

# **INSPECTION REPORT**

## **The Gorse Hill Centre**

Stretford, Manchester

LEA area: Trafford MBC

Unique reference number: 134046

Teacher-in-charge: Maureen Brettell

Lead inspector: Peter Johnson

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> March 2004

Inspection number: 259075

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Social, emotional and behavioural
School category:	Pupil referral unit
Age range of pupils:	11 - 14
Gender of pupils:	Mixed
Number on roll:	14

School address:	Cavendish Road Stretford Manchester
Postcode:	M32 0PS

Telephone number:	0161 866 9650
Fax number:	0161 866 9650

Appropriate authority:	The local education authority
Name of responsible officer:	Pippa Jackson

Date of previous inspection:	Not applicable
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## CHARACTERISTICS OF THE CENTRE

The Gorse Hill Centre is a pupil referral centre for boys and girls, aged between 11 and 14, who have severe emotional and behavioural difficulties. There are 14 pupils on roll, eight of whom attend the centre only and the remaining six are also registered with a mainstream school. The pupils come from mainly disadvantaged socio-economic backgrounds. The number of pupils who are eligible for free school meals is well above the national average. Pupils come mainly from the borough of Trafford. Pupils attend the centre after experiencing considerable disruption to their formal education. Most have spent considerable time out of school and many have been excluded from at least one school prior to admission to the centre. The assessment of pupils' achievement on entry to the centre indicates that they are well behind in English, mathematics and science. Pupils are admitted throughout the school year. Four pupils have statements of special educational need. Six pupils are from minority ethnic backgrounds. The centre provides an outreach service in association with the local authority's behaviour support service.

The centre was formed from a part of the authority's behaviour support service. It was registered as a pupil referral unit in January 2003 but only opened in its present form in September 2003. The centre is open to pupils for only four days each week; dual-registered pupils and those on part time placement attend a mainstream school each Wednesday.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2925	Peter Johnson	Lead inspector	Mathematics, geography, physical education, religious education
11437	Anthony Anderson	Lay inspector	
14691	Jenny Hall	Team inspector	Science, art, design and technology, modern foreign language
17182	Michael Farrell	Team inspector	English, information and communication technology, citizenship, history, music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The quality of education provided by the centre is **satisfactory**. The centre has made good progress since its formation in September 2003 because it has been led well by the effective partnership between the head of centre and the assistant head of the local authority's behaviour support service. Pupils achieve satisfactory standards and their behaviour, attitudes and attendance improve during their time at the centre. Teaching and learning are satisfactory. The centre provides satisfactory value for money.

The centre's main strengths and weaknesses are:

- Pupils' achievement in personal, social, health and citizenship education is good.
- The accommodation and resources for practical subjects are poor and result in the curriculum for science and design and technology being unsatisfactory.
- The information gained from assessing pupils' achievement is not used as well as it could be to match teaching to each pupil's level of achievement.
- Pupils are prepared well for their return to mainstream education.
- Relationships between staff and pupils are very good.
- The centre's outreach service is good.
- The reduced time available for teaching restricts the depth to which subjects can be studied and this reduces pupils' achievements.
- Links with parents, particularly through the work of learning mentors, are good.
- Governance of the centre, through the work of the local authority and management committee, is unsatisfactory.

This is the first inspection of the centre.

### STANDARDS ACHIEVED

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

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

Pupils' achievement is **satisfactory** in most subjects and contributes well to their preparation for return to mainstream education. In the practical subjects of science and design and technology, however, the lack of specialist facilities restricts pupils' achievement and the reduction in time available for teaching restricts pupils' opportunities to achieve higher standards. The programme for pupils' personal development is good and pupils achieve well, which enables them to focus on a speedy return to mainstream education.

Pupils' attitudes and behaviour are satisfactory. The centre has a positive effect and pupils have improved their behaviour, attitudes and attendance during their short time at the centre. Pupils' spiritual, moral, social and cultural development is good. Most importantly, pupils have a growing understanding of the difference between right and wrong and how improvement in their behaviour can contribute to their chances of successful re-integration into mainstream education. Pupils' attendance and punctuality are satisfactory and most have improved their attendance during their time at the centre.

### QUALITY OF EDUCATION

The quality of education provided by the centre is **satisfactory**. Teaching and learning are **satisfactory**; teachers have a good knowledge of the subjects they teach, they insist on high standards of behaviour and have good relationships with their pupils but in a small number of lessons the difficult behaviour of pupils is not managed as effectively as it could be. Pupils generally

concentrate well and persevere with the work that is set. The assessment of pupils' work is **unsatisfactory** because assessments are not recorded systematically in order to track pupils' progress and the information gained from assessment is not used sufficiently to ensure that work set for pupils is tailored to their individual abilities and the standards required for successful re-integration into mainstream education. The curriculum is satisfactory overall and opportunities to enrich it are good. The qualities and skills of the support staff are very well matched to pupils' learning and personal needs. The accommodation and resources are unsatisfactory overall because they are poor for practical subjects. Staff understand pupils' personal needs very well and provide good support to meet these needs. There are a significant number of health and safety concerns that require immediate attention.

## **LEADERSHIP AND MANAGEMENT**

The joint leadership of the teacher in charge and the assistant manager of the behaviour support team is **good**. Together they have led the formation of the new centre effectively and ensured that it has made good progress in a short time. The leadership of other key staff is satisfactory; they have a clear sense of purpose and high aspirations for the pupils. The governance of the centre is **unsatisfactory** because the management committee is not fulfilling sufficiently its responsibilities, such as the requirement for a policy about sex and relationships education, and the LEA has been too slow in forming it and ensuring that it works effectively.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The majority of parents appreciate the work of the centre. They feel that the centre is well led and managed and that information provided for them is helpful. The teaching, support staff and learning mentors are considered to be very supportive so that parents feel able to approach the centre with any problems. Pupils appreciate the centre's focus on helping them to return to mainstream education and they value the trusting relationship they have with staff.

## **IMPROVEMENTS NEEDED**

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

The local education authority should ensure that the management committee:

- has terms of reference which state clearly its responsibilities to the centre and LEA;
- holds to account the centre for the standards achieved by pupils and the quality of education provided;
- ensures that the centre plans more precisely to raise standards, improve the quality of education and increase pupils' re-integration into mainstream education;
- achieves the LEA intention that the centre should have increasing autonomy about its own development.

