some understanding of the different ways of operating at each level in the structure and that the person at the top of the organisation may be paid more but has to take the key decisions. Breaks, lunchtimes and the informal parts of the school day are used constructively to develop personal and social skills. Staff, eat with pupils and use this time well to promote conversational skills and also discuss issues such as healthy eating. Classical music is used to create an atmosphere in which pupils feel relaxed and confident in talking about themselves and events in their lives out of school.

62. In **art there is very good provision** and as a result pupils' achievements are very good. They remember the key facts about the lives and work of Leonardo da Vinci and Van Gogh. They learn about Picasso and understand that the different periods of his painting reflected his mood at the time, for example Rose and Blue. In studying the painting 'Guernica', they understand the actions in the Spanish Civic War which led to Picasso painting the picture and are able to discuss Franco's actions. Pupils understand the reasons behind making masks and in practical activities make good progress in constructing masks using moulds and plaster of Paris strips. The very good ethos created in the lesson allows purposeful and focused conversation during practical activities in which pupils are clearly relaxed and keen to participate. There is very good role modelling by the teacher to ensure that pupils learn to value each other rather than putting each other down. Pupils receive very good feedback on their progress and achievements at the end of the lesson.
63. In **technology there is good provision** through the Construction Industry Training Board course. In the two lessons observed pupils were working on structures. They knew different shaped structures could be used to construct bridges and the key words hexagonal, tubular, rectangular and triangular. They understood how principles had been put into practice in constructing bridges across the world and that the design process had involved testing models. Pupils were able to construct model bridges from different shaped materials and use fair tests to decide which was the strongest. Teaching and learning are good. Lessons are well thought out and pupils clearly understand what they have to do and why before proceeding to practical activities. There are good examples of pupils working very effectively together as a team to carry out the practical tests.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	First inspection
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges*	5
The leadership and management of the school	3
The governance of the school**	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

*** The school is managed by the LEA rather than a governing body.*

** This is also the responsibility of the LEA.*