Improve the curriculum so that it:

- redresses the deficits in provision for science and design and technology;
- ensures that all pupils can study subjects in sufficient depth to achieve higher standards.

Improve the assessment of pupils' academic achievement so that:

- the academic needs and abilities of pupils are met more successfully;
- pupils' progress can be tracked and monitored more accurately;
- the academic achievement required for successful re-integration can be targeted more accurately.

Rectify the health and safety concerns as soon as possible.

To meet the statutory requirements for:

- the writing of a policy statement about sex and relationships education.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' achievement is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils' achievement in most subjects contributes well to their preparation for return to mainstream education.
- In practical subjects the lack of specialist facilities restricts pupils' achievement.
- The reduction in time available for teaching restricts pupils' opportunities to achieve higher standards.
- The programme for pupils' personal development enables them to focus on a speedy return to mainstream education.

#### **Commentary**

1. Pupils' achievement in English is satisfactory. The literacy booster sessions help pupils to improve their reading and writing skills which equips them well for return to mainstream education. They are making steady progress in speaking and listening but occasionally pupils' fragile behaviour interferes with their ability to listen carefully.
2. In mathematics, pupils respond well to the effective teaching and their achievement is satisfactory. The carefully structured lessons help them to overcome their lack of confidence and make satisfactory progress. Pupils have a sound understanding of basic skills and most can do calculations in their head. Numeracy booster sessions for individual pupils contribute well to pupils' achievement. Pupils' achievement and in particular their increased numeracy skills equip them well to cope more confidently with mathematics when they return to mainstream schools.
3. Achievement in science is unsatisfactory. Although pupils are taught well and as a result have achieved a secure knowledge about a small range of topics such as human reproductive systems and how to test if household materials are acid or alkali they do not have access to specialist facilities. This limits the amount of practical work they can do and consequently their progress in developing science enquiry skills is unsatisfactory. The lack of specialist facilities restricts the achievement of pupils and does not provide them with the levels of challenge they need in their preparation for a return to mainstream school.
4. The time allocated to the teaching of mathematics and science each week falls short of that recommended and this reduction restricts the opportunities that pupils have to achieve higher standards in both subjects.
5. Pupils' achievement in information and communication technology and their use of it in other subjects is satisfactory. In history and geography, pupils' achievement is satisfactory and their work in both subjects contributes well to their social and cultural development. Although pupils enjoy their work in design and technology, their achievement is restricted because the centre does not have the resources or specialist accommodation to plan an effective programme for work with resistant materials and for food technology. Pupils are not able to develop sufficient knowledge, understanding and skill in this subject and are, therefore, not prepared as well as they could be for their return to mainstream school. Despite the absence of specialist facilities pupils' achievement in art is satisfactory; pupils experience work with a range of media including paint and textiles and with wire and plaster of paris for sculpting projects.
6. The centre's programme for personal, social, health and citizenship education is good and as a result pupils make good progress in the development of their personal and social skills and



achieve well. Their personal development is influenced very positively by the centre's five step programme for re-integration, through which the centre is able to begin planning for pupils' return to mainstream schools within a month of their arrival at the centre.

7. Pupils with statements of special educational needs make satisfactory progress towards the targets set for them at annual reviews. Pupils that have additional special needs make the same progress as their peers and their achievements are satisfactory. All pupils make at least satisfactory progress against the targets set in their individual education plans (IEPs).

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **satisfactory** and their spiritual, moral, social and cultural development is **good**. Pupils' attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- Pupils exhibit good attitudes and behaviour in the classroom but are occasionally less well behaved when not directly supervised.
- The centre maintains a detailed incident book but the analysis of incidents and action to prevent repetition are weak.
- All staff have high expectations of pupils' behaviour.
- A minority of parents is not supporting the centre in helping to ensure that their children attend regularly and promptly.

### **Commentary**

8. Pupils have satisfactory attitudes to their work, adults and their peers. Comparison with pupils' records of behaviour and attitudes in their previous school shows that the centre is having a positive effect and that all pupils have improved their behaviour, attitudes and attendance during their short time at the centre. Pupils' relationships with adults are very good and in the main they have satisfactory relationships with each other. Although the centre is still developing and most pupils have been with the centre for only a short time, it is clear that the centre is successful in helping pupils to begin to take responsibility for their own behaviour and learning. For example, in a lesson in one of the centre's partner secondary schools, a centre pupil was supported very effectively by a learning mentor and consequently behaved very well and made several positive contributions to the lesson.
9. Many pupils behave well in lessons, particularly when teachers engage them in interesting dialogue and thought provoking projects. For example, during the weekly centre forum, pupils took a positive interest in plans to design and create a picnic bench to be positioned within the centre's grounds during the summer months. However, many pupils have great difficulty in managing their own behaviour and occasionally misbehave outside formal lesson times.
10. Staff expect pupils to behave well and their approach to misbehaviour is consistent and generally effective. The system of rewards and sanctions is effective in bringing about improvement to pupils' behaviour. Each pupil has daily targets linked to behaviour, attention and effort which, if achieved, enables them to accrue points towards individual and group rewards. The encouragement to achieve the group reward contributes well to pupils' social development. The centre's rules are prominently displayed at different locations around the centre and, together with a well-planned induction process they ensure that pupils new to the centre have a clear understanding of the expectations set for their behaviour. A detailed incident log is maintained but the information it contains is not analysed to establish patterns of poor behaviour and how it can be improved.
11. In the last six months, only one pupil has had a one-day fixed term exclusion from the centre which is testament to the consistent application of the centre's behaviour management systems and procedures.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	6	1	0

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

12. Although there are no daily acts of collective worship, the centre has regular meetings with all pupils in a formal setting and opportunities are provided for pupils to reflect on their behaviour. These meetings are effective and pupils have a growing awareness of how their behaviour can affect others. The centre's programme for personal, social, health and citizenship education incorporates religious education, the plans for which indicate that it contributes effectively to pupils' spiritual development by teaching the significance of festivals and traditions of world faiths. Pupils' spiritual development is fostered well in lessons. In geography for example, pupils challenged the unfairness of the system of world trade which results in the exploitation of workers in developing countries. Pupils' moral development is good for, although their behaviour can sometimes belie the fact, pupils have a growing understanding of the difference between right and wrong and how improvement to their behaviour can contribute to their chances of successful re-integration into mainstream education. Pupils' social development is promoted well; pupils are helped to understand the consequences of their actions and to contribute to the achievement of the group as a whole. Art, geography and history contribute well to pupils' good cultural development. A recent study of black history, for example, enabled black pupils to understand some of their own cultural traditions and white pupils to acknowledge the diversity and value of traditions different from their own. The wide range of external visits into the community organised by the centre also provides pupils with many opportunities to enhance their personal and cultural development.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	21	School data	8
National data	N/A	National data	N/A

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

13. The attendance of the majority of pupils improves during their time at the centre. The incidence of unauthorised absence is relatively high but this is largely due to one pupil who is recorded as having 100 per cent unauthorised absence and he is likely to be removed from the roll in the near future. Of the 12 pupils present during the week of the inspection, the great majority have average attendance figures which compare favourably with the vast majority of mainstream schools in the country. When a further comparison is made of each pupil's attendance at the centre against the same child's prior attendance at mainstream school, for 9 of the 12 pupils, attendance levels at the centre are significantly higher. This is to the credit of the centre's proactive monitoring and promotion of attendance issues which also includes prompt follow up action to first day absence. A small minority of parents do not support the centre in helping to ensure that their children attend regularly and promptly.

## QUALITY OF EDUCATION PROVIDED BY THE CENTRE

The quality of education provided by the centre is **satisfactory**.

### Teaching and learning

Teaching and learning are **satisfactory**. The assessment of pupils' work is **unsatisfactory**.

### Main strengths and weaknesses

- In almost all subjects teachers have a good knowledge of the subjects they teach.
- Teachers plan lessons well so that pupils know exactly what they have to learn in each lesson.
- Teachers insist on high standards of behaviour and have good relationships with their pupils but in a small number of lessons the difficult behaviour of pupils is not managed as effectively as it could be.
- In most lessons pupils concentrate well and persevere with the work that is set.
- The information gained from assessing pupils' achievement is not used as well as it could be.

### Commentary

#### *Summary of teaching observed during the inspection in 12 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	1	6	5	-	-	-

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

14. Pupils are encouraged successfully to understand that learning is valuable and will contribute to their eventual re-integration into mainstream education. As a result, the atmosphere in lessons is one of serious endeavour, which in the main pupils respond to well. Even when an individual pupil misbehaves the overall quality of learning continues to be satisfactory. This is because the level of challenge set by teaching is appropriately high, pupils are expected to achieve well and teachers do all that they can to ensure good behaviour.
15. In almost all subjects teachers know their subjects well so that they can plan interesting and relevant topics for their pupils to study. In a geography lesson for example, pupils were captivated by the comparisons of the life of workers in a third world country with those in the western countries; this led to an animated discussion about the responsibilities of the western world to developing countries.
16. Teaching in the centre is effectively planned and follows a familiar routine, based upon the National Key Stage 3 Strategy, which helps pupils to understand what is expected of them. The routine is very similar to methods used in mainstream schools so that pupils know what to expect when they return there. This helps them to prepare for a successful return to mainstream education.
17. Pupils respond well to the effective teaching. They work hard to complete the tasks they are given and mainly behave satisfactorily. Teachers expect pupils to behave well and good use is made of the centre's system to manage difficult behaviour. Occasionally, however, teachers, who are inexperienced in dealing with the very difficult behaviour of an individual, do not have a sufficiently wide repertoire of techniques to ensure that the pupil regains concentration quickly. In such circumstances the centre's back-up system enables additional staff to deal with the situation effectively so that the learning of other pupils is not adversely affected.

18. Procedures to check pupils' achievement are unsatisfactory. Although pupils' work in English, mathematics and science is marked regularly the assessments are not recorded systematically in these subjects to track pupils' progress against the levels of the National Curriculum. Teachers do not use the information gained from assessment sufficiently to ensure that work set for pupils is tailored to their individual abilities. Insufficient attention is paid to giving pupils clear information about their achievements and how they can improve the standard of their work.
19. In most other subjects assessment is insufficient to indicate to pupils broadly what they have achieved. The centre is working hard to improve assessment and has set this as a priority in its current improvement plan. The annual reviews of pupils' statements of special educational need are undertaken effectively and they meet requirements.

## The curriculum

The curriculum is **satisfactory** overall and opportunities to enrich it are good. The accommodation and resources are **unsatisfactory** overall because they are **poor** for practical subjects.

## Main strengths and weaknesses

- Poor accommodation and resources for science and design and technology restrict what pupils can achieve in these subjects.
- The skills and qualities of support staff are very well matched to the demands of the curriculum.
- The programme for personal, social, health and citizenship education is strong and helps pupils to develop good personal skills and awareness of citizenship.
- The curriculum is suitably broad but the way it is organised leaves little time each week for each subject, particularly mathematics and science.
- Activities additional to the standard curriculum are planned well to make learning interesting.
- The required policy and programme for sex and relationships education is not in place.

## Commentary

20. The centre has produced a suitable curriculum that adequately meets the learning and personal needs of pupils. However, although the accommodation is clean and re-furnished it is too small to implement the curriculum successfully. There are no specialist facilities to develop a broad enough range of skills in science and design and technology. Although the service is not required to provide physical education facilities, pupils do need somewhere outside where they can relax, kick a ball or simply let off steam. There is no outside play space for them. The small size of the accommodation raises health and safety concerns. It is unsatisfactory that art and design, and design and technology, have to be taught in the same room where pupils eat their breakfasts and lunches.
21. The support staff do a very good job of meeting pupils' personal needs. They are inducted well on appointment and trained well. Their work takes them into the pupils' homes, and they have extensive and effective links with a wide range of professional agencies. They liaise very well with mainstream schools. Most of the teaching posts are filled by specialists except for English.
22. A good range of activities is planned to help pupils develop their personal skills and citizenship awareness. Mornings get off to a good start with a 'brain gym' session designed to promote pupils' thinking skills, imagination, and capacity to collaborate in paired and group activities. Daily meetings are held to discuss pupils' personal targets. These meetings also help pupils to take responsibility for their part in meeting group targets. Lessons with the Connexions adviser help pupils to learn about the world of work. Other lessons help pupils to reflect on their personal qualities and skills, healthy lifestyles and healthy eating. Pupils are getting involved in community projects like restoring a bird hide at an ecology park, and developing the environment round the centre. A weekly 'centre forum' provides an opportunity for pupils and staff to discuss centre

matters together and for pupils to express their views. Pupils enjoy their involvement in the Duke of Edinburgh Award scheme.

23. Pupils have the same opportunity each week as pupils in mainstream schools to study a broad range of subjects. This range means, however, that the time for mathematics and science, in particular, is much lower than is found in mainstream schools. There is one forty minute lesson each week for most of the foundation subjects. Whilst this provides continuity from week to week it limits the depth of study in each subject. A re-think about the way that the curriculum is organised each week could provide more time for an individual subject whilst maintaining the range of subjects studied during the course of a term or year.
24. Visits to an art gallery, Skills City, the Eureka museum, leisure centres, an ecology park, geography walks and outdoor education facilities all help to make learning more interesting. Community police officers have given talks on drugs education, vehicle crime, use of CCTV cameras and keeping safe. A drama group is due to visit to support work in English and the personal, social, health and citizenship programme.
25. The centre has its own, well written curriculum statement; but the LEA has not produced the required curriculum statement for its pupil referral units. The management committee has not ensured that the centre has the required policy about sex and relationships education.

### Care, guidance and support

The care, guidance and support for pupils are **satisfactory** overall. Staff understand pupils' personal needs **very well** and provide **good** support to meet these needs. Academic support and assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Health and safety procedures are not implemented or monitored rigorously enough.
- Each pupil has a very good and trusting relationship with a member of staff who understands the personal needs of that pupil very well.
- Teaching and other staff use their strong links with all the professional agencies, and with parents, to provide pupils with good quality support to meet their personal needs.
- Staff do not monitor pupils' academic achievement closely enough to be able to give pupils the support they need for a successful return to mainstream school.
- There is a well developed programme for settling new pupils into the centre then planning for their return to school.

### Commentary

26. Arrangements for child protection, looked after children, first aid, administration of medicines, and the recording of incidents and accidents are all established. Health and safety procedures, however, are not securely in place. A teacher designated to lead on health and safety matters requires training about the requirements of the post and there are a number of health and safety matters that need immediate attention. For example, there have been no fire drills this academic year and the effectiveness of fire exit arrangements has not been tested. Risk assessments are in place for visits off site, but there has been no risk assessment audit of the building itself. Risk assessments are carried out routinely in science but not in other subjects, for example, design and technology, and art and design. The safety of the centre's portable electrical equipment has not been tested. Similarly there are no procedures in place to test the safety of electrical equipment brought into the centre by staff for use in lessons.
27. Each pupil has a personal mentor who gets to know the pupil's personal needs thoroughly. Pupils know that they are expected to work hard. They also know that an adult is always available to talk over problems at the centre, at home and in school when re-integration starts.

28. Multi-disciplinary work to support pupils at the centre is very well developed. Teachers and support staff know who to contact when they have concerns. They know there will be a quick response, for example, from the teams for behaviour, education welfare, and social care. Staff also have good links with the multi-agency support team, for example, the children and young people's nurse, youth offending workers, the national teaching and advisory service, educational psychologists, and personal advisers from the Connexions service. The latter attend the centre weekly to provide careers education and guidance.
29. There is a well developed, five stage programme to induct pupils into the centre and then prepare them for re-integration back to a mainstream school. After four weeks, assessments are carried out and used to prepare individual integration plans which contain targets to meet pupils' personal needs. Through this process pupils' personal development is assessed and monitored closely and accurately. However, academic assessment and monitoring are not as well developed. When a pupil begins re-integration, the content of what is taught in the centre is not matched closely enough to the programme the pupil receives at school. As a result, subject plans and the assessment of pupils' academic achievements at the centre are not targeted accurately enough to ensure successful re-integration into school.
30. The centre often has difficulty finding school placements when pupils are ready to return to mainstream education. Often appropriate schools are full to capacity. However, there is a well developed programme to support pupils getting back into school. First an induction programme is well tailored to meet individual needs. It involves links with parents, home visits, and the assignment of learning and behaviour mentors. After four weeks, assessments in the core subjects and personal and social development form the basis of an individual integration plan that is discussed with parents. The centre aims to complete an integration plan and have pupils back in school within two terms.

### **Partnership with parents, other schools and the community**

The centre's links with parents, the local community and partner institutions are **good**.

### **Main strengths and weaknesses**

- The majority of parents appreciate the work of the centre.
- The centre works closely with parents to ensure their child's success.
- The outreach service provided by the centre is good.
- A few parents do not support the centre's aims and objectives.

### **Commentary**

31. No parents attended the meeting with the lead inspector prior to the inspection and only one parent completed and returned the questionnaire. However a recent survey of parents' views, carried out by the centre, indicates that a significant majority of parents are very supportive of the centre and of its aims and objectives.
32. The information provided for parents regarding their child's improvement in behaviour is of a high standard. Information about academic achievement is not as good because the centre has weaknesses in the way it assesses pupils' academic progress. Half termly reviews give parents the opportunity to discuss with staff the progress being made by their child. Attendance by parents at these meetings is very high and the centre ensures that parents who cannot attend are provided with the same opportunity by visiting them in their home. These visits are appreciated by parents and they make a significant contribution to the progress made by pupils; they are clearly one of the centre's early successes.
33. The outreach service provided by the centre, which is part of the local authority's behaviour support team, is good. The service is based on clear objectives which are understood and

agreed by the centre and the schools they support. The main objectives are to help individual pupils to improve their behaviour, to prevent exclusions or effect a speedy return to mainstream education for those who have been excluded and improve the way in which mainstream schools deal more effectively with pupils' difficult behaviour. Schools supported by the service are cautiously optimistic. They recognise that the service is in its infancy but all consider that the work undertaken so far has been effective. The work of the centre's learning mentors in supporting both staff and pupils is highly regarded by mainstream schools and they consider that these mentors are having a very positive impact on the work of their school and the behaviour of their pupils. The contribution of this service to the inclusion of pupils with behaviour difficulties into mainstream schools is very good.

34. The centre also makes good use of the local environment to enhance pupils' curricular access and to develop pupils' social skills. There are good links with Stretford Leisure Centre for access to PE and pupils have paid a visit to Skills City at the Manchester G-Mex Centre for information and discussions on possible future careers. Pupils have also visited a water sports centre and taken part in sailing, canoeing and windsurfing. Other visits made by the centre include Tameside Hippodrome and the local McDonalds which was linked to a behaviour award.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. Governance is **unsatisfactory**.

### **Main strengths and weaknesses**

- The teacher in charge and the assistant manager of the behaviour support team work closely together and have provided effective leadership of the setting up of the centre.
- The LEA has been too slow in setting up a system of support for the centre through forming a management committee.
- Staff responsibilities are shared well and staff work as a team.
- Information gained from monitoring the work of the centre is not used effectively to plan for improvement.

### **Commentary**

35. The governance of the centre is unsatisfactory because the management committee is not fulfilling its responsibilities sufficiently. For example it has not ensured that planned improvements to ensure pupils' health and safety have been carried out and the centre does not have the required policy on sex and relationships education. There are no LEA policies on education otherwise than at school, admissions and the curriculum to be provided in pupil referral units. The LEA has not ensured that the management committee works effectively. As a result, over a year after the centre was initially registered, the management committee is still discussing who its members and what its terms of reference should be. The management committee is not yet in a position to help shape the vision, direction and improvement of the centre. Despite the evident commitment from individual members who understand some of the weaknesses and strengths of the centre, the committee has lacked urgency and drive.
36. The joint leadership of the teacher in charge and the assistant manager of the behaviour support team is good. They have developed a vision for the centre and through their high aspirations for the centre they provide very good role models to others and they are deeply committed to responding to the individual needs of pupils. The strategic planning satisfactorily reflects the centre's ambitions and goals but does not always precisely date necessary development to help ensure that staff responsible for carrying out the necessary tasks do so on time.
37. The leadership of other key staff is satisfactory. They have a clear sense of purpose and high aspirations for the pupils. They satisfactorily lead aspects of the curriculum and teaching. They work closely as a team.

38. The establishment of this new centre has been managed effectively. The recruitment, retention and deployment of staff, their induction and performance management are good. The centre's self-evaluation and the monitoring of performance information, however, is unsatisfactory because the centre does not yet pay sufficient attention to obtaining information about pupils' achievement and behaviour and, where this does exist, it is not used effectively to plan for improvement. Financial management to achieve educational priorities and the attention given to the principles of best value are satisfactory.

### Financial information

***Because the centre only opened in September 2003 there is no record of expenditure for a full financial year. The anticipated financial information for the period September 2003 to March 2004 is given below:***

Income and expenditure (£)	
Total income	164778
Total expenditure	164778
Expenditure per pupil	8673*

Balances (£)	
Balance from previous year	Not applicable
Balance carried forward to the next	Not applicable

\* The cost per pupil is based on the number of pupils (19) who will have attended the centre during the period September 2003 to March 2004.



## PART C: SUBJECTS AND COURSES IN KEY STAGE 3

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### Modern Foreign Language

The centre does not make any provision for a modern foreign language. A small number of pupils have French lessons in mainstream schools as part of their planned return to school.

#### English

*Two lessons of English and a literacy booster session were observed, pupils' work was scrutinised and a discussion was held with the English co-ordinator.*

Provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Topics are chosen well so that pupils are interested and motivated by what they study.
- The good relationship between the teacher and pupils ensures that pupils develop good attitudes to their work.
- Assessment is satisfactory but is not yet used sufficiently to ensure that teaching is matched well to pupils' abilities.

#### Commentary

39. Pupils' achievement and progress in English are satisfactory. Progress in reading, speaking and listening and writing is satisfactory. In lessons pupils acquire skills, knowledge and understanding; they concentrate well on the tasks they are given and work productively. Lessons are planned appropriately to provide pupils with opportunities to take part in discussion and as a result they contribute effectively and willingly ask and answer questions. Pupils learn to listen carefully in morning meetings and answer questions asked by teachers and support staff. Higher attaining pupils answer questions with confidence and many adjust their speaking to different contexts and listeners. For example, in a lesson leading to developing a piece of writing about conditions in the First World War, pupils volunteered information that they had seen on television and elsewhere. Reading, writing, handwriting and spelling are given appropriate attention leading to pupils progressing steadily. Pupils work effectively on their own and with others when they are supported by an adult. Assessment is appropriately used in lessons, for example through skilful question and answer sessions, which provides pupils with an understanding of how they can improve their work.
40. Teaching is satisfactory. Lessons and literacy booster sessions are effectively planned so that pupils are motivated by the topics chosen. Pupils are expected to work hard and behave well and they respond well to the teacher's insistence on high standards of behaviour. Suitably varied teaching methods are used, such as individual tuition, small groups and paired work and resources are engaging and interest the pupils. However, the teacher is not a subject specialist and this limits the extent to which English can be studied in depth.
41. The curriculum for English is sufficiently broad to ensure that pupils can maintain pace with the curriculum provided in mainstream schools. The attention given to literacy through booster sessions helps pupils to improve their literacy skills and increase their confidence that they will succeed on return to mainstream education.
42. Leadership and management of English are satisfactory. The subject leader has made sensible decisions about what should be taught to ensure that pupils achieve satisfactorily. The introduction of literacy booster work has been particularly effective and assessment, using a

suitable 'small steps' approach, is satisfactory. However, the information gained from assessing pupils' achievement is not yet used to inform curriculum planning or teaching.

### **Language and literacy across the curriculum**

43. The development of literacy across the curriculum is satisfactory. Teachers use a range of resources in lessons and pupils are encouraged to use information from different sources. They are encouraged to read out loud and contribute orally to lessons. The display of key subject words in classrooms helps pupils develop the vocabulary needed for a range of subjects.

### **MATHEMATICS**

*Three mathematics lessons were observed, the work of all pupils was analysed and a discussion was held with the subject leader.*

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' numeracy skills are developed satisfactorily.
- Pupils' achievement in mathematics helps them to return to mainstream schools.
- Teaching is enthusiastic and knowledgeable.
- The assessment of pupils' progress is not used sufficiently well to match work to their individual needs.
- The reduced curriculum restricts the achievement of pupils.

### **Commentary**

44. Pupils respond well to the effective teaching of mathematics and their achievement is satisfactory. Most pupils have experienced difficulty with the subject in their previous schools and many have limited mathematical knowledge. The carefully structured lessons help them to overcome their lack of confidence and to make satisfactory progress.
45. Pupils' satisfactory progress is evident from the increased confidence they have in dealing with mathematical problems and in the care they take in the presentation of their work. Pupils show a sound understanding of basic skills and most can do calculations in their head. Pupils are developing an understanding of simple geometry and algebraic equations; they can calculate percentages of whole numbers and produce accurate graphs from data they have collected using tally charts. Higher ability pupils demonstrate an understanding of probability and can reproduce shapes to illustrate reflective symmetry. Numeracy booster sessions for individual pupils contribute well to pupils' achievement. They learn to complete calculations more rapidly and through this to overcome their reluctance with mathematics. Pupils' overall achievement and in particular their increased numeracy skills equip them well to cope more confidently with mathematics when they return to mainstream schools.
46. The teacher's high expectations are reflected in the quality of pupils' work. The work set for pupils is challenging and pupils respond well to this by, in the main, persevering until they solve the problems they have been given. The teacher insists on high standards of behaviour and is usually successful in achieving this; consequently pupils usually behave very well and concentrate throughout the lesson. Occasionally, however, pupils' inability to manage their own behaviour and the teacher's inexperience in dealing with such behaviour disrupts the lesson and restricts their achievement. The National Key Stage 3 Strategy is used well to provide a clear structure for lessons that helps guide pupils' learning. The teacher has very good understanding of the subject, which is used well to set challenging tasks for pupils. The planning of lessons is satisfactory, but insufficient attention is paid to using the information gained from assessing pupils' work to make the content of lessons more suited to pupils' individual levels. The use of resources and the teacher's explanations are such that pupils quickly grasp the concepts being taught.

47. The assessment of what pupils know is unsatisfactory. Although pupils' work is marked regularly and effectively the information is not used to set pupils different tasks according to their ability and understanding. The teacher has plans to incorporate the information gained from assessing pupils' work into a computer database but this is not yet in place. There is currently no formal system of recording assessments and, therefore, there is no means by which the effectiveness of teaching and learning can be evaluated effectively.
48. Leadership and management of the subject are satisfactory. The subject leader has many other roles to fulfil in this small centre but has worked hard to establish mathematics as a subject which pupils like. The time allocated to the subject each week falls short of that recommended and this has required a reduction in the curriculum provided. The subject leader has made sensible decisions about which topics will be studied in detail and which will be omitted but this reduction does restrict the opportunities that pupils have to achieve higher standards in the subject. The subject leader keeps up-to-date with changes to the curriculum and ensures that resources to support teaching are satisfactory.

### **Mathematics across the curriculum**

49. The use of mathematics across the curriculum is satisfactory. Teachers of other subjects offer sound opportunities for pupils to use their mathematical skills. For example, pupils' work in design and technology indicates that they have measured materials accurately. In science pupils are encouraged to calculate and to measure accurately when carrying out simple investigations.

### **SCIENCE**

*Science was not taught during the inspection. Judgements about achievement in science are based on analysis of pupils' work, assessment information and discussion.*

Provision for science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils do not achieve enough practical skills.
- Poor accommodation and resources are barriers to raising achievement in science.
- Shortage of teaching time limits how much pupils can achieve.
- Specialist science teaching helps pupils to improve their knowledge and understanding of science.
- Planning and assessment in science does not focus enough on individual pupils and their return to learning science in mainstream schools.

### **Commentary**

50. Achievement in science is unsatisfactory. Pupils do not have access to specialist facilities. As a result they do very little practical work and their progress in developing science enquiry skills is unsatisfactory. The time for science is very short and significantly less than science time in mainstream schools. As a result of these barriers to progress in science, pupils have not, for example, been learning how to plan an investigation, predict what will happen, collect and explain results, and discuss how to improve their work.
51. In the short time that is available for science, pupils have achieved this school year a secure knowledge about the earth in space, human reproductive systems, and how to test if household materials are acid or alkali. This is because these topics have been well taught by a science specialist. The teacher does not have the specialist facilities nor the amount of time needed to provide pupils with the levels of challenge they need in their preparation for a return to mainstream school.

52. There is not enough evidence to make an overall judgement about the quality of teaching. However, pupils are learning scientific vocabulary, and a few practical skills, because they are taught by a knowledgeable and experienced specialist. Marking is up to date, helpful and supportive. There is not enough use of assessment information, or of mainstream science plans, to prepare individual pupils for their return to mainstream schools. Instead pupils in Years 7, 8 and 9 are taught the same topics.
53. Leadership and management are satisfactory; the subject leader has made the best of an unsatisfactory situation. She has made satisfactory use of poor resources, accommodation, and the restricted time available to teach science. As a result, pupils' interest in science has been maintained sufficiently for them to take advantage of the better facilities available for the subject when they return to mainstream schools.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*One lesson of ICT was observed, a limited amount of work was scrutinised and a discussion was held with the ICT co-ordinator.*

Provision for information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Lesson time is used productively because lessons are brisk and purposeful.
- Pupils' attitudes to using computers are good.
- Information about pupils' achievement is not systematically gathered nor used to inform curriculum planning or teaching.

### **Commentary**

54. Pupils satisfactorily acquire skills, knowledge and understanding and apply themselves and work productively. Pupils show confidence in their use of a range of computer applications and software. They use word processing skills effectively and can move work from different applications. For example, they are able to use software to produce text boxes and pictures they have captured from the Internet. Pupils are learning to use spreadsheets effectively to produce graphs and charts.
55. Teaching is satisfactory. The encouragement and engagement of pupils is satisfactory. Appropriately high expectations are made of pupils and suitable teaching methods are used, balancing group teaching and individual supported work on the computers. Resources are sufficient but are not always kept in good working order. Time is used productively and there is a satisfactory insistence on good behaviour. Equal opportunities are promoted to enable all pupils to participate in lessons.
56. The subject is satisfactorily led in that there is a clear idea of how it needs to develop. Informal assessment is used in lessons by checking that pupils are doing what is asked of them. However, pupils are not informed at the beginning of the lesson what they are expected to learn and this restricts the extent to which the teacher can assess their achievement. The information gained from assessment is not yet gathered systematically or used to inform curriculum planning or teaching. The curriculum is being developed and plans indicate that it will cover a sufficiently broad range of activities and experiences to ensure that pupils acquire the skills they need when they return to mainstream schools. Teachers and support staff are satisfactorily matched to the requirement of the curriculum. The accommodation is appropriate and resources are sufficient and used well but not always kept in a sufficiently good state of repair.

### **Information and communication technology across the curriculum**

57. The use of information and communication technology in other subjects is satisfactory. The use of computers makes a helpful contribution to pupils' learning in subjects such as history and geography where access to the Internet enables pupils to research material about the topic they are studying. However, planning for other subjects and teacher's plans do not yet incorporate how information and communication technology will be used.

## **HUMANITIES**

### **History**

*One history lesson was observed and a small amount of written work was analysed.*

Provision for history is **satisfactory**.

#### **Main strengths and weaknesses**

- Issues of local interest are used to motivate the pupils.
- Work is not sufficiently varied to match the level of ability of individual pupils.

#### **Commentary**

58. The centre's programme for history comprises the teaching of units designed to capture pupils' interest such as local history about the Bridgewater canal and work on the history of slavery. In the single lesson observed, teaching and learning were satisfactory but the teacher's strategies for managing difficult behaviour were limited. Pupils' work over a period of a term indicates satisfactory progress from a low starting point, although the work is insufficiently individually pitched to the particular levels of the pupils. There is no formal assessment of pupils' achievements but their work is marked regularly and up to date.

### **Geography**

*One geography lesson was observed, teacher's plans and a small amount of written work were analysed.*

Provision for geography is **satisfactory**.

#### **Main strengths and weaknesses**

- The work set for pupils is challenging.
- The amount of time available for geography is too little to ensure that pupils gain maximum benefit from the subject.
- Teaching is knowledgeable, brisk and purposeful.
- The subject makes a good contribution to pupils' social and cultural development.

#### **Commentary**

59. Although the teaching of geography is good, pupils' achievement is only satisfactory because the small amount of time available to the subject means that topics cannot be studied in sufficient detail and depth to ensure that achievement is higher. Nevertheless, pupils respond well to the challenges presented by the effective teaching. They are developing an understanding of complex world issues such as the exploitation of labour in developing countries by western manufacturing industries. In the one lesson observed, pupils engaged in an animated discussion about this topic which revealed their understanding of the issues and their concern for the workers who produce fashion goods for sale in western countries.

60. The teaching of geography ensures that pupils take the subject seriously. They are presented with challenging topics in a structured way, which ensures their participation and understanding. Pupils are taught to compare conditions in one country with those in another and to draw conclusions from the evidence that is available. They are helped to research material from the Internet and to use this to complement information from text books. The nature of the work set for pupils and the encouragement that is provided for them contributes effectively to pupils' success in returning to mainstream education.
61. The subject is effectively led and managed. The subject leader has developed a satisfactory curriculum that includes well chosen topics for study to capture pupils' interest and enthusiasm. Pupils' work is marked regularly and effectively but the information gained is not used to ensure that teaching and the curriculum are better matched to the skills and knowledge of individual pupils.

## **Religious education**

*Religious education was not taught during the inspection. Judgements about provision are based on analysis of plans and discussion with the teacher in charge of the centre.*

Provision for religious education is **satisfactory**.

62. Religious education is taught as a module in the programme for personal and social education and was not taught at the time of the inspection. Plans and schemes of work for the subject indicate that teaching will cover appropriate elements of the local authority's agreed syllabus. Pupils will learn about the major world faiths, their traditions and cultures.

## **TECHNOLOGY**

### **Design and technology**

*Design and technology was not taught during the inspection. Judgements about achievement in design and technology are based on analysis of pupils' work, assessment information and discussion.*

Provision for design and technology is **unsatisfactory**.

### **Main strengths and weaknesses**

- Achievement in design and technology is unsatisfactory.
- Poor accommodation and resources for work with resistant materials, and for food technology, limit pupils' progress.
- Health and safety procedures are not developed well enough.
- Pupils enjoy their work with resistant materials because they are taught by a well qualified and enthusiastic specialist.
- Pupils are not challenged enough to design and evaluate their work.

### **Commentary**

63. Pupils are not able to develop sufficient knowledge, understanding and skills in this subject. The centre does not have the resources or specialist accommodation to plan an effective programme for work with resistant materials and for food technology. Pupils are, therefore, not prepared as well as they could be for their return to mainstream school. They are restricted to using simple hand tools with resistant materials. There are no powered tools. There are no specialist facilities for pupils to develop food technology skills. There is a small amount of cooking as part of the Duke of Edinburgh Award scheme and pupils are learning to shop for and prepare a buffet lunch for the end of term.

64. Pupils have said how much they enjoy their work in design and technology (resistant materials). This helps them to concentrate and complete the tasks they are set. Pupils have made a small container in wood. They learned to choose a design, mark out and cut the wood with a simple hand saw, then join the parts together. Pupils have made a mould for a toy boat out of plastic using a vacuum forming process, and trimmed the finished product. Although pupils have no access to specialist facilities, they are learning about potential hazards when working in a design and technology room with resistant materials.
65. There is not enough evidence to make an overall judgement about the quality of teaching and learning in design and technology. There is experienced, specialist teaching. There is good planning, using an Entry level examination course on resistant materials. By the teacher's careful selection of units from this course that can be taught given the poor facilities, pupils are learning how to make and finish artefacts. They are not, however, challenged enough to develop design skills. Pupils are also not given the opportunity to learn to evaluate their work. Risk assessment is not routinely carried out each lesson.
66. Leadership and management of design and technology (resistant materials) are satisfactory. Development work is, however, significantly hampered by the poor facilities for teaching resistant materials and food technology.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

*One art lesson was observed. Pupils had taken most of their completed work home.*

Provision for art is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils learn well how to paint and sculpt in the style of famous artists.
- Pupils respond well to the interesting activities that are presented.
- Teaching is enthusiastic, knowledgeable and skilful.
- Assessment procedures are unsatisfactory.
- Accommodation and resources are unsatisfactory and present a number of health and safety issues.

### **Commentary**

67. Achievement in art is satisfactory. Although there are no specialist facilities the teacher is creative and resourceful in finding materials to give pupils experience of working with paint and textiles and with wire and plaster of paris for sculpting projects. Most of the pupils' work has been taken home and there is very little work on display. Pupils have learned to paint in the style of famous artists, for example, Kandinski and Matisse. They have learned to use textiles, cutting out and sewing to make cushions. In the lesson observed pupils worked in the style of Alberto Giacometti. Pupils were creating sculptures of human forms by applying plaster of paris to pre-formed wire frames. They worked quickly and with enthusiasm. In the space of the short forty minute lesson each pupil applied the plaster, dried it and applied a coat of paint. Pupils were able to make this good progress because the teacher had prepared the materials well so no time was wasted. One boy, who has extra time for art, learned how to create a metallic effect to his finished sculpture. This is because he responded well to instruction from the specialist teacher who was well prepared for this extension work.
68. The quality of teaching and learning overall is satisfactory. Teaching is creative and enthusiastic and as a result pupils respond well. The lesson observed was well prepared and managed. The teacher and assistant work well as a team and have good relationships with the pupils. As a

result, pupils want to learn new skills and they concentrate well. Although a record is kept of what pupils have achieved each lesson, there is not enough opportunity at the end of a lesson for pupils to evaluate their own and others' work. It is difficult, however, to provide such an opportunity because the lesson time is so short. Assessment overall requires further development, including the teacher's knowledge of National Curriculum assessment in art and design. Attention to risk assessment is not routinely carried out, for example for the use of a hair drier to speed up the drying of the plaster of paris.

69. Leadership and management are satisfactory. The scope to develop the subject is limited by the lack of specialist facilities and unsatisfactory provision of resources for this subject, by the shortage of time allocated for art and design and because the subject leader is only allocated part of one afternoon each week at the centre.

## **Music**

There is insufficient evidence to make judgements about the provision for music.

70. Provision for music comprises a single lesson per week taught by a visiting teacher supported by a learning mentor who work closely together in the lesson. Pupils are offered opportunities to play drums, guitar or keyboard. The accommodation is a suitable dedicated music room in the youth provision adjoining the centre.
71. There is no formal planning and records of progress are not kept but the teacher quickly judges the level at which pupils are able to work. In the single lesson observed, when a pupil chooses not to co-operate, there are limited strategies to deal with the situation. A pupil who participated appropriately in the session made satisfactory progress playing a simple guitar melody that he had composed by ear.

## **PHYSICAL EDUCATION**

72. There is insufficient evidence to judge the quality of provision in physical education. The centre does not have facilities to teach the subject but makes use of a local sports centre to ensure that pupils participate weekly in sports activities. In addition, the centre organises frequent excursions so that pupils can take part in outdoor activities such as rock climbing and canoeing.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*Six lessons were observed. Evidence was also drawn from observations at the start of the day, break and lunchtimes, visits to other schools, discussions, and school documents.*

Provision for personal, social, health and citizenship education is **good**.

### **Main strengths and weaknesses**

- Interesting activities each week help pupils to learn to co-operate, take responsibility, work in groups on shared targets, contribute to work in the community, and evaluate their own achievements.
- The quality of teaching and of learning and behaviour support is good enabling pupils to achieve well in their personal and social development.
- Staff at the centre work very well with other professional agencies and with parents to help pupils improve their personal and social skills.
- Individual programmes to help pupils return to school are well planned and effective.
- The subject is well led and managed overall, however the management committee has not yet developed the required sex and relationships education policy.

### **Commentary**



73. Pupils make good progress in the development of their personal and social skills and achieve well. As a result, the centre is able to begin planning for their return to mainstream schools within a month of their arrival at the centre. 'Brain gym' lessons at the start of every day have a good effect, helping pupils to settle into work. Activities include strategic games, for example, rather like chess that encourage pupils to think imaginatively, talk sensibly with each other and the teacher, work with a partner, and accept defeat graciously if they lose. Also daily are group meetings for pupils to discuss and set targets for the day. Pupils learn to accept responsibility for their own targets and for their part in meeting group targets. Each week pupils and staff meet as the Centre Forum. Here pupils can present their views. Pupils are currently deciding how best to develop the area around the centre for the joint use of the youth service (which is on the same site) and the centre. In personal, social, health and citizenship education lessons, pupils are learning about healthy eating, stress and how to deal with this, understanding their personal qualities and skills, and healthy lifestyles.
74. Pupils enjoy their work for the Duke of Edinburgh Award Scheme. They have risen to the challenge of outdoor pursuits such as rock climbing, orienteering and canoeing. One group of pupils is learning how to prepare and print a newsletter about the work of the centre for parents and other schools. Another group is learning how to take responsibility for preparing a buffet lunch for the end of term. Pupils are learning the independence skills of deciding what needs to be purchased, shopping at the local supermarket, and preparing the meal.
75. A good range of visits helps pupils to develop appropriate personal and social skills whilst out in the community. They are renovating a bird hide in a local ecology park. They learn what questions to ask about work when visiting 'Skills City'. They learn to behave appropriately when visiting local leisure facilities, and when they begin to have some lessons in schools. Visitors into school also make a good contribution to pupils' personal and social development, the nurse, the community police officer, and a drama group, for example.
76. Teaching and learning are good, enabling the pupils to achieve well. Staff are well informed about the personal and learning needs of individual pupils. In lessons staff remain calm when managing difficult behaviour. Good team work between teaching and support staff helps minimise disruption when individual pupils do not want to co-operate. Good records are kept of pupils' achievements. This information is used well to help write pupils' individual integration plans after they have been at the centre for four weeks.
77. The support staff deserve special mention for the very good job they do in liaising with schools, parents and professional agencies to help pupils achieve their personal and social targets. Teaching and support staff, staff from other schools, and the professional agencies all work together well to help pupils meet their targets so that they can get back into mainstream school as quickly as possible.
78. Leadership and management are good. The centre provides a good and varied programme for personal, social, health and citizenship education where all the different strands provided in the centre and off site combine to promote pupils' personal and social development. Support staff are well trained. The centre does not yet have a policy and programme, agreed by the management committee, for a sex and relationships education programme.

**PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS***Inspection judgement**Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	5
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).*

